Course Title: NSG 210: Principles of Nursing: Individual, Family, and Community

Credits: Spring 6 Credits

Course Description: This course introduces the student to the profession of nursing. Use of the nursing process is emphasized in meeting the basic human needs of clients within their communities. Nursing theory is correlated with clinical practice in the Clinical Nursing Simulations Center and selected clinical agencies.

Pre-Requisite Courses: NSG 200, NSG 214

Co-Requisite Courses: NSG 211, NSG 215

Placement: Fourth Semester, Spring, Sophomore

Faculty: Dr. Deborah Zbegner

Class: Monday: 12:30-2:20pm; Breiseth 106

Textbooks/Materials
- Pennsylvania Nurse Practice Act (on line) at http://www.pacode.com/secure/data/049/chapter21/chap21toc.html
Nursing Central (online) at www.unboundmedicine.com
Includes online access to the following resources on the mobile platform:

Recommended Textbooks/Materials: N/A

Course Outcomes:

1. Demonstrate knowledge of:
   a. Professional nursing care. (Includes Legal & Ethical Considerations)
   b. Concepts of Health, Wellness, and Illness (Nutrition & Therapeutic Diets)
   c. Psychosocial concepts including spiritual, sexuality and cultural needs
   d. Safety and security (Includes-5 rights of Med Admin, Dosage Calculation)
   e. Ergonomics (Include-Transfers, ROM, Assistive Devices, Principles of Body Mechanics)
   f. Immobility (Includes-Skin Breakdown, Pulmonary Function (Atelectasis), Contractures, Prevention of DVT-TEDS, SCVDs)
   g. Promoting comfort (Includes-Hygiene, Urine & Bowel Elimination, Pain management).
   h. Principles of Asepsis (Includes-Infection Control)
   i. Therapeutic communication
2. Demonstrate a developing level of clinical nursing judgement.
3. Apply the nursing process, standards of care, and identified psychomotor skills to provide competent basic care.
4. Display change in behaviors as a result of clinical experiences.
5. Contribute to the community of interest through civic engagement.
6. Demonstrate developing level of critical thinking
7. Accept accountability and responsibility for self-directed learning behaviors as an adult-learner.
8. Identify relevant and current evidence in the nursing literature.
9. Apply the nursing process, standards of care, and identified psychomotor skills to provide competent basic care.
10. Display change in behaviors as a result of clinical experiences.
11. Contribute to the community of interest through civic engagement.
12. Demonstrate developing level of critical thinking
14. Identify relevant and current evidence in the nursing literature.

Teaching Strategies: The following teaching strategies may be utilized:
1. Lecture
2. PowerPoint
3. Case Study

Description: University Mission:
The tradition of liberally educating our students for lifelong learning and success in a constantly evolving and multicultural world through a commitment to individualized attention, exceptional teaching, scholarship and academic excellence, while continuing the University’s commitment to community engagement.

Passan School of Nursing Mission:
The mission of the Passan School of Nursing is to promote interprofessional practitioners of nursing, who provide quality health care in a constantly evolving multicultural world, engage in lifelong learning, and expand nursing science through scholarship, technology, and academic excellence, while engaging in community service.
Requirements and Evaluation Components: Assessment of the student’s progress is an ongoing process involving the student and instructor. The final grade is the composite of the theoretical.

The stated course outcomes serve as the basis of evaluation. Course evaluation tools vary and may include unit quizzes, unit exams, a final exam, term project, and written assignments.

Tests will be objective and/or subjective. Tests will include materials from lectures, readings, and CNSC assignments (Specific to Physical Assessment). If a discrepancy exists among resources, the required textbook is considered the final authority on the subject.

Unannounced quizzes and assignments may be given at any time and additional readings may be assigned.

All unit and final exams must be taken on the scheduled dates. Test dates are subject to change with adequate notification by faculty. If a student is unable to be present for an exam, the student must contact the instructor prior to the exam for permission to miss the exam. If this is not done, a makeup examination will not be given and the test score will result in a “0”.

