

ITT Technical Institute
NU110
Clinical Nursing Concepts and
Techniques I
Onsite and Online Course

SYLLABUS

Credit hours: 4

Contact/Instructional hours: 50 (30 Theory Hours, 20 Lab Hours)

Prerequisite(s) and/or Corequisite(s):

Prerequisite: NU100 Nursing Roles I; Prerequisite or Corequisite: GE258 Human Anatomy and Physiology I

Course Description:

This course builds on the concepts and principles taught in Nursing Roles I and introduces basic nursing skills and techniques based on the roles and values of nursing within a nursing process framework. Nursing skills are developed, applied, and practiced in the nursing skills laboratory. Technology is used to reinforce application of content through patient care scenarios.

COURSE DESCRIPTION

This course builds on the concepts and principles taught in Nursing Roles I and introduces basic nursing skills and techniques based on the roles and values of nursing within a nursing process framework. Nursing skills are developed, applied, and practiced in the nursing skills laboratory. Technology is used to reinforce application of content through patient care scenarios.

MAJOR INSTRUCTIONAL AREAS

1. Basic Nursing Skills
2. Dosage Calculations
3. Communication Techniques
4. Nutrition
5. Documentation
6. Caring Through the Lifespan
7. The Nursing Process
8. Federal and State-Specific Regulations for Patient Safety
9. Skills Competency Validation, Including Physical Assessment

COURSE LEARNING OBJECTIVES

By the end of this course, you should be able to:

1. Identify specific responsibilities of the registered nurse in the roles of provider of care, manager of care, and as a member of the interdisciplinary patient care team.
2. Discuss the use of evidence-based best practices and relevant federal and state regulations when providing patient care.
3. Demonstrate use of the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing patient care across the lifespan.
4. Explain the importance of teaching about health and wellness when caring for patients across the lifespan and in diverse health care settings.
5. Describe the role of the nurse in health promotion, maintenance, and restoration of optimal living across the lifespan and in diverse health care settings.
6. Explain the importance of normal and therapeutic patient nutrition.
7. Identify therapeutic and effective communication techniques when providing patient care.
8. Discuss the importance of information technology in health care when documenting patient care.

9. Demonstrate a physical assessment.
10. Demonstrate mastery of basic nursing skills.
11. Accurately calculate the dosages of medications.

MODULE 1: HEALTH PROMOTION AND CARING ACROSS LIFESPAN BASICS

COURSE LEARNING OBJECTIVES

- Demonstrate use of the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing patient care across the lifespan.
- Explain the importance of teaching about health and wellness when caring for patients across the lifespan and in diverse health care settings.
- Describe the role of the nurse in health promotion, maintenance, and restoration of optimal living across the lifespan and in diverse health care settings.
- Demonstrate mastery of basic nursing skills.
- Accurately calculate the dosages of medications.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
Reading: Potter, P. A., & Perry, A. G., Chapters 6, 7, 10, and 28.	8 hrs
Reading: Silvestri, L.A., Chapter 1.	0.5 hr
Reading: LeFever Kee, J., & Marshall, S. M., <i>Chapter 1 (pp. 18-25)</i> and Chapter 2 (pp. 30-36).	2 hrs
Lesson: Study the lesson for this module.	1 hr
Quiz: Prepare for Quiz 1.	1.5 hrs

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
Homework Assignment 1: Submit the exercise titled “Care Across the Lifespan.”	2 hrs
Homework Assignment 2: Submit the exercise titled “Dosage Calculations 1.”	1 hr
Lab [as Assigned]: Complete the lab as assigned.	N/A

Total Out-of-Class Activities: 16 Hours

MODULE 2: HYGIENE AND COMMUNICATION

COURSE LEARNING OBJECTIVES COVERED

- Identify specific responsibilities of the registered nurse in the roles of provider of care, manager of care, and as a member of the interdisciplinary patient care team.
- Discuss the use of evidence-based best practices and relevant federal and state regulations when providing patient care.
- Demonstrate use of the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing patient care across the lifespan.
- Explain the importance of teaching about health and wellness when caring for patients across the lifespan and in diverse health care settings.
- Describe the role of the nurse in health promotion, maintenance, and restoration of optimal living across the lifespan and in diverse health care settings.
- Identify therapeutic and effective communication techniques when providing patient care.
- Discuss the importance of information technology in health care when documenting patient care.
- Demonstrate mastery of basic nursing skills.
- Accurately calculate the dosages of medications.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
Reading: Potter, P. A., & Perry, A. G., Chapters 24, 26, 27, and 39.	13 hrs
Reading: Silvestri, L.A., Chapter 17.	0.5 hr
Reading: LeFever Kee, J., & Marshall, S. M., <i>Chapter 3 (pp. 38-44 and pp. 52-56) and Chapter 6 (pp. 76-82).</i>	2.5 hrs
Lesson: Study the lesson for this module.	2 hrs
Quiz: Prepare for Quiz 2.	1.5 hrs
Exam: Prepare for Exam 1.	1 hr

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
Homework Assignment 3: Submit the exercise titled "Nursing Skills."	2 hrs
Homework Assignment 4: Submit the exercise titled "Dosage Calculations 2."	1 hr

Quiz: Take Quiz 1.	N/A
Quiz: Take Quiz 2.	N/A
Lab [as Assigned]: Complete the lab as assigned.	N/A

