The focus of this course is the study of the concepts and principles necessary to competently perform the technological skills and therapeutic interventions needed for professional nursing practice. Topics include knowledge, judgment, skills and professional values within a legal/ethical framework for nursing. Emphasis is on using multiple ways of knowing as an organizing framework and application of concepts and principles that are basic to an environment of safety. Developmental, genetic, and environmental risk factors that affect health are explored. Nursing situations and simulations are used to apply the concepts of safe quality care.

**COURSE OBJECTIVES:** Upon completion of this course, the student will be able to create caring nursing responses in:

**Becoming competent**
1. Use multiple ways of knowing to identify health promotion needs for diverse populations. (SLO 1, 2, 3, 4; Essential I).
2. Demonstrate competence in the professional performance of basic nursing procedures with clear awareness of key elements and legal/ethical considerations including but limited to: (SLO 11, 12, 13; Essentials V, IX).
a. Preparation for common laboratory and diagnostic procedures
b. Demonstration of correct techniques in collection of routine specimens of body
   secretions.
c. Rationale for selected safety equipment: restraints, gait belt, walkers and demonstrate
   the appropriate technique when using them.
d. Performance of hygiene/comfort skills
e. Identifying need for and use of personal protective equipment.
f. Performing wound care, using principles of asepsis/sterile technique
g. Preparing and administering medications given via the oral, topical, nasogastric and
   parenteral routes with 100% accuracy.
h. State the rationale for care of the client receiving oxygen therapy, utilizing the
   principles of safe administration with selected delivery devices.
i. Describe characteristics, concepts, and processes related to transmission of common
   communicable diseases, including risk factors and prevention

**Becoming Compassionate**

3. Discuss respect of privacy and dignity of the patient and all components of the Patient
   Bill of Rights. (SLO 5, 10, 15; Essentials I, V, IX).

**Demonstrating comportment**

4. Practice within the boundaries of the Nurse Practice Act. (SLO 5, 11, 12; Essential V).
5. Demonstrate knowledge of Occupational Safety and Health Administration (OSHA)
   guidelines and universal precautions. (SLO 13; Essentials II, V, VII).

**Becoming confident**

6. Use effective and therapeutic communication techniques during the practice and
   performance of skills. (SLO 10, 12; Essentials III, VI, VII, IX).

**Attending to conscience**

7. Demonstrate personal accountability and responsibility safe performance of nursing
   care of diverse patient populations across the life span. (SLO 5, 7, 13, 14; Essentials II,
   V, IX).

**Affirming commitment**

8. Apply critical reasoning to identify appropriate standards and evidence-based nursing
   responses to enhance patient care and healthcare delivery. (SLO 8, 11; Essentials III,
   IX).
9. Discuss respect of privacy, dignity of the patient, and all components of the Patient Bill of
   Rights. (SLO 5, 6, 12, 15; Essentials VIII, IX)

**TEACHING LEARNING STRATEGIES:**
On-line modules, discussion, demonstration, audio-visuals, nursing situations, hands-on practice, and simulation.

**GRADING AND EVALUATION METHODS:**

<table>
<thead>
<tr>
<th>Elements of Evaluation</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comportment</td>
<td>10</td>
</tr>
<tr>
<td>Weekly quiz</td>
<td>40</td>
</tr>
<tr>
<td>Skills check-offs</td>
<td>30</td>
</tr>
<tr>
<td>Math</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**GRADING SCALE:**
Satisfactory (S) and Unsatisfactory (U) grades: A grade of S signifies that the work is of C quality or better and meets expectations. A grade of U indicates that the work is below expectations and no credit will be given for the work undertaken. A grade below C is not passing in the Undergraduate program. S/U grading is not calculated into the grade point average.