Equivalence of grades:
The theory grade is determined by the following:

- 4.0 = 92 – 100%
- 3.5 = 88 – 91%
- 3.0 = 84 – 87%
- 2.5 = 79 – 83%
- 2.0 = 75 – 78%
- 1.5 = 70 – 74%
- 1.0 = 65 – 69%
- 0.0 = less than 65%

PROGRESSION POLICY
In order to progress INTO clinical nursing courses, students must:
- Complete the ATI/TEAS test exam
  - Wilkes University’s Passan School of Nursing requires that the student score 58.7 or higher, including the Accelerated Baccalaureate students.
• Earn a 2.5 or better in all prerequisite nursing courses:
  o BIO 113 (Microbiology); BIO 115, and 116 (Anatomy and Physiology I and II); CHM 111 (Fundamentals of Chemistry); and ENG 101 (Composition).
• Maintain an overall Grade Point Average (GPA) of 2.5 or greater.

In order to progress THROUGH the nursing curriculum, all nursing majors must:
• Earn a 2.5 or better in all nursing courses.
• Earn a 2.5 or better in all required science courses.
• Meet expected outcomes in all nursing courses.
  o A nursing student who earns less than a 2.5 in a nursing course may repeat that course once.
    ▪ A nursing student who earns less than a 2.5 in a second nursing course is ineligible to continue in the nursing program.
• Maintain an overall Grade Point Average (GPA) of 2.5 or greater

The theory grade will be determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
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<tbody>
<tr>
<td>Exam I</td>
<td>15%</td>
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<tr>
<td>Exam II</td>
<td>15%</td>
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<tr>
<td>Exam III</td>
<td>15%</td>
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<tr>
<td>Medication Proficiency Quiz I</td>
<td>5%</td>
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<tr>
<td>Medication Proficiency Quiz II</td>
<td>5%</td>
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<tr>
<td>Medication Proficiency Quiz III</td>
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</tr>
<tr>
<td>Professional Writing Assignment</td>
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<tr>
<td>Quizzes</td>
<td>5%</td>
</tr>
<tr>
<td>ATI Integration Test</td>
<td>10%</td>
</tr>
<tr>
<td>Comprehensive Final Exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

100%

Course Policies: The link for the Passan School of Nursing Handbook is:
All students are required to read and submit an attestation document at the beginning of each academic year. Students must adhere to all policies in the Passan School of Nursing Handbook.

**Professionalism:**
Please see policy in the Passan School of Nursing Student Handbook.

**Attendance:**
The faculty and staff of the Passan School of Nursing understand that the student is an adult learner. Attendance is required at all classes.

**Dress Policy:**
Please see policy in the Passan School of Nursing Student Handbook.

**Academic Honesty:**
At Wilkes the faculty and the entire University community share a deep commitment to academic honesty and integrity. The following are considered to be serious violations and will not be tolerated:

1. Plagiarism: the use of another’s ideas, programs, or words without proper acknowledgement.
2. Collusion: improper collaboration with another in preparing assignments, computer programs, or in taking examinations.
3. Cheating: giving improper aid to another, or receiving such aid from another, or from some other source.

Any student who violates the Intellectual Responsibility and Plagiarism Policy will fail the course.

**Communication Policy:**
Please see policy in the Passan School of Nursing Student Handbook.

**Taping:**
The School of Nursing adheres to all university policies on academics published in the Wilkes University Student Handbook. In addition, the student is advised to read and comply with the policies of the School of Nursing published in the Nursing Student Handbook as noted online. Students are not permitted to tape lectures without specific permission from the instructor.
Completion of Required Clinical Nursing Simulation (CNSC) Requirements:
Please see policy in the Passan School of Nursing Student Handbook.

Examination Policy & Procedure:
Please see policy in the Passan School of Nursing Student Handbook.

Medication Proficiency Policy:
Please see policy in the Passan School of Nursing Student Handbook.

Assignment Due Dates:
Please see policy in the Passan School of Nursing Student Handbook.

