# Alabama
# Department of
# Postsecondary Education

## Representing the Alabama Community College System

# NUR 112

## Fundamental Concepts of Nursing

## Plan of Instruction

**COURSE DESCRIPTION**

This course teaches foundational knowledge of nursing concepts and clinical decision making to provide evidence-based nursing care. Content includes but is not limited to: healthcare delivery systems, professionalism, health promotion, psychosocial well-being, functional ability, gas exchange, safety, pharmacology, and coordinator/manager of care.

## CREDIT/CONTACT HOURS BREAKOUT

| Type | Credit Hours | Contact Hours | Minimum Topics |
| --- | --- | --- | --- |
| Theory | 4 | 60 | Basic concepts of nursing |
| Lab | 2 | 90 | Applied concepts lab |
| Clinical | 1 | 45 | Experiential/supervised learning activities.  (Suggested 22.5 acute care and 22.5 long-term care) |
| Total | 7 | 13 contact hours per week | |

**NOTE:** *Theory credit hours are a 1:1 contact to credit ratio.  Lab, clinical, and preceptorship hours are 3:1 contact to credit ratio. (Ref Board Policy 705.01)*


**PREREQUISITE COURSES**
- Admission to the program

**CO-REQUISITE COURSES**
- BIO 201 – Human Anatomy and Physiology I
- MTH 100 or higher

**COURSE OUTCOMES**
Student learning outcomes specified within this course reflect current NLN and QSEN graduate competencies relevant to the scope of practice for the practical and registered nurse.

2

| Module A – Nursing Domain | | | | |
|---|---|---|---|---|
| **Graduate Competencies** | | **Student Learning Outcomes** | **Objectives** | **KSA** |
| **NLN** | • Professional identify<br>• Human flourishing<br>• Spirit of inquiry<br>• Nursing Judgment | • Exemplify concepts inherent to the nursing domain within a family and community context.<br><br>**Concepts:**<br>– Professionalism<br>– Health Promotion<br>– Psychosocial Well-being<br>– Functional Ability<br>– Pharmacology<br>– Healthcare Delivery System<br>– Coordinator/Manager of Care | • Identify professional behaviors for nurses.<br>• Describe competencies associated with NLN and QSEN graduate outcomes.<br>• Explain the scope of practice for the practical nurse and the registered nurse.<br>• Perform a basic physical assessment.<br>• Identify normal and abnormal findings of a physical assessment.<br>• Explain therapeutic communication.<br>• Discuss elements of clinical decision making.<br>• Identify caring behaviors associated with nursing.<br>• Explain the practical and registered nurse's role in teaching and learning.<br>• Discuss issues related to managing care.<br>• Describe the role of practical and registered nurses in collaboration with members of the inter-professional health care team.<br>• Safely administer specified medications.<br>• Calculate specified dosages. | 1<br>2<br><br>2<br><br>2<br>1<br><br>2<br>2<br>2<br><br>2<br><br>2<br>2A<br><br><br><br>2<br>3 |
| **QSEN** | • Safety<br>• Informatics<br>• Patient centered care<br>• Teamwork and collaboration<br>• Evidence-based practice<br>• Quality improvement | | | |
| **Skills Validation**<br>• Assessments<br>  – Head to toe assessment<br>  – Focused assessment<br>  – Vital signs<br>• Caring interventions<br>  – Dosage calculations<br>  – Medication administration | **Meta-Concepts/Concepts and Exemplars:** | | | |

**Meta-Concepts/Concepts and Exemplars:**

**Professionalism**
– NLN and QSEN graduate competencies
– Professional behavior
– Legal and ethical issues
– Scope of practice for the practical and registered nurse.
– Conflict resolution
– Clinical decision making
– Inter-disciplinary team

**Health Promotion**
– Subjective assessment
– Objective assessment
  o Physical assessment
  o Assessment of vital signs
– Assessment through the lifespan

