



# INSTRUCTIONAL PACKAGE

PNR 110

Fundamentals of Nursing

201920  
Spring/2020

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective Term: 20120

COURSE PREFIX: PNR 110

COURSE TITLE: Fundamentals of Nursing

CONTACT HOURS: 9.0

CREDIT HOURS: 5.0

### **RATIONALE FOR THE COURSE:**

This course introduces the student to the knowledge and skills basic for the practice of the Licensed Practical Nurse. While the major focus of the course is on the care of the individual who is ill, preventative, rehabilitative, legal, and ethical aspects of nursing care are also included. During the course, students will practice basic nursing skills in the laboratory, which will serve as the foundation for future clinical experiences. This course is designed to introduce the student to the application of the fundamental of nursing practice. This course is the foundation for future nursing courses and clinical experiences in which the student will participate in the application of nursing skills and methodology.

### **COURSE DESCRIPTION:**

This course provides an introduction to basic principles and beginning skills necessary to the nursing process. Concepts are integrated relating to physiological and psychosocial needs of the individual. Legal and ethical roles of the practical nurse are emphasized.

### **PREREQUISITES/CO-REQUISITES:**

Acceptance into the Practical Nursing Program

AHS 126, MAT 155 and BIO 210

(Please note: progression to PNR 120 is contingent upon previous successful completion within the specified time specified by the current HGTC college catalog, or current enrollment in these courses)

### **REQUIRED MATERIALS:**

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE](#).

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

**ADDITIONAL REQUIREMENTS:**

HGTC Nursing Uniform (see Nursing Department Handbook for specifications)

Current CPR for the Health Care Provider Certification (must remain current for the duration of enrollment in the nursing program)

Professional liability insurance (included in tuition)

Current South Carolina State Law Enforcement Division background check

Complete compliance with the current Student Health Report, including all required documentation in Student Health Tracker (must remain current throughout enrollment in the Practical Nursing Program)

Stethoscope of good quality

Wrist watch (with second hand)

Pen light (optional)

Bandage scissors (optional)

HGTC Student picture ID badge

PNR 110 Nurse Pack (available at HGTC bookstore)

**TECHNICAL REQUIREMENTS:**

Access to Desire2Learn (D2L), HGTC's student portal for course materials.

WaveNet and D2L email access.

**STUDENT IDENTIFICATION VERIFICATION**

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

**CLASSROOM ETIQUETTE:**

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

**Part II: Student Learning Outcomes****COURSE LEARNING OUTCOMES and ASSESSMENTS\*:**

Upon completion of this course in the PN curriculum, the student will be able to:

**1. Safety**

Apply basic concepts of safety when administering nursing care in health care environments.

**2. Clinical Decision Making**

Apply basic clinical decision making when administering nursing care in health care environments.

### **3. Teamwork and Collaboration**

Apply basic concepts of teamwork and collaboration when administering care in health care environments.

### **4. Professional Behavior**

Apply basic concepts of professional behavior when administering nursing care in health care environments.

### **5. Patient-Centered Care**

Apply basic concepts of patient centered care when administered nursing care in health care environments.

## **Module one: Introduction to nursing and health care**

**Materials covered:** TREAS: CHAPTERS 1, 8, 12, 15, 43  
WILLIAMS: CHAPTERS 2, 3, 4

**Assessment(s):** In class activity, unit exam, student portfolio

### **Learning Outcomes:**

1. Discuss the organizing framework of the Horry-Georgetown Technical College nursing department
2. Identify major historical periods, the changes that have occurred in definitions of nursing and discuss four representative nursing theorists and their theories
3. Describe the educational preparation of nurses, two nursing organizations for the LPN/LVN, and describe the differing roles within the health care system
4. Explain the concept of a health-illness continuum, differentiate the terms, health, wellness, and illness, review cultural beliefs regarding health, discuss potential for high-level wellness
5. Discuss the aspects of well-being that characterize health, trends that influence and enhance health promotion
6. Differentiate between primary, secondary, tertiary, and extended care
7. Describe how nursing care is administered when the following methods are used: functional nursing, case method, team nursing, primary nursing, and nurse managed care
8. Discuss the following in relation to health care: providers, services, regulation, financing, and the system
9. Define homeostasis and holism, discuss stressors to homeostasis, and discuss philosophic concept of holism
10. Describe human adaptation, the general adaptation syndrome and the possible positive and negative effects
11. List nursing activities that are helpful when managing the care of stress-prone clients, stress reduction, and the need for the nurse to maintain wellness
12. Discuss the influence of culture, religion, and lifestyles on nursing practice, methods to provide culturally sensitive care, and the benefits of incorporating culture into nursing practice
13. Discuss laws that control and protect nurses, student nurses, review negligence and malpractice lawsuits, and legal issues that can affect care, professional liability insurance, and ways to prevent lawsuits, and describe written records
14. Describe the purpose of a code of ethics, review ethical decision making, and identify