Academic Support:
If a student earns a grade of less than 79% on any exam, the student is expected to meet with the course instructor. The student may also be asked to meet with the Retention and Remediation Coordinator. At the time of midterm, the student is strongly advised to discuss their academic concerns, if any, with their nursing advisor, course instructor, and Retention & Remediation Coordinator. The student may be referred to University College, located in Conyngham Hall, for academic support services (i.e. peer tutoring, test taking support, time management, note taking, and study skills).

Clinical Requirements and Evaluations of Components:
Attendance at all clinical experiences is required. Refer to School of Nursing Student handbook Guidelines Governing Attendance at the Clinical Experience.

All written assignments must be satisfactorily completed in order to pass the clinical component of the course. Students who do not satisfactorily complete assignments at the appropriate time will jeopardize their satisfactory completion of the clinical component of the course.

Clinical Skill Checklist:
Each student will receive his/her clinical skills checklist during the first day of class for all incoming students. The nursing student is responsible for bringing the checklist to each clinical experience throughout the nursing program. The clinical instructor will be responsible for initialing and dating the skills when first accomplished and at the point of proficiency. The clinical instructor and student will
review the form for completeness and accuracy at the time of each clinical evaluation. The student is responsible for maintaining the hard copy of the clinical skills checklist throughout the program. A scanned copy will be submitted to an electronic drop box at the completion of the clinical rotation.

**Student Community Service Requirement:**
Please see policy in the Passan School of Nursing Student Handbook.

**Policy on Integrated Testing Program:**
All students are required to complete the Integrated Testing Program administered by the School of Nursing.
Please see policy in the Passan School of Nursing Student Handbook.

**Course Examinations:**
Please see policy in the Passan School of Nursing Student Handbook.

**Advisement:**
Every nursing major is assigned a faculty advisor within the Passan School of Nursing. Students must check the roster as posted in the Passan School of Nursing.

Please see policy in the Passan School of Nursing Student Handbook.