– Teaching/learning: practical and registered nurse

**Psychosocial Well-being**
– Communication process
– Establishing and maintaining therapeutic communication
– Cultural variances

**Functional Ability**
– Activities of daily living
  o Hygiene

**Pharmacology**
– Medications (Except IV)
  o Dosage calculations
  o Medication administration

**Healthcare Delivery System**
– Cost effective care

**Coordinator/Manager of Care**
– Care coordination
– Chain of command
– Delegation/prioritization: Role specific for the practical and registered nurse
– Critical thinking
– Prioritization of care
– Nursing process

3

| Module B- Health Care Domain | | | | |
|---|---|---|---|---|
| **Graduate Competencies** | | **Student Learning Outcomes** | **Objectives** | **KSA** |
| **NLN** | • Professional identify<br>• Human flourishing<br>• Spirit of inquiry<br>• Nursing Judgment | • Exemplify concepts inherent to the health care domain within a family and community context.<br><br>**Concepts:**<br>– Healthcare Delivery Systems<br>– Coordinator/Manager of Care<br>– Safety<br>– Professionalism | • Promote a culture of safety.<br>• Explain the practical and registered nurse's role in advocacy in the health care domain.<br>• Identify the practical and registered nurse's role in legal and ethical issues within the health care domain.<br>• Identify current health policy.<br>• Identify types of health care delivery systems.<br>• Explain accountability as it relates to the practical and registered nurse.<br>• Discuss the impact of evidence based practice on quality nursing care.<br>• Discuss use of informatics related to the health care domain. | 2<br>2<br><br>2<br><br><br>1<br>1<br>2<br><br>2<br><br>2 |
| **QSEN** | • Safety<br>• Informatics<br>• Patient centered care<br>• Teamwork and collaboration<br>• Quality improvement | | | |

| **Skills Validation** | **Meta-Concepts/Concepts and Exemplars:** | | |
|---|---|---|---|
| • Documentation | **Healthcare Delivery Systems**<br>– Historical nursing perspectives<br>– Trends in the nursing profession<br>– Types of health care settings<br>– Access to health care<br>– Documentation<br>– Informatics<br>  ○ Point of care<br>  ○ HIPAA<br>– Health policy<br>  ○ State and local agencies<br>  ○ Accrediting bodies<br>  ○ Professional organizations<br>  ○ Types of reimbursements<br>– Institutional policies and procedures | **Coordinator/Manager of Care**<br>– Quality improvement<br>– Standards of care<br>**Safety**<br>– Environmental<br>– Injury and Illness prevention<br>– National Patient Safety Goals<br>– Error Prevention<br>- Core Measures (Evidence-Based) | **Professionalism**<br>- Role of the practical and registered nurse<br>- Professional advocacy<br>- Community advocacy<br>- Patient advocacy<br>- Personal advocacy<br>- Competent care<br>- Community ethics<br>  ○ Beginning of life<br>  ○ Lifespan<br>  ○ End of life<br>- Ethical dilemmas<br>- Patient's rights |

