



NURS-502: FOUNDATIONS OF NURSING

Effective Term

Fall 2024

BOT Approval Date

01/11/2024

Discipline

NURS - Nursing

Course Number

502

Course Title

Foundations of Nursing

Short Title

Foundations of Nursing

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

1.50

Lab Units

1.50

Total Units

3.00

Hours

Lecture Contact Hours

24-27

Out of Class Hours Lecture

48-54

Lab Contact Hours

72-81

Out of Class Hours Lab

0.00

Total Contact Hours

96 - 108

Total Out of Class Hours

48 - 54

Total Student Learning Hours

144 - 162

Is this an existing Extensive Lab?

Yes

**Distance Education**

No

Catalog Description

This course provides a foundation and introduction to nursing and the roles of the registered nurse with emphasis on nursing process, critical thinking, nursing knowledge, and basic skills necessary to administer beginning level assessment and intervention/procedure for adults and geriatrics populations. Clinical experiences will provide opportunities for students to participate in therapeutic activities in a variety of health settings that focus on health maintenance and promotion.

Requisites**Prerequisite(s)****Prerequisite(s) (must be taken before)**

Admission to the Associate Degree Nursing Program.

Corequisite(s)**Corequisite(s) (must be taken simultaneously)**

NURS-501

and NURS-571.

Codes**TOP Code (CB 03)**

1230.10* - *Registered Nursing

CIP Code

51.3801 - Registered Nursing/Registered Nurse.

Student Accountability Model (SAM) Priority Code (CB 09)

C - Clearly Occupational

Noncredit Category (CB 22)

Y - Credit Course

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications**Minimum Qualifications**

Nursing (Masters Required)

And/Or

End

CSU Area(s)**IGETC Area(s)****Learning Objectives****Learning Objectives****Learning Objective**

1. Develop an understanding of nursing role and theoretical framework of nursing.
2. Demonstrate basic head-to-toe assessment on stable medical-surgical patients.
3. Perform basic nursing skills and patient-centered care, tailored to the diverse needs of patients, encompassing different genders, races, cultures, and disabilities.

4. Develop an understanding of nurses' role as a leader and communicator, actively participating in implementing change.
5. Develop an understanding of the nursing process by using systemic approach to assess, diagnose, plan, intervene, and evaluate patient care.
6. Develop the ability to perform patient-centered care and provide compassionate and coordinated care based on respect for patient's preferences, values, and needs.
7. Implements therapeutic communication skills that foster open communication with diverse patients with different gender, races, cultures, and disabilities; valuing mutual respect and shared decision-making to achieve quality patient care.
8. Develop understanding and implement evidenced-based practice that integrates best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal healthcare.
9. Develop the ability to use data to monitor patient care outcomes and apply process improvement methods to design and test changes to continuously improve the quality and safety of health care systems.
10. Develop the ability to minimize risk of harm to patients and providers through both system effectiveness and individual performance.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Patient-centered Care. The student will use the nursing process to provide compassionate and coordinated care based on respect for individual preferences.
2. Communication, teamwork, and collaboration. The student will effectively facilitate inter-professional relationships by promoting open communication, mutual respect, and shared decision-making.
3. Evidence-Based Practice. The student will integrate current research findings when planning for delivery of care to achieve the best outcomes.
4. Quality Improvement: The student will utilize data to monitor and evaluate all aspects of care to improve the quality and safety of healthcare.
5. Safety: The student will minimize risk of harm to patients and healthcare team through both system effectiveness and individual performance.
6. Informatics: The student will apply information and technology to communicate, organize data, mitigate error, and institute change while protecting patient privacy.