SM/bl 12/10
SM/bl 05/11
SM/bl/8/15
BZ/bl 02/17/16
Revised: LP/bz 5/16
Revised: SM/bl 01/17
<table>
<thead>
<tr>
<th>Module</th>
<th>Topic/Content</th>
<th>Student Learning Outcomes</th>
<th>Resources</th>
<th>Assessment Activities</th>
<th>Course Outcomes</th>
</tr>
</thead>
</table>
| 1      | Introduction  | • Understand the student role and course requirements  
         | Fundamentals of Nursing | • Define Nursing according to Wilkes Passan School of Nursing Philosophy.  
         |                       | • Identify essential aspects of nursing (characteristics, settings, roles, components of accountability and responsibility)  
         |                       | • Identify steps of the nursing process.  
         |                       | • Identify the significance of selected historical aspects of nursing.  
         |                       | • Explain the significance of current factors influencing nursing practice | Course outline and nursing student handbook.  
         |                       | NCLEX-RN Test Plan at: www.ncsbn.org  
         |                       | ATI Wilkes University Passan School of Nursing Philosophy.  
         |                       | Wilkes University Pennsylvania Nurse Practice Act (on line) at http://www.pacode.com/secur e/data/049/chapter21/chap21toc.html  
         |                       | Taylor, Lillis, Lynn, & LeMone (2015): Chapter 1,2, 21, & 22 | Wilkes University Student Handbook Signed Attestation Page  
         |                       | (1) ATI Self-Assessment Inventory  
         |                       | (2) ATI Tutorial Nurse Logic 2.0 Module 1: Knowledge and Clinical Judgement  
         |                       | Print ATI Transcript for Beginning Student Pre & Post Test | 1, 6, 8 |
| 2      | Nursing Education  | • Describe some difference among various types of nursing education programs.  
         | Legal Aspects of Nursing | • Identify the functions of selected nursing and health organizations  
         |                       | • Identify rights and obligations associated with nurses’ legal rights.  
         |                       | • Discuss nurse practice acts.  
         |                       | • Explain legal aspects of nursing (malpractice, negligence, privacy, libel, slander, assault and battery, Good Samaritan Act) | Taylor et al. (2r15): Chapter 7 | 1, 6, 8 |
| 3 | Values, Rights, and Ethics | • Differentiate malpractice and negligence.  
• Discuss professional liability insurance.  
• Explain the mechanisms of licensure, credentialing, certification, and accreditation.  
• Identify ways in which values, beliefs, and attitudes are learned.  
• Explain how personal values can conflict with professional responsibilities.  
• Identify various types of rights.  
• Identify essential steps of the nurse in resolving ethical problems. | Taylor et al. (2015): Chapter 6  
• Discuss the role of the nurse in patient advocacy and Nurses’ Code of Ethics. | 1, 6, 8 |
| 4 | Client Development  
• Individual as a client  
• Family as a client  
• Community as a client  
• Epidemiology  
• Cultural and Ethnic Influences | • Define individual according to Wilkes PSON.  
• Outline Maslow’s Hierarchy of Needs and identify patient needs.  
• Describe Erikson’s eight stages of development.  
• Identify family as a unit of society.  
• Determine the relationship between family health and individual health.  
• Define community as a client.  
• Identify roles of nurses in community health settings.  
• Discuss basic epidemiological concepts.  
• Define culture and ethnicity and its relationship to health care and nursing | Taylor et al. (2015): Chapters 3, 4, 17, 18, 19, 23, 25  
• Using Maslow’s Hierarchy of Needs identify the needs of patients.  
• Compare the various concepts and types of communities. | 1, 5, 6, 8 |
| 5 | Health-Illness Continuum | Discuss essential facts about health, wellness, disease, and illness. Identify factors influencing a person’s concept of health. Understand nurses’ role in maintaining, promoting, and restoring health. | Taylor et al. (2015): Chapter 8,9,10 | Develop a plan of care for patients along the health-illness continuum. | 1, 6, 8 |
| 6 | Nursing Process | Define the nursing process. Compare subjective and objective data. Construct examples of subjective and objective data. Differentiate a problem and a need. Differentiate a nursing assessment and a medical history. Describe therapeutic techniques. Describe non-therapeutic techniques. Describe empathy. Describe four phases of the nurse/client relationship. Differentiate a nursing diagnosis and a medical diagnosis. Identify the essential components of a nursing diagnosis. Identify nursing activities involved in planning. Define a nursing goal. Describe the purpose of client-centered goal statements. Define nursing actions and nursing orders. Identify characteristics of a well-written nursing order. | Taylor et al. (2015): Chapters: 10, 20 11 12 13 14 15,16 | Compare and contrast incorrectly written nursing diagnoses and correctly written nursing diagnoses. Write a correct nursing diagnosis based on the accepted taxonomy. Use Maslow’s Hierarchy of Needs in setting priorities. Evaluate how the nurse decides which problem should be given the highest priority. Compare and contrast incorrectly written client goals and correctly written client goals. Write correct short and long-term goals. Explain why the nursing process involves an understanding of the rationale underlying nursing actions. Give several reasons why it is important to consult the client as a source for planning client goals. Formulate well written nursing orders List the four independent nursing activities within the phase of implementation. Identify three possible sources for validation of a nursing care plan. Identify the two separate nursing activities within the phase of evaluation. Name two questions that are the basis for an evaluation of goal achievement. | 1, 2, 7, 8 |
