Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: NURS 110 **Year: 2023-2024**

Course Title: Fundamentals of Nursing **Credit Hours: 7**

I. Course Description: The nursing curriculum, which is based on developing critical thinking skills and habits of mind, and attaining clinical judgment, is introduced, as are the professional and legislative standards that govern nursing practice, including the NYS Nurse Practice Act, HIPAA, and principles of safety and infection control. Students explore and apply basic concepts and skills of evidence-based nursing practice. Emphasis is placed on learning caring behaviors and therapeutic communication, with a focus on health assessment using Gordon's functional health patterns. Particular emphasis is given to the coping/stress, self-perception/self-concept, sleep/rest, health perception/health management, values/beliefs, and roles/relationships patterns. All levels of prevention are introduced, with a focus on primary prevention activities aimed at healthy individuals across the lifespan. Course experiences provide an active learning environment in a variety of settings. Prerequisites: Prior completion of, or concurrent enrollment in, BIOL131 or BIOL 201 and ENGL101; C or better grade in all program prerequisites. 7 Cr. (4 Lec., 9 Lab). Fall semesters.

II. Additional Course Information:

1. NURS 110 is open only to students matriculated in the nursing program and is the first course in a four-semester sequence of required nursing courses. Students must be admitted to the nursing program and must enroll in lecture, laboratory, and field sections of the course.
2. This course is a prerequisite for NURS 120 and NURS 241.
3. NURS 110 prepares the student for the second semester of the nursing program by providing hands-on client care experiences based on an understanding of scientific principles.
4. This course requires basic computer skills, including keyboarding, word processing, email and internet use, and use of Blackboard, a course management system.
5. An additional fee of approximately $500 for materials (ATI Content Mastery Series and supplies for skills lab) is required and is added to the student's bill upon registration.
6. This is an approved SUNY Applied Learning course in the Field Study category.

III. Student Learning Outcomes

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

1. Act in accordance with professional, legal, and ethical standards of nursing practice to provide safe nursing care.
2. Develop and apply selected critical thinking skills and habits of mind necessary for beginning nursing practice: information seeking, discrimination, logical reasoning, applying standards, inquisitiveness, perseverance, and reflection.
3. Demonstrate the ability to support optimal wellness of diverse individuals across the lifespan.
4. Use principles of effective communication and demonstrate caring in all interactions.
5. Take responsibility for gaining the knowledge and skills necessary for a first-semester nursing student.

IV. Tompkins Cortland General Education & SUNY Competency Goals

☒ Critical thinking (Tompkins Cortland GE Goal; SUNY Competency)
One of the course outcomes for Nursing 110 is: Develop and apply selected critical thinking skills and habits of mind necessary for beginning nursing practice: information seeking, discrimination, logical reasoning, applying standards, inquisitiveness, perseverance, and reflection. Weekly clinical evaluations include evaluation of the student's demonstration of this outcome. Students must be satisfactory in this outcome to pass clinical and therefore the course. All exams include questions which require critical thinking; in particular, students must be able to apply knowledge to clinical situations in order to correctly answer the questions. The required history paper requires students to select an event or person important in nursing history, and examine the impact of that person or event both in its historical context and in terms of its influence on contemporary nursing.

☒ Social/Global Awareness
Culture is integrated throughout the 4 semesters. We use Gordon's Functional Patterns as our organizing framework for assessment, which includes a pattern called Values & Beliefs. This pattern includes culture, and is introduced in Nursing 110. Course goals include: Support optimal wellness of diverse individuals across the lifespan; and: Use principles of effective communication and demonstrate caring in all interactions. Students are evaluated weekly on these goals and must demonstrate satisfactory attainment of these goals to pass clinical and the course. Cultural and global considerations are on the weekly agenda for course meetings, and these aspects of all conditions covered in class are discussed. Guest speakers are brought in at various times in the program to address culture, social issues, and global health.

☒ Information Management
Students in every nursing course are required to utilize a variety of information management skills. All courses have an online component which currently uses Blackboard (the college's LMS). All exams are taken online utilizing a cloud-based, secure testing platform. All courses require clinical experiences in which students must learn and utilize the electronic medical records system and medication administration systems of the clinical site in which they are placed. All courses require at least one written research assignment; to complete this assignment students must utilize the information management systems of the college library as well as other credible sources.

☐ This course does not address either of these Tompkins Cortland or SUNY General Education Goals.

V. Essential Topics/Themes

1. Basic nursing care skills including: vital signs, urinary catheter insertion and care, sterile technique, dry sterile dressing, transfer, positioning, movement, restraints, medication administration (oral, topical, eye, ear, transdermal, rectal, subcutaneous, intradermal, intramuscular, enteral tube), feeding, bathing, toileting, head-to-toe assessment, documentation, oxygen administration and delivery systems, enteral tube feedings and management, specimen collection, & enema administration
2. Standards of care including HIPAA, privacy and confidentiality, fire safety, dosage calculation, and infection control (5 hours mandated by NYS)
3. The nursing profession – history, legal and ethical standards
4. Prioritization and delegation
5. Therapeutic communication and caring
6. Teaching and learning
7. Introductory principles of pharmacology
8. Growth and development
9. Gordon's Functional Health Patterns and care planning
10. Health perception and management
11. Coping and stress tolerance

12. Cognition and perception
13. Activity and exercise (oxygenation, circulation, perfusion, and mobility)
14. Sleep and Rest
15. Nutrition and metabolism (ingestion, digestion, absorption, metabolism, excretion, fluid and electrolyte balance, acid-base balance, immune function and inflammation, skin integrity, and wound healing)
16. Self-perception and self-concept
17. Roles and relationships
18. Elimination (bowel and bladder)
19. Values and beliefs
20. Sexuality and reproduction

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Exams (four unit exams and a cumulative final)	90%
2. Research paper	10%
3. Clinical (lab and field)	Pass/Fail

VII. Texts – ☒ Required ☐ Recommended ☒ Used for more than one course (list courses)

1. Current course manual and nursing student policy handbook (available free on Blackboard)
2. Current fundamentals text (also used in NURS 120)
3. Current lab skills checklist (also used in NURS 120, 208, & 225)

Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials

1. Current references for care planning, medications, and lab values.
2. Current review texts such as ATI Comprehensive Review and/or Saunders NCLEX Review

IX. Other Learning Resources

Audiovisual: Films on Demand via the library
Electronic: CINAHL, STAT!Ref, Board Vitals (all via the library)
Other: None specified

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all*

instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*
Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.
Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.