

This is a SouthArk Master Syllabus. The course syllabus distributed by the instructor may include additional requirements, must be followed by the student in the given term, and is considered to supersede the Master Syllabus.

Course Number

PRNS 1106

Course Title

Nursing Fundamentals and Skills

Course Description

This course is designed to provide practical nursing students with the fundamental vocabulary, principles, skills, and attitudes required to demonstrate safe, competent care to patients at each stage of the human life cycle through theory taught in the classroom and practicum experience taught in a variety of clinical lab settings. This course will also include study of the basic structure of medical terms, including prefixes, suffixes, word roots, combining forms, plurals, pronunciation, spelling, and definitions, as well as medical abbreviations.

College Mission

South Arkansas Community College promotes excellence in learning, teaching, and service; provides lifelong educational opportunities; and serves as a cultural, intellectual, and economic resource for the community.

College Wide Student Learner Outcomes

Critical Thinking

Responsibility

Communication

ACTS Course

Program Course

Practical Nursing

ACTS Outcomes

Program Outcomes

1. Collaborate professionally with faculty, clients and their families and/or significant others, supervisors, peers, and with all members of the health care team (Affective).
2. Promote pride, concern and interest in the health and well-being of the community and its citizens (Cognitive, Affective, Psychomotor).
3. Demonstrate proficiency of learned scientific principles and integrate these concepts in the practice of safe, competent care throughout the lifespan of the consumer (Psychomotor, Cognitive, Affective).
4. Practice clear, effective communication skills, both written and non-written (Psychomotor Affective).
5. Create documentation that effectively communicates patient condition and care provided (Psychomotor, Cognitive).
6. Apply use of hardware and software technologies to retrieve, process, and analyze theoretical and practical health care information (Cognitive, Psychomotor).
7. Examine and incorporate the state's scope of practice guidelines, rules, regulations, and ethical standards in the practice of nursing (Cognitive, Affective).

Course Outcomes

CLO #	Course Outcomes	Unit Outcomes/ Course Objectives	Program Outcomes	Critical Thinking	Communication	Responsibility	Assessment
CLO 1	Perform safe patient care.	1 - 22	1, 2, 3, 4, 5, 6, 7			R2	Practicum Evaluation Tool 1, 2, 6, 7, 8, 10, Fundamental Skills Check-off
CLO 2	Performs basic nursing skills competently.	2-4, 6, 7, 10, 11, 13 – 15, 17, 18, 22	4, 5, 6, 7	CT1			Practicum Evaluation Tool 2, 4, 8, 10, Fundamental Skills Check-off
CLO 3	Demonstrates sound theoretical knowledge	1-22	1, 2, 3, 4, 5, 6, 7	CT4			Practicum Evaluation Tool 1, 2, 6, 8

	base and understanding of patient condition						
CLO 4	Demonstrates appropriate level of observation and assessment skills for current level of training.	6, 7, 15, 16, 18, 19, 21, 22	3, 4, 7	CT1			Practicum Evaluation Tool 6, 7, 8, 10, Physical Assessment Documentation

Unit Outcomes/ Course Objectives

Upon successful completion of this course, the student should be able to:

1. Medical Terminology
 - a. Basic Work Structure
 - Divide medical terms into component parts.
 - Analyze, pronounce, and spell medical terms using common combining forms, suffixes, and prefixes.
 - b. Organization of the Body
 - Name the body systems and their functions.
 - Identify body cavities and specific organs within them.
 - List the divisions of the back.
 - Identify three planes of the body.
 - Analyze, pronounce, and spell new terms.
 - Apply medical terms in real-life situations.
 - c. Suffixes
 - Identify and define useful diagnostic and procedural suffixes.
 - Analyze, spell, and pronounce medical terms that contain diagnostic and procedural suffixes.
 - Apply medical terms in real-life situations.
 - d. Prefixes
 - Identify and define common prefixes used in medical terms.
 - Analyze, spell, and pronounce medical terms that contain prefixes.
 - Apply medical terms in real-life situations.
 - e. Medical Specialists and Case Reports
 - Describe the training process of physicians.
 - Identify medical specialists and describe their specialties.
 - Identify combining forms used in terms that describe specialists.
 - Decipher medical terminology as written in case reports.
2. Lifting, Moving, and Positioning Patients
 - a. Define the key terms as listed at the beginning of the chapter.
 - b. Explain the importance of body mechanics, body alignment, and changing positions for the patient and the nurse.
 - c. Discuss the principles of body mechanics and appropriate positioning.
 - d. Explain how to maintain correct body alignment of the patient while in bed or in a chair.
 - e. Describe how to properly transfer a patient from a bed to a chair or wheelchair.
 - f. Demonstrate passive ROM exercises for a patient.
 - g. Demonstrate the proper technique while ambulating a patient and how to break a fall while ambulating.
3. Infection Prevention and Control
 - a. Identify the types of microorganisms that can cause infection.
 - b. Explain the infection process and discuss each link.
 - c. Explain why the elderly are more susceptible to infection.
 - d. Discuss how the inflammatory and immune processes protect the body.
 - e. Identify the differences between medical and surgical asepsis.
 - f. Demonstrate correct hand washing technique.
 - g. Identify the stages of an infectious process.
 - h. Explain ways to decrease health-care associated infections.
 - i. Explain how airborne precautions differ from droplet precautions.
 - j. Discuss techniques for specimen handling; disposal of dirty linen, trash, and sharps; and how to clean equipment in an isolation setting.
 - k. Identify nursing measures used for the psychosocial care of a patient in isolation.
 - l. Define the rules associated with surgical asepsis.
 - m. Discuss standard precautions.
4. Assisting with Hygiene, Personal Care, Skin Care, and the Prevention of Pressure Ulcers
 - a. Identify the structure and function of the integumentary system.
 - b. Identify factors that affect personal hygiene practices.