| 7 | Safety and Security  
• Needs  
• Biologic Safety  
• Environmental | Discuss the components of a teaching plan and respective rationale for each.  
Describe how health teaching is an application of the nursing process.  
Describe the methods by which information is shared among health practitioners.  
Identify common abbreviations and symbols.  
Explain under what circumstances modification by the nurse would be done. | Taylor et al. (2015): Chapters: 23, 26 |  
Identify ways to break the chain of infection while caring for hospitalized patients.  
Identify nursing diagnoses appropriate for clients experiencing actual or potential threats to environmental safety | 1, 2, 6, 8 |
| 9  | Oxygen                      | • Discuss the basic mechanics of breathing.  
• Identify mechanisms regulating the respiratory process.  
• Identify major factors influencing oxygen transport.  
• Identify factors influencing respiratory and circulatory status.  
• Identify clinical signs of hypoxia.  
• Identify nursing diagnoses related to respiratory and circulatory function.  
• Identify interventions to maintain normal respirations.  
• List safety precautions to observe when oxygen is administered.  
Taylor et al. (2015): Chapter: 38 | • Describe terms and facts about assessment of a client’s chest: thorax, lungs and heart.  
• Explain breathing exercises and their purposes.  
• Describe various methods to administer O2.  
• State outcome criteria for clients with altered respiratory and circulatory function.  
1, 7, 8 |
| 10 | Hydration                   | • Identify major constituents of intracellular and extracellular fluid compartments and body secretions.  
• Describe clinical signs of overhydration and dehydration.  
• Determine normal values for electrolytes.  
• State nursing diagnoses related to fluid, imbalances.  
• State essential facts about intravenous therapy.  
Taylor et al. (2015): Chapter: 39 | • Identify methods utilized to measure fluid intake and output.  
• State outcome criteria for clients with fluid, imbalances.  
1, 6, 8 |
| 11 | Elimination                | • Review specific structures of the urinary tract and their processes.  
• Identify factors that influence patterns of urination.  
Taylor et al. (2015): Chapters: 36, 37 | • Use essential information and methods required to assess a client’s urinary status.  
• Demonstrate correct procedure for securing urine specimens: routine specimen, clean catch, twenty-four hour, and catheter specimen.  
1, 3, 6, 8 |
<table>
<thead>
<tr>
<th>Describe common alterations in urinary eliminations.</th>
<th>Use essential information and methods required to assess a client’s fecal elimination status.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe diagnostic procedures to assess kidney function or urinary tract abnormalities.</td>
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<tr>
<td>Compare nursing diagnoses related to urinary elimination.</td>
<td></td>
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<tr>
<td>Identify measures to maintain, promote, and restore normal functioning of the urinary system.</td>
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<tr>
<td>Outline the nurse’s role in meeting the elimination needs of client’s measurement of fluid intake and output, hygienic measures, use of bedpans and urinals.</td>
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<tr>
<td>Plan appropriate nursing interventions for clients with specific urinary problems: retention, incontinence, enuresis, etc.</td>
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<tr>
<td>State outcome criteria for client Experiencing a urine elimination problem.</td>
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<tr>
<td>Review the anatomy of the lower intestinal tract and their processes.</td>
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<tr>
<td>Identify factors that influence fecal elimination and its patterns.</td>
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<tr>
<td>Identify normal and abnormal characteristics and constituents of feces.</td>
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<tr>
<td>Identify diagnostic tests related to lower intestinal tract.</td>
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</tr>
<tr>
<td>Activity, Rest, and Sleep</td>
<td>Identify common etiological and contributing factors of fecal elimination problems.</td>
</tr>
</tbody>
</table>
| 13 | Sensory Functioning | • List the components and conditions of the sensory experience.  
• Describe the four conditions that must be met for each sensory experience.  
• Explain the role of the reticular activating system (RAS) in the sensory experience.  
• List factors that affect sensory stimulation.  
• Identify etiologies and perceptual, cognitive, and emotional responses when sensory perception is disturbed.  
• Describe the nursing process as it relates to an individual’s sensory perception. | Taylor et al. (2015): Chapter: 43 | 1, 2, 3, 4, 6, 7, 8 |
| 14 | Thermoregulation | • Discuss the ways heat is produced and lost.  
• Describe the mechanisms of temperature regulation.  
• Define terms hypothermia and hyperthermia.  
• Describe factors affecting body temperature.  
• Discuss the clinical signs of hyperthermia.  
• Identify nursing diagnosis related to hyperthermia.  
• Identify purpose for applying heat or cold to body.  