| Module C – Individual Domain | | | |
|---|---|---|---|
| **Graduate Competencies** | **Student Learning Outcomes** | **Objectives** | **KSA** |
| **NLN** • Human flourishing • Nursing Judgment | • Exemplify fundamental concepts inherent to the health and wellness in providing nursing care to the patient across the lifespan and within a community and family context. | • Explain the practical and registered nurse's role in providing fundamental patient care related to specified nursing concepts. | 2 |
| **QSEN** • Safety • Informatics • Evidence-based practice • Patient centered care | Concepts: − Functional Ability − Gas Exchange − Safety − Health Promotion − Psychosocial Well-Being | • Describe the concept of health, wellness, and illness. • Discuss common drug classifications related to specified nursing concepts. • Describe the impact of nutrition on health, wellness, and illness. | 2 2 2 |
| **Skills Validation** • NG Tube • Clean Dressings • PPE | **Meta-Concepts/Concepts and Exemplars:** *Functional Ability* • **Mobility/immobility** o Abnormal findings Nursing interventions - Transfer/positioning patients - Devices and restraints - Promotion of skin integrity ➤ Clean dressing changes • **Comfort** o Pain o End of Life o Organ donation o Sleep/rest Nursing interventions - Use of pain scale - Common drug classifications • **Elimination** o Abnormal findings Nursing interventions - Intake and output - Enemas - Impaction removal - Toileting - Specimen collection - Lab values - Common drug classifications | • **Nutrition** o Nutritional assessment o Fluid/electrolyte needs o Lab values o Abnormal findings- Nursing interventions - Considerations - Precautions *Gas Exchange* • **Oxygenation** o Abnormal findings Nursing interventions (foundational skills) - Equipment - Interventions and therapies - Common drug classifications *Safety* • **Illness prevention** (Infection control) o Abnormal findings Nursing interventions - Common drug classifications *Health Promotion* • **Immunizations** • **Health promotion/disease prevention** | |

5

*NUR 112 – Fundamental Concepts of Nursing*
*Plan of Instruction*

| Module C – Individual Domain (Continued) | |
|---|---|
| **Skills Validation** | **Meta-Concepts/Concepts and Exemplars:**<br>***Psychosocial Well-Being***<br>    • **Culture and Diversity**<br>      o Socioeconomic<br>      o Developmental aspects<br>      o Community<br>      o Family<br>      o Spirituality<br>        - Alternative meds<br>        - Blood products<br>        - Rituals<br>        - Traditions<br>        - Customs<br>        - Values<br>      o Nursing Interventions<br>    • **End of life**<br>      o Organ donation<br>    • **Grief and loss**<br>    • **Mental health concepts**<br>      o Alterations<br>        - Dementia<br>        - Confusion<br>        - Alzheimer's<br>      o Nursing Interventions<br>      o Common drug classifications |

**STUDENT LEARNING OUTCOMES TEST BLUEPRINT**

The table below identifies the percentage of cognitive objectives for each module.  **Instructors should develop sufficient numbers of test items at the appropriate level of evaluation.**

| | Limited Knowledge and Proficiency 1 | Moderate Knowledge and Proficiency 2 | Advanced Knowledge and Proficiency 3 | Superior Knowledge and Proficiency 4 |
|---|---|---|---|---|
| Module A | 15% | 77% | 8% | |
| Module B | 25% | 75% | | |
| Module C | | 100% | | |

| Indicator | Key Terms | Description |
|---|---|---|
| 1 | Limited Knowledge and Proficiency | • Recognize basic information about the subject including terms and nomenclature. <br>• Demonstrate ability to recall information such as facts, terminology or rules related to information previously taught. <br>• Performs simple parts of the competency.  Student requires close supervision when performing the competency. |
| 2 | Moderate Knowledge and Proficiency | • Distinguish relationships between general principles and facts. Adopts prescribed methodologies and concepts. <br>• Demonstrate understanding of multiple facts and principles and their relationships, and differentiate between elements of information.  Students state ideal sequence for performing task. <br>• Performs most parts of the competency with instructor assistance as appropriate. |
| 3 | Advanced Knowledge and Proficiency | • Examines conditions, findings, or other relevant data to select an appropriate response. <br>• The ability to determine why and when a particular response is appropriate and predict anticipated outcomes. <br>• Students demonstrate their ability to seek additional information and incorporate new findings into the conclusion and justify their answers. <br>• Performs all parts of the competency without instructor assistance. |
| 4 | Superior Knowledge and Proficiency | • Assessing conditions, findings, data, and relevant theory to formulate appropriate responses and develop procedures for situation resolution. Involves higher levels of cognitive reasoning. <br>• Requires students to formulate connections between relevant ideas and observations. <br>• Students apply judgments to the value of alternatives and select the most appropriate response. <br>• Can instruct others how to do the competency. <br>• Performs competency quickly and accurately. |
| A | Affective Objective | • Describes learning objectives that emphasize a feeling tone, an emotion, or a degree of acceptance or rejection. <br>• Objectives vary from simple attention to selected phenomena to complex but internally consistent qualities of character and conscience. <br>• Expressed as interests, attitudes, appreciations, values, and emotional sets or biases. |