- c. Describe the areas of the body most sensitive to pressure ulcers.
 - d. Discuss risk factors that increase the patient's risk of impaired skin integrity.
 - e. Demonstrate a complete bed bath and a back rub in skills lab.
 - f. Discuss other factors in personal hygiene, such as oral care, care of dentures, oral care for the unconscious patient, and shaving.
5. Patient Environment and Safety
 - a. Discuss nursing responsibilities about the patient's environment.
 - b. Identify ways to prevent mechanical and thermal accidents and injuries.
 - c. Identify various forms of bioterrorism, and safety procedures to be followed.
 - d. Discuss the legal implications of using protective devices.
 - e. Identify and discuss the various emergency plans.
 6. Measuring Vital Signs
 - a. Discuss the physiologic mechanisms that regulate heart rate, temperature, and blood pressure.
 - b. Discuss factors that affect body temperature.
 - c. Identify factors that affect pulse, both normal and abnormal.
 - d. Define Korotkoff sounds.
 - e. Discuss why pain is called the fifth vital sign.
 7. Assessing Health Status
 - a. Identify the different types of assessments.
 - b. Explain the different types of information gathered for a patient data base.
 - c. Identify the various techniques used during a physical examination.
 - d. Explain a focused physical examination.
 8. Nursing Process and Critical Thinking
 - a. Explain the factors included in the nursing process.
 - b. Explain how the nursing process is used.
 - c. Explain the use of critical thinking in the nursing process.
 - d. Identify the basic principles for setting priorities.
 9. Assessment, Nursing Diagnosis, Planning, Implementation and Evaluation
 - a. Explain the purpose of data collection.
 - b. Explain subjective data and objective data.
 - c. Be familiar with nursing diagnoses from the NANDA list.
 - d. Identify appropriate outcome criteria for selected nursing diagnoses.
 - e. Prioritize selected nursing diagnoses.
 - f. Demonstrate the ability to plan appropriate nursing interventions to attain expected outcomes.
 - g. Identify factors used in implementing the plan of care.
 - h. Explain the steps a nurse uses to evaluate a plan of care.
 - i. Write a nursing care plan for a selected patient.
 - j. Revise the plan of care for select changes.
 10. Documentation of Nursing Care
 - a. Identify three purposes of nursing documentation.
 - b. Discuss the importance of maintaining confidentiality of medical records.
 - c. Discuss the legal guidelines for recording on the medical records.
 - d. Identify the correct method to make entries on the medical record.
 11. Patient Teaching for Health Promotion
 - a. Explain the purpose of patient teaching.
 - b. Discuss the three ways people learn and the effect this has on patient teaching.
 - c. Differentiate between factors that can affect patient teaching.
 - d. Identify factors that must be documented in the medical record when patient teaching.
 - e. Discuss the manner in which a teaching plan is evaluated.
 12. Admitting, Transferring, and Discharging Patients
 - a. Differentiate between routine and emergency admissions.
 - b. Discuss the elements of a patient's orientation to the unit.
 - c. List five types of information that must be included when transferring a patient to another unit.
 - d. Identify the information that is included in the discharge home instructions.
 - e. Discuss the procedure used when a patient dies.
 - f. Identify the role the social worker plays in the discharge of a patient.
 13. Promoting Urinary Elimination
 - a. Identify three nursing measures to assist patients to urinate normally.
 - b. Identify a normal urine specimen.
 - c. Explain the reasons for an indwelling catheter.
 - d. Identify the risks associated with an indwelling catheter.
 - e. Explain the need for continuous bladder irrigation.