• Identify safety considerations in applying heat or cold to the body | Taylor et al. (2015): Chapter: 24 | 1, 2, 3, 4, 6, 7, 8 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Objectives</th>
<th>Readings</th>
<th>Text References</th>
<th>Discussion Topics</th>
</tr>
</thead>
</table>
| 15   | Nutrition   | • Identify nutritional guidelines as they relate to nutrients and energy needs of individuals.  
      |                                           | • Examine factors that affect the nutrition and energy balance of individuals.  
      |                                           | • Describe nursing interventions for patients with special feeding and nutritional needs. | Taylor et al. (2015): Chapter: 35 | • List physical assessment findings and laboratory values that indicate nutritional imbalance |
| 16   | Self-Esteem | • Identify essential components of self-concept.  
      |                                           | • Identify characteristics of self-concept.  
      |                                           | • Identify essential aspects of the development of self-concept.  
      |                                           | • Identify behaviors that indicate positive and negative self-concept.  
      |                                           | • Identify factors that influence self-concept.  
      |                                           | • Identify essential aspects of self-esteem.  
      |                                           |                                           |                                           | • Discuss nursing diagnosis related to problems of self-concept.  
      |                                           |                                           |                                           | • Identify nursing goals for patients with self-concept problems.  
      |                                           |                                           |                                           | • Identify measures to promote and maintain self-concept.  |
| 17   | Sexuality   | • Contrast the concepts of sex and sexuality.  
      |                                           | • Describe the phases of the sexual response cycle and physical changes associated with each phase  
<pre><code>  |                                           | • Discuss factors affecting sexual needs and behavior. | Taylor et al. (2015): Chapter: 44 | • Provide examples of nursing diagnosis related to sexuality |
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<thead>
<tr>
<th>Page</th>
<th>Topic</th>
<th>Objectives</th>
<th>References</th>
<th>Notes</th>
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</table>
| 18   | Stress and Adaptation | • Discuss the nurse’s role in assisting patients with sexual needs.  
• Summarize the mechanisms involved in maintaining physiologic and psychological homeostasis.  
• Explain the interdependent nature of stressors, stress, and adaptation.  
• Differentiate the physical and emotional responses to stress as they relate to mechanisms that help maintain homeostasis.  
• Recognize the effects of stress on basic human needs, health and illness, and the family.  
Taylor et al. (2015): Chapter: 41 | • Identify factors that affect stress and adaptation. | 1, 2, 3, 4, 6, 7, 8 |
| 19   | Spirituality | • Identify three spiritual needs believed to be in common to all people.  
• Describe factors that affect spirituality.  
• Differentiate life-affirming influences of religious beliefs from life-denying influences, including the ethical and legal dimensions of these influences.  
Taylor et al. (2015): Chapter: 42 | • Describe the influences of spirituality on everyday living, health, and illness.  
• Create a care plan with a focus on patient spirituality. | 1, 2, 3, 4, 6, 7, 8 |
| 20   | Loss, Grief, and Dying | • Identify concepts of loss and grieving, including types of loss and grief reactions.  
• Compare and contrast the five emotional stages of dying as defined by Kübler-Ross.  
• Describe the process of dying.  
• List reactions of individuals to death and dying.  
Taylor et al. (2015): Chapter: 45 | • Contrast home, institutional, and hospice care for the dying client.  
• Identify ways to support patients and families during the grief and dying process. | 1, 2, 3, 4, 6, 7, 8 |
| 21 | Preoperative Nursing | • Recognize the ethical and legal dimensions of death and dying.  
• Describe the surgical experience, including the perioperative phases and classifications of surgery, and surgical settings.  
• List the types of anesthesia utilized for surgical procedures and the implications for planning nursing care.  
• Describe informed consent and advanced directives as they relate to the surgical patient.  
• State aspects of nursing care for the surgical patient during each phase of the perioperative period. | Taylor et al. (2015): Chapter: 29  
• Identify areas of nursing assessment and nursing considerations necessary for preparation of the patient for surgery and for the prevention of complications in the immediate and early postoperative phases. | 1, 2, 3, 4, 6, 7, 8 |
| 22 | Comfort and Pain Management | • Describe specific elements of the pain experience.  
• Compare and contrast acute and chronic pain.  
• Describe the pain process.  
• Explain the nursing process as it relates to comfort and pain management.  
• Identify the ethical and legal responsibilities for pain relief. | Taylor et al. (2015): Chapter: 34  
• Identify factors that affect an individual’s pain experience.  
• Create a nursing plan of care that focuses on patient pain management. | 1, 2, 3, 4, 6, 7, 8 |