Program Learning Outcomes

Learning Outcome

1. Provide patient-centered care to diverse populations with various health-related conditions using the nursing process, cultural competence, and compassion based on respect for individual preferences at the entry level registered nurse generalist.
2. Effectively facilitate inter-professional relationships by promoting open communication, advocacy, and shared decision-making to enhance knowledge, experience, and health outcomes at the entry level registered nurse generalist.
3. Demonstrate accountability as a lifelong learner for the delivery of evidence-based practice when planning holistic care to achieve optimal outcomes for the patient, family, and community at the entry level registered nurse generalist.
4. Apply legal, ethical, and regulatory principles to participate in improvement processes including the use of data to design, implement and evaluate outcomes to improve the quality and safety of healthcare systems at the entry level registered nurse generalist.
5. Demonstrate commitment, accountability, integrity, critical thinking and discretionary judgment in nursing practice to minimize risk of harm to patients, the healthcare team, and the community at the entry level registered nurse generalist.
6. Utilize nursing science, information management, and technology to communicate, organize data, mitigate error, and institute change while protecting patient health information at the entry level registered nurse generalist.
7. Function as a member of the inter-professional team and demonstrate leadership qualities such as effective communication, collaboration, delegation and constructive feedback to manage and coordinate care at the entry level registered nurse generalist.
8. Address implicit biases and equity gaps that exist in the healthcare environment considering global, national, and local concerns to improve outcomes at the entry level registered nurse generalist.

Institutional Learning Outcomes

Aesthetic Awareness: The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

Scientific Awareness: The student will apply the scientific method of inquiry to assess potential solutions for real-life challenges by employing science-based knowledge and methodologies in daily life.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic

Personal

and Professional Responsibility

Content

Course Lecture Content

Module 1: The Nurse's Role and Theoretical Framework of Nursing

- Nursing Theories
- Professional Organizations in Nursing
- Nursing Scope of Practice and Standards of Care
- QSEN Competencies
- Healthcare Professionals and Collaborative Care
- Principles of Nursing

Module 2: Health Care Delivery Systems and Health Promotion

- Health Promotion
- Healthcare Agencies and The Healthcare System
- Healthy People 2030
- Safe Process of Medication Administration

Module 3: The Vital Signs

- The Vital Signs
- Factors that Affect Vital Signs (including risk of diseases of some cultures e.g. Hypertension risk in African-American culture)
- Delegation of Tasks

Module 4: Physical/Health Assessment

- Physical/ Head-to-toe Assessment
- The Four Methods of Examination
- Assessment of Fluid and Electrolytes
- Assessment of Body Systems
- Assessment of Elimination Status of the Patient
- Assessment of Nutritional Status

Module 5: Communication, Patient Teaching, and Cultural Awareness

- The Three Modes of Communication
- Therapeutic Communication with consideration of diverse cultures
- Barriers to Communication (English as second language of some patients)
- Roles of The Nurse
- Patient Teaching and Teaching Plans addressing different cultures, races, gender, and disabilities
- Different Patient Cultures, Beliefs, and Practices

Module 6: Critical Thinking and The Nursing Process

- Critical Thinking and Its Components
- Clinical Reasoning
- The Five Steps of the Nursing Process

- Types of Documentation/Charting
- Different Types of Report
- Importance of Hand-off Communication
- Significance of Nursing Research

Module 7: Nursing Across the Life Span

- Developmental Theories
- Age-appropriate Nursing Care
- Developmental Changes in Diverse patient population (Young, Middle, and Older Adult)
- Confusion in Elderly

Module 8: Nursing Care of the Adult

- Definition of Security and Safety
- Comfort and Rest Needs of a Patient
- Elimination and Nutrition Needs of a Patient

Module 9: Nursing Care of Adults with Altered Functioning

- Introductory Concept of Diabetes Mellitus
- Body Integrity Needs of a Patient
- Exercise and Mobility Needs
- Sensory Needs
- Advance Directives
- Love and Belonging Needs
- Phases of Surgery
- Different Types of Precaution
- Principles of Asepsis

Course Lab Content**Learning How to Transfer a Patient who needs assistance or patients with disabilities**

- Assisting a patient from bed to wheelchair
- Assisting a patient with Ambulation using Cane and Crutches
- Transferring patient from Bed to Chair
- Transferring patient from Chair to Bed
- Moving patient up in Bed with assistance

Assisting with Activities of Daily Living (ADL)