**REQUIRED TEXTS:**


**RECOMMENDED TEXTS:**


**TOPICAL OUTLINE:**

1. Concepts of Professional nursing
   a. The Profession of Nursing
   b. Health care systems
   c. Legal aspects
   d. Ethics in nursing
2. Communicating Effectively
   a. Interpersonal skills
   b. Documentation
   c. Reporting
3. Safety in the Healthcare setting
   a. Infection control
   b. OSHA Standards
4. Nursing Care
   a. Caring as the basis of nursing
   b. The nursing process
   c. Nursing diagnosis and care planning
5. Nursing care and basic physiologic needs
   a. Temperature
   b. Pain and comfort
   c. Oxygenation
   d. Mobility
   e. Rest and sleep
   f. Nutrition and fluids
   g. Elimination
   h. Sexuality
6. Nursing care and psychological, spiritual, and sociocultural needs
   a. Spirituality
   b. Culture
   c. End-of-life
   d. Psychological needs

COURSE ASSIGNMENTS:

1. Comportment: Bearing or demeanor expressed through the dress, language, and behavior. This includes:
   a. Arrives on time appropriately dressed per college guidelines and prepared for the nursing practice experience.
   b. Maintains professional behavior with peers, colleagues, faculty, staff, and patients.
   c. Adapts to changing circumstances, such as change in situation or assignment.
   d. Contributes to the overall productivity of the setting by actively working with others.
   e. Demonstrates understanding of the scope of nursing practice
   f. Begins to incorporate the leadership role of the professional nurse into own nursing practice.
2. Examinations: There will be two written examinations, each worth 20 points.
3. Skills check-offs: Points vary per skill, totaling 30 course points - see individual skill check-off forms.
4. Math: 1-point each for correct weekly assignment submissions (10) and 10 points for the final math evaluation.

BIBLIOGRAPHY:

Cochran Database on-line at http://www.thecochranelibrary.com


National Guideline Clearinghouse at www.guidelines.gov


**COURSE POLICIES AND GUIDELINES**

1. All course requirements and objectives must be met in order to obtain a passing grade.

2. Successful completion of all Fundamental Skills requires that all critical criteria are met (see individual skill check-off rubrics). If all critical criteria are not met during demonstration, or, if 2 or more steps in skill demonstration are not completed, the student will be required to schedule additional practice time then re-demonstrate the skill until mastery is obtained. All skills must be mastered in order to progress in the nursing program.

3. All students will be provided with a Skills & Assessment Tracking Form. This form serves as verification that all skill check-offs and required Lab hours have been completed. This form will be returned to your clinical instructor after final check-off.

4. Due to the extensive amount of material to be covered within the course, no classes can be missed. Students are expected to attend each lab on time.

5. Completion/Check off of all Fundamental Skills is the responsibility of the student. Open Lab time will be available for addition practice beyond your assigned lab section.

6. Students are to complete all required readings prior to class. This includes the math calculation preparation information.

7. Students are expected to abide by all policies in the College of Nursing Student Handbook.

**REQUIRED ITEMS:**
- Uniform
- School ID (Owl Card and CON name badge)
- Stethoscope
- Black ink pen & Pencil
- Paper as needed for notes

**COLLEGE OF NURSING POLICIES**

Policies below may be found in:

a). The faculty reserves the right to make changes in course content and requirements.
b) The Christine E. Lynn College of Nursing Undergraduate Handbook located at:
http://nursing.fau.edu/index.php?main=3&nav=526

c) Florida Atlantic University’s Academic Policies and Regulations
http://www.fau.edu/academic/registrar/catalogRevs/academics.php and
http://www.fau.edu/regulations

CODE OF ACADEMIC INTEGRITY:
The University policy regarding academic integrity is enforced in this course. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see:

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. ANY act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

DISABILITY STATEMENT:
In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton – SU 133 (561-297-3880), in Davie – MOD 1 (954-236-1222), in Jupiter – SR 117 (561-799-8585) or at the Treasure Coast – CO 128 (772-873-3305), and follow all OSD procedures.

INCOMPLETE POLICY:
The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of “F” from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of “I” (incomplete). This must be changed to a grade other than “I” within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

ATTENDANCE POLICY:
Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is
determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the final course grade as a direct result of such absence.