- ethical issues that affect care
15. Identify a reference that describes the rights of clients

### **Module two: Critical thinking/communication in nursing/The nursing process**

**Materials covered:** TREAS CHAPTERS: 2, 3, 4, 5, 6, 7, 20, and 26  
WILLIAMS: CHAPTER 1

**Assessment(s):** In class activity, unit exam, student portfolio

#### **Learning Outcomes:**

1. State characteristics and behaviors of the person who uses critical thinking; describe the relationship between critical thinking and the nursing process
2. Differentiate between verbal and nonverbal communication, identify therapeutic communication techniques, communication barriers, and skills to promote effective communication
3. Discuss the establishment of a nurse-client relationship, and methods to enhance the nurse client relationship
4. List common emotional responses that the nurse may observe in clients
5. Describe ways in which the nurse can provide emotional support to clients, and coping mechanisms
6. Describe the three different learning styles, skills to teach patients, and methods to determine client's ability to learn and process information
7. Discuss seven uses for client records, the differences between traditional and problem oriented records
8. List and describe six methods of charting, discuss methods of appropriate charting, and reasons for unapproved abbreviations, practices for making client records.
9. Discuss how computers are being utilized in relation to client care, kardex usage, and other methods used to exchange information
10. Name the five levels of human needs by Maslow and apply the principles to nursing
11. Discuss the five parts of the nursing process in the order in which they are carried out, describe each of the steps and discuss examples

### **Module three: Controlling and preventing the spread of microorganisms**

**Materials covered:** TREAS CHAPTERS: 22  
WILLIAMS: CHAPTER 8

**Assessment(s):** In class activity, unit exam, student portfolio, and laboratory evaluation

#### **Learning Outcomes:**

1. Discuss the conditions that must usually be present to support the growth of microorganisms, examples of natural body defenses, reasons for increased risk of infection, and the spread of microorganisms
2. Explain the differences between medical and surgical asepsis, common nursing practices of medical asepsis, and examples from everyday living, personal grooming and clinical practice, identify apparel that may be worn to prevent the spread of microorganisms between the patient and the nurse
3. Describe the proper method for disposing of needles and sharp objects
4. Identify the difference between disinfection and sterilization

5. List two explanations for the progress in controlling communicable diseases, risk factors that contribute to the spread of communicable diseases, routes of transmission, and methods for infection control recommended by the Centers for Disease Control
6. Identify and explain how transmission barriers are used for infection control, types of protective equipment used, and methods the nurse employs to protect from infection

#### **Module four: Assessment and evaluation**

**Materials covered:** TREAS CHAPTERS: 11, 18, 19, and 21

**Assessment(s):** In class activity, unit exam, student portfolio, and laboratory demonstration

#### **Learning Outcomes:**

1. Summarize briefly how the body functions to maintain normal body temperature, pulse and respiratory rates, and blood pressure, discuss the average vital sign ranges by age group, and identify variables that occur using appropriate medical terminology
2. Discuss the frequency with which vital signs are ordinarily obtained from hospitalized clients
3. List information that is usually obtained in a health history, examples of signs and symptoms, and types of documentation
4. Identify four examination methods used during a physical examination; describe the nurse's role in performing and assisting with patient examinations, list common types of equipment used during a physical exam
5. Describe common examination procedures and give some indications for their use.
6. Describe at least four common emotional reactions that occur during hospitalization or admission to a nursing home, ways to reduce or eliminate the emotional impact on an individual, the role of the nurse during an admission, transfer, or discharge from a health care facility
7. Discuss selected situations such as the purpose of a referral and typical information included in a referral, the client refusing treatment or leaving the hospital against medical advice, and identifying discharge needs