- Assisting patient with turning in bed
- Providing Oral Care
- Suctioning the oropharyngeal and nasopharyngeal airways
- Assisting patient with the use of bedpan
- Emptying a foley catheter
- Administering an enema
- Providing a bed bath
- Changing linens
- Feeding patients

Standard Precaution and Other Types of Precaution

- Contact Precaution
- Droplet Precaution
- Airborne Precaution
- Neutropenic Precaution

Health Assessment

- Head-to-toe Assessment
- Normal Assessment findings, cultural/ethnic considerations (e.g. how to assess pupils with darker color of eyes or how to assess hypoxia on patients with dark skin)
- Vital Signs Assessment

Specimen Collection

- Collecting a midstream urine
- Collecting urine from a foley catheter
- Collecting a stool specimen
- Collecting a sputum specimen
- Obtaining a wound culture specimen
- Obtaining a nasal or nasopharyngeal swab/specimen

Fall Prevention

- Applying Restraints

Administering Oxygen

- Adding Humidifier

Methods of Instruction**Method**

Role Playing/Simulation

Integration

Simulation participation is required for all students. Simulations may involve high fidelity manikins or standardized patients (which require faculty supervision) or virtual simulation assignments. Standardized Simulation begins with student self-study of the patient case described in the simulation scenario. The Simulation experience itself involves pre-briefing, a simulation run, and debriefing. Concept maps and student reflections may be used to enhance student learning.

Method

In-class Exercises

Integration

Passport for Theory Class (also called Ticket to class) and Flipping Classroom Environment: Students will be assigned reading and activities (such as creating a care plan) to complete prior the theory/lecture session and will continue into the lecture day. In the Classroom Theory Student Engagement Sessions (CTSSE), Students will be actively engaged in learning using the QSEN expectations of Knowledge, Skills, and Attitude. See Postings and more information in the course Canvas shell. Classroom Theory Student Engagement Sessions (CTSSE), On campus Skills Labs/Simulation (OCC/CS), and Clinical Site Experiences (CSE) have been designed to facilitate student's achievement of course and/or program student learning outcomes. Instruction is centered around the program's seven Major Curriculum Concepts which include 1) Quality, Safe, Patient-Centered Care using Evidence-Based Practice; 2) Professionalism; 3) Leadership; 4) Caring; 5) Collaboration/Communication; 6) Critical Thinking; and 7) Informatics. MSJC Nursing facilities a flipped classroom environment that promotes active student engagement in learning which aligns with Benner's novice-to-expert, adult learning, deliberate practice, cultural, and social cognitive theories. In class discussion promotes, not only great communication skills, but also, critical thinking and help students build clinical judgement.

Method

Lecture

Integration

Lecture will be employed to describe the concepts of nursing care related to the nursing process. In class lectures and presentations will be used to introduce topics, present information about the topics, and to stimulate discussion. These presentations allow the depiction of a wide variety of concepts within the course with the visual enhancement of photos and the use of audio (e.g. playing different heart or lung sounds via audio).

Method

Visiting Lecturers

Integration

Guest speakers will be utilized to enhance student understanding of the role of a student nurse in the nursing profession.

Method

Observation and Demonstration

Integration

Hands-on nursing demonstration of skills allow understanding of the step-by-step process to ensure patient safety in the clinical setting. The skills check-off serves as a basis of student knowledge of procedure and ability to maintain safety at all times.

Method

Projects

Integration

Students will be able to apply the material learned in the lectures, discussions and readings along with their own library research to the production of an APA paper, presentation or some other product. These projects can relate to sharing information about culture and personal biases and developing strategies to overcome such biases in an attempt to deliver equity in healthcare and provide a patient-centered care.

Method

Discussion

Integration

Classroom and group discussions are designed to cultivate the critical thinking skills essential for nurses to achieve excellence in producing high-quality patient care. These discussions encompass various topics, including roles of a nurse, understanding own culture, and delegation of tasks to unlicensed-assistive personnel. These discussions also focus on nursing safe practices that account for the diverse characteristics of patients from different racial and cultural backgrounds, different gender identities, and disabilities thus ensuring equitable care for all patients.