**Curriculum Glossary of Terms**

| Term | Definition | Reference |
|---|---|---|
| Clinical decision making | A type of decision-making that combines clinical expertise, patient concerns, and evidence gathered from nursing science to arrive at a diagnosis and treatment recommendations within the scope of practice. | ACCS Nursing Faculty |
| Community | A group of people with diverse characteristics who are linked by social ties, location, culture, or the sharing of joint actions. | National Institute of Health |
| Concept | A common characteristic that organizes information into cohesive categories that facilitates attainment of the knowledge and skills necessary to provide patient centered care within the family and community context.  For example, the concept of oxygenation is relevant to many health alterations, including: asthma, CHF, COPD, anemia, pneumonia, postpartum hemorrhage, pre-op/post-op care, SIDS etc. | ACCS Nursing Faculty |
| Co-requisite course | Courses that are taken in conjunction to a specified course.  These are often in the form of associated laboratory or clinical courses. | AL Department of Postsecondary |
| Developmental | The period from infancy through adolescence. | ACCS Nursing Faculty |
| Evidenced based practice | Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care. | QSEN |
| Exemplars | Minimum suggested activities and/or frequently seen alterations taught within a module of instruction representing commonly occurring concepts of health, wellness, and illness, | ACCS Nursing Faculty |
| Graduate competencies | Expected measurable levels of graduate performance that integrate knowledge, skills, and abilities.  Competencies may include specific knowledge areas, clinical judgments, and behaviors based upon the role and/or scope of practice of the graduate. | ACEN |
| Health care domain | Contains the competencies identified by the Institute of Medicine including Evidence-Based Practice, Informatics, and Quality Improvement as well as elements essential to the delivery of safe and effective client care from the nursing perspective. | QSEN North Carolina Concept-based Learning Editorial Board 2011 |
| Human flourishing | Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.  Human flourishing is difficult to define, but it can be loosely expressed as an effort to achieve self-actualization and fulfillment within the context of a larger community of individuals, each with the right to pursue his or her own such efforts. The process of achieving human flourishing is a lifelong existential journey of hope, regret, loss, illness, suffering, and achievement. Human flourishing encompasses the uniqueness, dignity, diversity, freedom, happiness, and holistic well-being of the individual within the larger family, community, and population. The nurse helps the individual in efforts to reclaim or develop new pathways toward human flourishing. | NLN 2012 |
| Individual domain | Relating to the individual as a holistic, complex, multidimensional, unique, significant being with health, wellness, illness, quality of life, and achievement potential. | ACCS Nursing Faculty |