#### **Module five: Basic activity and comfort**

**Materials covered:** TREAS CHAPTERS: 32, 33 and 35

WILLIAMS CHAPTERS: 46

**Assessment(s):** In class activity, unit exam, student portfolio, and laboratory evaluation

#### **Learning Outcomes:**

1. Identify characteristics of proper posture in a standing, sitting, or lying position, identify principles of body mechanics and the importance of back safety
1. List positioning devices used for the safety and comfort of clients confined to bed and explain the purpose of each, pressure relieving devices, and common terms for client positioning
2. List the benefits of exercise, risks from impulsive exercise, fitness evaluation, and types of exercises, methods to promote safe exercise practices, range of motion exercises, and the risks associated with an inactive lifestyle

3. List the general purposes for mechanical immobilization devices; splints, slings, casts, and braces. Discuss the role of the nurse in providing care and education for the patient with an immobilization device
4. Describe observations that the nurse may use to determine that traction is being properly maintained, reasons traction is used, and care of the patient in traction
5. List some examples of situations that can interfere with a person's biorhythm
6. Discuss facts that are associated with the characteristics of sleep, stages of sleep, methods to promote sleep, identify sleep disorders, and discuss relaxation techniques
7. Describe characteristics of pain, and essential interventions to manage pain

### **Module six: Safety and hygiene**

**Materials covered:** TREAS CHAPTERS: 23, 24, and 31

**Assessment(s):** In class activity, unit exam, student portfolio, and laboratory demonstration

#### **Learning Outcomes:**

1. Discuss briefly the variations in the location of nursing orders and the recording of hygienic care
2. List the reasons for bathing
3. Identify methods of bathing a patient
4. List three modifications of bathing that occur in various health agencies
5. Discuss the components of healthy skin, mucous membranes, nails, hair, vision, and hearing
6. Discuss the care of eyeglasses, contact lenses, artificial eyes, and hearing aids
7. List suggested measures for promoting personal hygiene in selected situations
8. Describe a comfortable, attractive, and practical room for a client in terms of space, furniture, personal care items, décor, temperature, humidity, and ventilation
9. List equipment ordinarily found in a client's room and indicate how each type is used to fit the client's needs
10. Describe how a client's privacy can be protected and ways to control noise and odors in a patient's room
11. Describe methods to promote sensory stimulation
12. List ways to make a client's environment safe
13. Explain the steps to take when an accident occurs
14. List suggested measures' for promoting a safe and comfortable environment in selected situations

### **Module seven: Basic urinary and bowel elimination**

**Materials covered:** TREAS CHAPTERS: 29 and 30

**Assessment(s):** In class activity, unit exam, student portfolio, and return demonstration

#### **Learning Outcomes:**

1. Explain how urine is normally formed and eliminated from the urinary tract, discussing normal and abnormal characteristics of urine, alterations in urinary elimination, and appropriate nursing interventions to assist those with elimination disorders
2. Identify the potential hazards of using an external catheter and nursing measures to avoid them, review and discuss measures for promoting urinary bladder elimination in selected situations, and discuss the emotional and physical impact of disorders of elimination
3. List and describe the functions of the structures involved with the elimination of stool, and discuss common assessments and diagnostic studies of the gastrointestinal system
4. Discuss measures to promote and maintain normal bowel elimination, alterations in bowel elimination, and measures the nurse employs to maintain normal bowel elimination
5. Discuss specific interventions to the lower gastrointestinal system, including but not limited to removal of a fecal impaction, suppository insertion, enema administration, and insertion of a rectal tube

### **Module eight: Basic nutrition**

**Materials covered:** TREAS CHAPTERS: 28

**Assessment(s):** In class activity, Unit exam, portfolio, simulated activities

#### **Learning Outcomes:**

1. Review the guidelines for a nutritional assessment
2. List examples of food and eating habits influenced by culture
3. Discuss methods of feeding clients to include the following:
  - a. dysphagic clients
  - b. prone clients
  - c. clients with special feeding needs
4. Identify what is measured as fluid intake and output
5. Discuss methods of recording intake and output
6. Demonstrate correct calculation of intake and output

***\*Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

## **Part III: Grading and Assessment**

### **EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS\***

Students’ performance will be assessed and the weight associated with the various measures/artifacts are listed below.