**RELIGIOUS ACCOMMODATION:**

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination. USE OF STUDENT COURSE MATERIAL The Christine E. Lynn College of Nursing may use students' course-related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.
<table>
<thead>
<tr>
<th>Week</th>
<th>Unifying Concepts</th>
<th>Course Objectives</th>
<th>NUR 3119L Content</th>
<th>Preparation</th>
<th>Outcome Measures (! = critical element)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Professional Behavior</td>
<td>2d-hygiene, comfort skills</td>
<td>Orientation</td>
<td>*ATI-Skills</td>
<td>Passing score on assigned ATI modules</td>
</tr>
<tr>
<td></td>
<td>Accountability Communication</td>
<td>2i-handwashing</td>
<td>Syllabus review</td>
<td>1) Ambulation,</td>
<td>1-1 Demonstration of hand washing techniques</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5-OSHA</td>
<td>Ambulation Transfers</td>
<td>Transferring, Ambulation</td>
<td>***Students verbalize an understanding of looking at the patient utilizing:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1, 3, 4, 6, 7, 8, 9</td>
<td>Personal Hygiene</td>
<td>2) Infection Control</td>
<td>- multiple ways of knowing</td>
</tr>
<tr>
<td></td>
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<td>Infection Control</td>
<td>3) Personal Hygiene</td>
<td>- respect for privacy and dignity</td>
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<td></td>
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<td>Medical Terminology</td>
<td></td>
<td>- the Nurse Practice Act</td>
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<td>Comfort Care</td>
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<td>- therapeutic communication</td>
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<td></td>
<td>Body Mechanics</td>
<td></td>
<td>- understanding diversity</td>
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<td></td>
<td></td>
<td>Hand washing</td>
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<td>- self-accountability</td>
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<td></td>
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<td></td>
<td>Correct Body mechanics are a fundamental skill to protect the nurse and the client. It is expected that you will observe proper body mechanics at all times in the lab and at the practice sites.</td>
<td>*Must be completed by June 7th</td>
<td>- critical reasoning</td>
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<td></td>
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<td></td>
<td>- evidence-based practice</td>
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<tr>
<td>Week 2</td>
<td>Assessment Communication Professional Behavior</td>
<td>1, 3, 4, 6, 7, 8, 9</td>
<td>Using an electronic thermometer</td>
<td>ATI</td>
<td>Passing score on assigned ATI modules</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Palpating a radial pulse</td>
<td>1) Pain Management</td>
<td>2-1 Demonstration of taking a temperature, pulse, and respirations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Taking an apical pulse</td>
<td>2) Vital Signs</td>
<td>***see above</td>
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<td></td>
<td></td>
<td></td>
<td>Obtaining the respiratory rate</td>
<td>3) HIPAA</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>*Measuring a blood pressure, Pain assessment</td>
<td>Alfaro-LeFevre</td>
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<td></td>
<td></td>
<td></td>
<td>Use of a glucometer Patient privacy</td>
<td>p. 97</td>
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<td></td>
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<td></td>
<td>Math</td>
<td></td>
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<td>*Ongoing practice skill, check off by week 4</td>
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<tr>
<td>Week 3</td>
<td>Tissue integrity</td>
<td>2f-wound care</td>
<td>Check off skills from week 2 except BP (by week 4)</td>
<td>ATI</td>
<td>Passing score on assigned ATI modules</td>
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<td>1) Infection Control</td>
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<tr>
<td>Week 4</td>
<td>Safety</td>
<td>2c-safety equipment</td>
<td>Check off skills from week 3 and blood pressure</td>
<td>ATI 1) Surgical Asepsis Alfarb-LeFevre p. 131</td>
<td>Passing score on assigned ATI modules</td>
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<td>2e-personal protective equipment</td>