**Curriculum Glossary of Terms**

| | | |
|---|---|---|
| Informatics | Use of information and technology to communicate, manage knowledge, mitigate error, and support decision making. | QSEN |
| Knowledge, Skills, and Abilities (KSA) Indicators | An alpha-numeric designator indicating the scope and depth of student learning and level of teaching and measurement by faculty.  KSAs represent terminal levels and should be represented by adequate coverage within all measurement instruments related to the specified student learning outcome. | Alabama Community College System (ACCS) |
| Medical Emergency | A sudden, often unforeseen event that threatens health or safety. | ACCS Nursing Faculty |
| Meta-concept | An abstract, higher level concept designating other concepts that analyze the original concept | ACCS Nursing Faculty |
| NLN | National League for Nursing. | NLN 2012 |
| Nursing Domain | Concepts essential to the practice of nursing and unique to the contributions nurses make to the health care team.  Key among these concepts is clinical decision making and caring interventions. | North Carolina Concept-based Learning Editorial Board 2011 |
| Nursing Judgment | Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patients within the family and community context.  Nursing Judgment encompasses three processes: namely, critical thinking, clinical judgment, and integration of best evidence into practice. Nurses must employ these processes as they make decisions about clinical care, the development and application of research and the broader dissemination of insights and research findings to the community, and management and resource allocation. | NLN 2012 |
| Patient Centered Care | Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs. | QSEN |
| Plan of Instruction (POI) | This document is used to establish standardized instruction throughout the college system for a specified course and outlines **minimum** content, objectives, scope of instruction, and student evaluation.  Faculty members may exceed the content but must include all content provided in the POI.  Faculty members use this document to make decisions related to delivery of the course to include methodology, instructional materials, and sequencing. | ACCS |
| Point of Care | Electronic documentation and testing at or near the site of patient care. | ACCS Nursing Faculty |
| Prerequisite Courses | Courses that must be successfully completed prior to admission into a specified course. | ACCS |

**Curriculum Glossary of Terms**

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|---|---|---|
| Professional Identity | Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context. Professional identity involves the internalization of core values and perspectives recognized as integral to the art and science of nursing. These core values become self-evident as the nurse learns, gains experience, and grows in the profession. The nurse embraces these fundamental values in every aspect of practice while working to improve patient outcomes and promote the ideals of the nursing profession. Professional identity is evident in the lived experience of the nurse, in his or her ways of "being," "knowing," and "doing." | NLN 2012 |
| QSEN | Quality and Safety Education for Nurses | QSEN |
| Quality Improvement | Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems. | QSEN |
| Reproductive/Childbearing | The antepartal, intrapartal, and postpartal periods of pregnancy from conception to 6 weeks after birth | ACCS Nursing Faculty |
| Safety | Minimizes risk of harm to patients and providers through both system effectiveness and individual performance. | QSEN |
| Scope of Practice | Nursing practice standards and guidelines that clarify the roles and relationships associated with regulation of nursing practice. | ANA |
| Skills Validation | Instructor observation and documentation of student's competency. | ACCS Nursing Faculty |
| Spirit of Inquiry | Examine the evidence that underlies clinical nursing practice to challenge the status quo, questions underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities. A spirit of inquiry is a persistent sense of curiosity that informs both learning and practice. A nurse infused by a spirit of inquiry will raise questions, challenge traditional and existing practices, and seek creative approaches to problems. The spirit of inquiry suggests, to some degree, a childlike sense of wonder. A spirit of inquiry in nursing engenders innovative thinking and extends possibilities for discovering novel solutions in ambiguous, uncertain, and unpredictable situations. | NLN 2012 |
| Student Learning Outcomes | Statements of expectations written in measurable terms that express what a student will know, do, or think at the end of a learning experience; characteristics of the student at the completion of a course and/or program. Learning outcomes are measurable, learner-oriented abilities that are consistent with standards of professional practice. | ACEN |
| Student Learning Outcomes Test Blueprint | Used to ensure adequate sampling of student knowledge as specified by the cognitive student learning outcomes within a specific module. | ACCS |
| Teamwork and Collaboration | Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care. | QSEN |

**Curriculum Glossary of Terms**

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|---|---|---|
| Therapeutic Communication | A process in which the nurse consciously influences a client or helps the client to a better understanding through verbal or nonverbal communication. Therapeutic communication involves the use of specific strategies that encourage the patient to express feelings and ideas and that convey acceptance and respect. | Mosby's Medical Dictionary |
| Wellness | A state of well being that includes self-responsibility; an ultimate goal; a dynamic, growing process; daily decision making in the areas of nutrition, stress management, physical fitness, preventive health care, and emotional health; and, most important, the whole being of the individual. | North Carolina Concept-based Learning Editorial Board 2011 |