Methods of Evaluation**Method**

Papers

Integration

Care plans or concepts maps will be used to evaluate the students' ability to correlate theoretical concepts of nursing as a profession related to the clinical practice. The care plan will include the head-to-toe assessment of a patient, psychosocial assessment, medications, laboratory values, diagnostics tests, and pathophysiology of the disease. Care plans will be graded based on accuracy and completion.

Method

Class Participation

Integration

Class performance will be evaluated by having student engagement in active discussion and self-reflection, which includes verbally sharing narratives of patient care experiences. Students will participate in lecture by answering and asking questions; this will improve their critical thinking skills. Students will be graded based on participation.

Method

Class Performance

Integration

Class performance will be evaluated as students demonstrate clinical behaviors and skill performance which encompass effective communication techniques, role-modeling and professionalism as per the student nurse code of conduct, patient advocacy, and

caring behaviors during class and clinical performance. Students will have a teaching demonstration assignment. Students will be evaluated using a rubric for teaching demonstration.

Method

Final Performance

Integration

Final examinations will be used to evaluate the student's ability to synthesize theoretical concepts, utilize biopsychosocial concepts and theories, and apply principles of critical thinking in the nursing process. The exams will be a combination of multiple choice and case studies to help prepare the students to pass the NCLEX exam. Exams/tests are graded on accuracy.

Method

Simulation

Integration

Simulation is done in a controlled learning environment using high-fidelity mannequins. Scenarios are given to student and mimics real-life patient situation and disease processes. Satisfactory performance in the clinical and simulation setting will be evaluated through demonstration of critical thinking and clinical reasoning skills based on the nursing process.

Method

Exams/Tests

Integration

Modular units and final examinations to demonstrate student's understanding of concepts learned in theory and the application of the nursing process. Utilize biopsychosocial concepts and theories while applying principles of critical thinking in the nursing process. Exams or tests are graded on accuracy.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Develop a written teaching plan/concept map for patient care incorporating critical thinking while using the components of the nursing process which consist of assessment, diagnosis, planning, implementation, and evaluation. Prepare a teaching demonstration based on your choice of assigned topics listed on Blackboard (patient teaching assessment, administration of oxygen, transfers and ambulations, checking vital signs, etc.). Please include a teaching plan with at least two learning objectives, content, time, materials needed to teach the patient, and a method for evaluation of your teaching. This assignment will examine evidence-based practice and show importance of patient-teaching in the healthcare setting to improve patients' outcomes.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

DEI and Examining Bias: The Equity Assignment. The Equity assignment has three parts. First, examine own biases. Then, explain how to overcome these biases. Lastly, determine how to provide equity in healthcare. Describe professional organization that could help provide equity in healthcare.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Teaching Demonstration: Form groups of 4-5 students per group. Pick a topic from the following: pressure ulcers, diabetes mellitus, different oxygen delivery systems, Congestive Heart Failure, and hypertension. It is an expectation that all group members contribute equitably to this presentation. Content: 1. Present a topic in front of the class through a Powerpoint presentation, a skit/ role play, or a Youtube video within 10-15 minutes. (20 points)

2. Make a narrative written APA paper (using APA 7th Edition) of presentation to accompany presentation (1 per group). Including what is, how to diagnose it, signs and symptoms, prevention, and treatments (all topics except oxygen delivery systems). For the topic oxygen delivery system, explain the different types of oxygen delivery system {nasal cannula, simple face mask, oxymizer, venturi mask, & nonrebreather}, patient teaching on oxygen use, and when to use them (give examples in relation to different disease processes). (20 points)

3. Provide at least 4 peer-reviewed scholarly sources.

4. The APA paper must be at least 5 pages including title page and reference page. One APA paper per group.

Course Materials**Textbooks**

Kozier and Erb's, Berman, Snyder, and Frandsen (2016). Fundamentals of nursing: Concepts, Process, and Practice. 10th Ed., Pearson Education, Inc.