- f. Explain the steps in a “clean catch” urine specimen.
 - g. Demonstrate in skills lab the correct way to insert an indwelling catheter.
14. Promoting Bowel Elimination
- a. Identify abnormal characteristics of stool.
 - b. Identify three types of intestinal diversions.
 - c. Discuss stoma care, peristomal assessment and skin care.
15. Diagnostic Tests and Specimen Collection
- a. Describe seven commonly performed tests.
 - b. Discuss appropriate patient teaching for a patient undergoing tests.
 - c. Discuss finger stick blood testing with a glucometer.
 - d. Identify appropriate standard precautions used when collecting specimens.
16. Concepts of Basic Nutrition and Cultural Considerations
- a. Discuss the functions of carbohydrates, fats, proteins, vitamins, minerals, and water in the body and identify sources of each.
 - b. Identify medical conditions that exist as a result of deficiencies of these elements.
 - c. Discuss factors that influence nutrition.
 - d. Discuss the effects of culture on nutrition.
 - e. Identify components of a basic nutritional assessment.
 - f. Identify patients at risk for nutritional deficits.
17. Diet Therapy and Assisted Feeding
- a. Compare and contrast a full liquid diet and a clear liquid diet.
 - b. Explain the rationale for tube feeding.
 - c. Explain the procedure for tube feeding.
 - d. Discuss TPN and nursing care associated with TPN.
 - e. Discuss insertion, irrigation, and removal of a nasogastric tube.
18. Assisting with Respiration and Oxygen Delivery
- a. Identify three causes of hypoxia.
 - b. Identify procedures to be followed in case of respiratory or cardiac arrest.
 - c. Discuss the different measures used to deliver oxygen therapy.
 - d. Discuss safety measures to be followed during oxygen therapy.
 - e. Discuss care of a patient with a tracheostomy and chest tube and drainage system.
19. Pain, Comfort, and Sleep
- a. Explain why we think of pain as the fifth vital sign.
 - b. Discuss the standards from the Joint Commission as they relate to pain.
 - c. Identify the gate-control theory of pain.
 - d. Discuss the body’s need for sleep.
 - e. Identify factors that interfere with sleep.
 - f. Define insomnia, sleep apnea, and narcolepsy.
 - g. Discuss the various methods of pain control available to the patient.
20. Complementary and Alternative Therapies
- a. Identify therapies that are considered to complementary or alternative.
 - b. Identify four mind-body therapies.
 - c. Discuss how the nurse directs patients to information about complementary and alternative therapies.
 - d. Discuss the effects of relaxation and imagery.
21. Care of the Surgical Patient
- a. Discuss the nurse’s role in pre-operative, peri-operative, and post-operative care.
 - b. Identify risk factors for complications of surgery.
 - c. Identify various types of anesthesia used for surgery.
 - d. Discuss the nurse’s role in obtaining consent for surgery.
 - e. Discuss pre-operative teaching for the patient and the family.
22. Providing Wound Care and Treating Pressure Ulcers
- a. Identify factors that affect wound healing.
 - b. Discuss the signs of wound infection.
 - c. Discuss the role of the nurse if wound dehiscence or evisceration occurs.
 - d. Identify the advantages of the wound vac.
 - e. Describe the steps of performing wound care, including emptying drainage devices, and applying a sterile dressing.

Assessment Description(s)
Practicum Evaluation Tool 1

Materials and Technological Requirements

deWit, Susan C., (2014). Fundamental Concepts and Skills for Nursing, 4th Edition, Saunders- El Sevier, St. Louis.
 deWit, Susan C., Fundamental Concepts and Skills For Nursing Study Guide, 4th Edition, Saunders- El Sevier, St. Louis.
 Lippincott, Manual of Nursing Practice, 9th Edition.
 Chabner, Davi-Ellen., Medical Terminology: A Short Course, 6th Edition, Saunders-El Sevier, St. Louis.
 Chabner, Davi-Ellen., Medical Language: Instant Translator, 4th Edition, Saunders-El Sevier, St. Louis.
 ATI

Class Attendance Policy

Students are expected to attend all classes in which they are enrolled. If a student is absent from a class session, it is the student’s responsibility to make arrangements to complete or make up any work missed. No make-up work for missed classes will be allowed without the approval of the instructor. Students who enroll late must assume all responsibility for work missed. Classes not attended as a result of late enrollment may be counted toward excessive absences. Students not attending the entire class period may be counted absent for that period. An instructor may drop students with a grade of “WE” if students have been absent for an excessive number of days. Warning letters will be sent to the students advising them of the consequences of nonattendance and urging them to contact their instructors immediately. Excessive absences are defined as follows:

Regular Semester

- Courses which meet once a week 2 absences
- Courses that meet twice per week 3 absences
- Courses that meet four times per week 5 absences

Summer Session

- Courses that meet four times per week in a five week session 3 absences
- Courses which meet two evenings per week in a 10 week session 3 absences

Students enrolled in special programs or individualized instruction should contact their program director/instructor regarding specific attendance requirements for the program/course. Some of the selective-admission, health-science programs have specific criteria regarding attendance. Students are encouraged to refer to program policies in these matters.