<td>Donning protective gear: utilizing standard precautions, isolation, Math</td>
<td></td>
<td>5-1 Demonstration of blood pressure measurement</td>
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<td></td>
<td></td>
<td>OSHA</td>
<td></td>
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<td>6-1 Demonstration of donning protective gear</td>
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<td></td>
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<td>1, 3, 4, 6, 7, 8, 9</td>
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<td>***see above</td>
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<td></td>
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<td>2a-labs and diagnostics 2b-specimens</td>
<td>Check off skills from week 4 Oxygen delivery systems Suctioning Tracheostomy care Sputum collection</td>
<td>ATI 1) Airway Management 2) Oxygen therapy 3) Specimen collection</td>
<td>Passing score on assigned ATI modules</td>
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<td></td>
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<td>1, 3, 4, 6, 7, 8, 9</td>
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<td></td>
<td>7-1 Demonstration of tracheostomy care</td>
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<td></td>
<td>Oxygenation</td>
<td>2h-oxygen therapy</td>
<td></td>
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<td>8-1 Demonstration of suctioning</td>
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<td>2a-labs and diagnostics 2b-specimens</td>
<td>Check off skills from week 5 Care of PICC lines, central lines Blood products Blood culture</td>
<td>ATI 1) Central Venous Access Devices 2) Specimen collection 3) Blood administration</td>
<td>Passing score on assigned ATI modules</td>
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<td>1, 3, 4, 6, 7, 8, 9</td>
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<td>***see above</td>
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<tr>
<td></td>
<td>Perfusion</td>
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<td>2a-labs and diagnostics 2b-specimens</td>
<td>Check off skills – Make-up Applying a condom catheter Catheterization Indwelling vs. straight Bedpan Perineal care Collecting a clean</td>
<td>ATI 1) Urinary Catheter Care 2) Specimen collection</td>
<td>Passing score on assigned ATI modules</td>
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<td></td>
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<td>1, 3, 4, 6, 7, 8, 9</td>
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<td></td>
<td>9-1 Demonstration of indwelling catheter insertion</td>
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<tr>
<td></td>
<td>Fluid &amp; electrolytes</td>
<td>2a-labs and diagnostics 2b-specimens</td>
<td></td>
<td></td>
<td>***see above</td>
</tr>
</tbody>
</table>
| Week 9 | Neurological | check urine  
Check off skills week 6  
Math  
Check off skills from week 7  
Inserting and managing an NG tube  
Enemas  
Stool specimen collection  
Ostomy care and appliances  
Enteral feedings  
NG/PEG medication administration | ATI  
1) Nutrition, Feeding, and eating  
2) Nasogastric Insertion  
3) Enteral Tube Feedings  
4) Ostomy care  
5) Enemas  
6) Specimen collection | Passing score on assigned ATI modules  
10-1 Demonstration of NG tube insertion and care  
***see above |
| Week 10 | 2g-medications  
1, 3, 4, 6, 7, 8, 9 | Check off skills week 9  
Starting an IV  
Regulating Intravenous flow rate  
Managing the IV site  
IV medication administration | ATI  
1) Intravenous Therapy  
2) Medication administration 4- Intravenous administration | Passing score on assigned ATI modules  
11-1 Demonstration of regulation of IV flow rate and hanging a secondary infusion  
***see above |
| Week 11 | Endocrine Special populations  
1, 3, 4, 6, 7, 8, 9 | Check off skills week 10  
*Medication administration  
PO, SQ, eyes, ears, rectal, vaginal  
* Parenteral administration  
Math Cumulative Final Exam | ATI  
1) Medication administration 1  
2) Medication administration 2  
3) Medication administration 3-injections | Passing score on assigned ATI modules  
12-1 Demonstration of IM injection  
13-1 Demonstration of SQ medication administration  
14-1 Demonstration of oral medication administration  
***see above |
| Week 12 | 1, 3, 4, 6, 7, 8, 9 | Check off skills week 11  
Math Cumulative Final Exam (Re-take if necessary) |  |  
***see above |
Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guides the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.

April 2012