Ignatavicius, D. D., & Workman, M.L. (2021). Medical surgical nursing: patient centered collaborative care (10th Ed.). Saunders Elsevier

Other Resources

American Psychological Association (2020). Publication manual of the American Psychological Association. 7th ed. APA

Taylor's Clinical Nursing Skills: A Nursing Process Approach (2018). Fifth Edition, Pamela Lynn., ISBN: 978-1-975134-88-4. Lippincott

Linda Skidmore-Roth. (2023) Mosby's 2024 Nursing Drug Reference, 37th Edition

Mosby's. (2021). Manual of diagnostic and laboratory test (7th ed). St. Louis: Mosby Elsevier

Kaplan NCLEX Deluxe Integrated Testing (online software)

Nursing Diagnosis Handbook, Revised Reprint with 2021-2023 NANDA-I® Updates 12th Edition

Class Size Information

Class Size

30

Class Size Category

F - Individualized, skills#based instruction/field practice 30

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

One of the goals of this class is to discuss cultural diversity. One of the discussion in class is about examining own culture and how different cultures can affect patient's centered-care and treatments. This will allow student to understand that diversity in culture can be seen in healthcare and decision-making is based on culturally sensitive care. The assignment also allows student to examine own prejudices and biases toward other cultures and do an in-depth exploration of one's own cultural/ethnic background. By doing so, a student can provide equity in healthcare and overcome own personal biases.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

To facilitate instruction of diverse learners, assignments include both formative and summative assignments to help students identify their strengths and learning styles. Some assignments like the teaching demonstration assignment allow students to pick their own topic that interest them; so that students can connect to the topic and take ownership of class material to a greater degree. This will also allow students to enhance their knowledge and communication skills.

Methods of instruction and methods of evaluation also present in different ways to cater different learning styles. The VARK assignment at the beginning of class identifies what type of learner a student is. Having this in mind, the instructor can incorporate different teaching techniques such as lecturing via powerpoint presentation, using video or films, case studies, hands-on learning of nursing skills, and simulation scenarios to help students demonstrate their knowledge and understanding of the course material. The class group oral presentation about different developmental theories demonstrate their knowledge in a manner that allows them to take ownership of the material and also, gives them the confidence to practice the role of a nurse as an educator. Understanding human diversity allows students to understand the value of patient-centered care and health promotion and disease prevention.

Interactions

Explain how the course will incorporate student-to-student interaction.

Students work together on a group teaching project. They also engage with peers in DEI discussion board. They interact with each other during post-conferences in clinical setting. Student-to-student interaction can also be achieved through in-class group activities (for example, the teaching demonstration project about certain disease process of their choice) and through out-of-class group projects (such as creating their powerpoint presentation and writing their APA paper collectively as a group).

Explain how the course will incorporate instructor-to-student interaction.

Instructor provides regular feedback in theory, simulation, and clinical setting. Lecture involves discussion to help student engage and solicit students' thoughts, knowledge, and feedback. Instructor-to-student interaction will also be achieved through the syllabus by describing the structure of the class and sharing of background information about the instructor. Feedback on assignments and exams will also incorporate instructor-to-student interaction.

Explain how the course will incorporate student-to-content interaction.

Assignments are designed to promote learning through the use of face to face interactions, technology, audio, word documents, recorded lectures, discussion boards and hands on activities. Lecture is conducted using student-centered learning method (i.e. flipping the classroom) that allow the students learning to be focused on the course material). In class activities and written assignments such as case studies will also allow the student to interact with the content. Students will also interact with the content through their group projects: teaching demonstration by researching certain disease process of their choice and presenting it to class. The assigned reading materials and ticket-to-class assignments will allow the student to interact with the course content, even before they come to lecture.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Students complete a daily journal of their experiences in the clinical setting and provide reflection of their own performances, self-expectations, and goals. Student-to-self interaction will also be achieved through the use of in-class and online discussions about their own culture and values and writing their Equity Assignment, which discusses their own biases and help them with their metacognition. Actively taking notes (such as taking notes on a notebook, tablet, or on their printed materials) while also facilitate student-to-self interaction.



Key: 2372