Jury Duty/Military/Official School Function

Scheduled absences are those that occur due to college-related activities or as a result of summons to jury duty or military duty. Classes missed as a result of scheduled absences will not be counted as excessive absences if the instructor is notified and provided documentation prior to the absence(s). Make-up work for scheduled absences will be at the discretion of the instructor.

In all instances, documentation must be provided to the instructor within 24 hours of receipt. Documentation should come from an appropriate party on letterhead or other official stationery with a signature and contact information. Documentation should list the corresponding dates of the leave.

Medical leave

For medical-related absences, documentation must include written notice from the treating medical professional documenting time needed off related to medical reasons and time student may resume classes. The medical reason does not need to be listed on the documentation; the documentation must include only that there is a medical reason, the amount of time the student needs to be absent, and the time the student should be able to return to classes. Students who elect to work at home while on excused leave must meet with their instructors to make arrangements to do so. Working on coursework while on medical leave is not a requirement but can be requested by students. If students request that they be allowed to work at home while on an excused leave, the instructor will make every reasonable effort to ensure that the student is able to do so.

For students who have a medical condition necessitating time off or accommodation:

- 1) They may work at home on assignments if they choose to if on medical leave approved by a medical professional
- 2) Receive appropriate accommodations related to coursework (i.e., excused from labs with potentially harmful chemicals, have a larger desk, etc.)
- 3) Resume their studies where they left off once they return to classes
- 4) Be allowed to make up any missed work related to medical leave
- 5) Receive incompletes on their transcripts until coursework is completed, according to the incomplete grade contract.
- 6) Be given a reasonable time frame in which to complete missed coursework

Academic Honesty Policy

Students enrolled at South Arkansas Community College are expected at all times to uphold standards of integrity. Students are expected to perform honestly and to work in every way possible to eliminate academic dishonesty. Academic dishonesty includes cheating and plagiarism, which are defined as follows:

- Cheating is an attempt to deceive the instructor in his/her effort to evaluate fairly an academic exercise. Cheating includes copying another student's homework, class work, or required project (in whole or in part) and/or presenting another's work as the student's own. Cheating also includes giving, receiving, offering, and/or soliciting information on a quiz, test, or examination.
- Plagiarism is the copying of any published work such as books, magazines, audiovisual programs, electronic media, and films or copying the theme or manuscript of another student. It is plagiarism when one uses direct quotations without proper credit or when one uses the ideas of another without giving proper credit. When three or more consecutive words are borrowed, the borrowing should be recognized by the use of quotation marks and proper parenthetical and bibliographic notations.

If, upon investigation, the instructor determines that the student is guilty of cheating or plagiarism, the following penalties will apply:

- The student will receive a penalty of no less than a zero on the work in question.
- The instructor will submit a written report of the incident to the Vice President for Learning
- The Vice President for Learning will determine whether further disciplinary action will be taken.
- All decisions may be appealed for review through the college's Academic Appeals procedure.

Equal Opportunity-Affirmative Action Statement

South Arkansas Community College does not discriminate on the basis of age, race, color, creed, gender, religion, marital status, veteran's status, national origin, disability, or sexual orientation in making decisions regarding employment, student admission, or other functions, operations, or activities.

Library Services

Library Homepage: <http://southark.libguides.com/homepage> Library Contact: LibraryStaff@southark.edu or 870.864.7115

Procedures to Accommodate Students with Disabilities:

If you need reasonable accommodations because of a disability, please report this to the Vice President of Student Services with proper documentation. . VPSS Contact: 870.875.7262

The Early Alert System

In an effort to ensure student retention and success, South Arkansas Community College employs an Early Alert System to identify and support at-risk students as soon as possible in a given semester. The intent of Early Alert is to provide this assistance while there is still time to address behaviors or issues that have the potential of preventing students from completing their courses and degree plans. Students referred through the Early Alert System will be required to work on a corrective action plan with their student advising coach and to include attendance accountability and mandatory academic tutoring either in the academic division or in the Testing and Learning Center (TLC).

Once the Student Advising Coach has met with the referred student, and again when the student has met the prescribed corrective actions, the coach will update the Early Alert System so that the instructor is kept informed of the progress in resolving issues.

Behavioral Review Team

At South Arkansas Community College (SouthArk), we are committed to proactive leadership in student wellbeing and campus safety. By focusing on prevention and early intervention with campus situations that involve any person experiencing distress or engaging in harmful or disruptive behaviors, the BRT will serve as the coordinating hub of existing resources to develop intervention and support strategies and offer case management. Students, faculty, staff, and campus guests are encouraged to report any person on campus who is a concern. BRT Contact: 870.875.7262 BRT@southark.edu

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