## **EVALUATION\***

Tests	70%
Assignments	7.5%
Portfolio	2.5%
Final Exam	20%
	100%

### **Laboratory Evaluation:**

Satisfactory/Unsatisfactory (must achieve a satisfactory evaluation of all skills in order to progress in the Practical Nursing program). Skills are assigned in the PNR 110 syllabus which will require students to demonstrate competency. The texts required for PNR 110 outline steps for successful completion of each skill, and the skills will be demonstrated by the nursing faculty. Student's performance will be evaluated as satisfactory or unsatisfactory. All students must achieve a satisfactory evaluation for all the assigned skills in order to receive a passing grade in PNR 110. There is a maximum of three attempts allowed for each skill evaluated. If after two attempts, the student remains unsuccessful at demonstration of the skill, the student must arrange for individualized instruction with an instructor prior to the third attempt. If a student is receives three unsatisfactory evaluations of a skill, it is determined that a student has failed the laboratory portion, and the student will be dropped from Fundamentals of Nursing with either a "D" if passing theory or an "F" if failing theory. Absences at scheduled check-offs times will count as an unsatisfactory attempt unless prior arrangements are made with the course instructor. Skill content will be tested in the theory portion of the course.

***\*Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.***

### **GRADING SYSTEM:**

A	90-100
B	80-89
C	77-79
D	60-76
F	0-59

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for

deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

***\*Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.***

## **Part IV: Attendance**

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

## **Part V: Student Resources**



### **The Student Success and Tutoring Center (SSTC)**

The SSTC offers to all students the following **free** resources:

- 1. Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills.**
- 2. On-line student success and academic support resources.**

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455 or go to the [Online Resource Center](#) to access on-demand resources any time.

### **TECH Central – Student Information Center**



TECH Central provides quality enrollment and collegiate guidance for students, faculty, and staff.

Services include phone, walk-in, and online technical support for technology training and troubleshooting. Additionally, we offer support in Office 365, Outlook E-mail setup, and ID cards.

**Phone:** 843-349-5340

**Email:** [techcentral@hgtc.edu](mailto:techcentral@hgtc.edu)

**Text:** 843-357-8552

**TECH Talk (Live Chat):** Located on the "Home" tab in WaveNet.

**Website:** [www.hgtc.edu/techcentral](http://www.hgtc.edu/techcentral)

### **Locations:**

Conway Building 1100, Room 132D

Grand Strand Building 200, Room 136

## **Disability Services:**

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Beth Havens, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

## **Statement of Equal Opportunity/Non-Discrimination Statement**

Horry-Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

Inquiries regarding the non-discrimination policies: Students and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs, Dr. Melissa Batten, VP Student Affairs, Title IX Coordinator, Building 1100, Room 107A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5228, [Melissa.Batten@hgtc.edu](mailto:Melissa.Batten@hgtc.edu). Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources, Jacquelyne Snyder, VP Human Resources, Section 504, Title II, and Title IX Coordinator, Building 200, Room 212A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, [Jacquelyne.Snyder@hgtc.edu](mailto:Jacquelyne.Snyder@hgtc.edu).

### **Title IX Requirements**

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race,

or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college’s Chief Student Services Officer, campus law enforcement, or with the college’s Title IX Coordinator, or designee.

\*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

<p><b>Inquiries regarding the non-discrimination policies:</b></p>	
<p>Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs.</p>	<p>Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.</p>
<p><b>Dr. Melissa Batten, VP Student Affairs</b>  <i>Title IX Coordinator</i></p> <p>Building 1100, Room 107A, Conway Campus          PO Box 261966, Conway, SC 29528-6066          843-349-5228  <a href="mailto:Melissa.Batten@hgtc.edu">Melissa.Batten@hgtc.edu</a></p>	<p><b>Jacquelyne Snyder, VP Human Resources</b>  <i>Section 504, Title II, and Title IX Coordinator</i></p> <p>Building 200, Room 212A, Conway Campus          PO Box 261966, Conway, SC 29528-6066          843-349-5212  <a href="mailto:Jacquelyne.Snyder@hgtc.edu">Jacquelyne.Snyder@hgtc.edu</a></p>