Total Out-of-Class Activities: 23.5 Hours

MODULE 3: MOBILITY AND VITAL SIGNS**COURSE LEARNING OBJECTIVES COVERED**

- Identify specific responsibilities of the registered nurse in the roles of provider of care, manager of care, and as a member of the interdisciplinary patient care team.
- Discuss the use of evidence-based best practices and relevant federal and state regulations when providing patient care.
- Demonstrate use of the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing patient care across the lifespan.
- Explain the importance of teaching about health and wellness when caring for patients across the lifespan and in diverse health care settings.
- Describe the role of the nurse in health promotion, maintenance, and restoration of optimal living across the lifespan and in diverse health care settings.
- Identify therapeutic and effective communication techniques when providing patient care.
- Discuss the importance of information technology in health care when documenting patient care.
- Demonstrate mastery of basic nursing skills.
- Accurately calculate the dosages of medications.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
Reading: Potter, P. A., & Perry, A. G., Chapters 29, 38, and 47.	13 hrs
Reading: Silvestri, L.A., Chapters 20 and 25.	1 hr
Reading: LeFever Kee, J., & Marshall, S. M., <i>Chapter 8 (pp. 109-115)</i> .	1 hr
Lesson: Study the lesson for this module.	2 hrs
Quiz: Prepare for Quiz 3.	1.5 hrs
Exam: Prepare for Exam 1.	0.5 hr
Exam: Prepare for Exam 2.	1 hr

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
Homework Assignment 5: Submit the exercise titled "Vital Signs."	2 hrs
Homework Assignment 6: Submit the exercise titled "Dosage Calculations 3."	1 hr

Quiz: Take Quiz 3.	N/A
Exam: Take Exam 1.	N/A
Lab [as Assigned]: Complete the lab as assigned.	N/A

Total Out-of-Class Activities: 23 Hours

MODULE 4: CARE ACROSS THE LIFESPAN**COURSE LEARNING OBJECTIVES COVERED**

- Identify specific responsibilities of the registered nurse in the roles of provider of care, manager of care, and as a member of the interdisciplinary patient care team.
- Discuss the use of evidence-based best practices and relevant federal and state regulations when providing patient care.
- Demonstrate use of the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing patient care across the lifespan.
- Explain the importance of teaching about health and wellness when caring for patients across the lifespan and in diverse health care settings.
- Describe the role of the nurse in health promotion, maintenance, and restoration of optimal living across the lifespan and in diverse health care settings.
- Identify therapeutic and effective communication techniques when providing patient care.
- Discuss the importance of information technology in health care when documenting patient care.
- Demonstrate mastery of basic nursing skills.
- Accurately calculate the dosages of medications.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
Reading: Potter, P. A., & Perry, A. G., Chapters 11-14 and 50.	11 hrs
Reading: Silvestri, L.A., Chapters 19 and 22-24.	2 hrs
Reading: LeFever Kee, J., & Marshall, S. M., <i>Chapter 9 (pp. 149-158)</i> .	1 hr
Lesson: Study the lesson for this module.	2 hrs
Quiz: Prepare for Quiz 4.	1.5 hrs
Exam: Prepare for Exam 2.	0.5 hrs

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
Homework Assignment 7: Submit the exercise titled “Caring Through the Lifespan.”	2 hrs
Homework Assignment 8: Submit the exercise titled “Dosage Calculations 4.”	1 hr

Quiz: Take Quiz 4.	N/A
Exam: Take Exam 2.	N/A
Lab [as Assigned]: Complete the lab as assigned.	N/A

Total Out-of-Class Activities: 21 Hours

MODULE 5: PSYCHOSOCIAL AND PHYSIOLOGICAL FACTORS**COURSE LEARNING OBJECTIVES COVERED**

- Identify specific responsibilities of the registered nurse in the roles of provider of care, manager of care, and as a member of the interdisciplinary patient care team.
- Discuss the use of evidence-based best practices and relevant federal and state regulations when providing patient care.
- Demonstrate use of the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing patient care across the lifespan.
- Explain the importance of teaching about health and wellness when caring for patients across the lifespan and in diverse health care settings.
- Describe the role of the nurse in health promotion, maintenance, and restoration of optimal living across the lifespan and in diverse health care settings.
- Explain the importance of normal and therapeutic patient nutrition.
- Demonstrate mastery of basic nursing skills.
- Accurately calculate the dosages of medications.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
Reading: Potter, P. A., & Perry, A. G., Chapters 34–36 and 44.	11 hrs
Reading: Silvestri, L.A., Chapters 12.	0.5 hr
Lesson: Study the lesson for this module.	2 hrs
Quiz: Prepare for Quiz 5.	1.5 hrs
Exam: Prepare for Exam 3.	1.5 hrs
Final Exam: Prepare for the final exam.	5 hrs

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
Homework Assignment 9: Submit the exercise titled “ Psychosocial and Physiological Factors.”	2 hrs
Homework Assignment 10: Submit the exercise titled “Dosage Calculations 5.”	1 hr
Quiz: Take Quiz 5.	N/A
Lab [as Assigned]: Complete the lab as assigned.	N/A

Total Out-of-Class Activities: 24.5 Hours

MODULE 6: ASSESSMENT**COURSE LEARNING OBJECTIVES COVERED**

- Identify specific responsibilities of the registered nurse in the roles of provider of care, manager of care, and as a member of the interdisciplinary patient care team.
- Discuss the use of evidence-based best practices and relevant federal and state regulations when providing patient care.
- Demonstrate use of the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing patient care across the lifespan.
- Explain the importance of teaching about health and wellness when caring for patients across the lifespan and in diverse health care settings.
- Describe the role of the nurse in health promotion, maintenance, and restoration of optimal living across the lifespan and in diverse health care settings.
- Explain the importance of normal and therapeutic patient nutrition.
- Identify therapeutic and effective communication techniques when providing patient care.
- Discuss the importance of information technology in health care when documenting patient care.
- Demonstrate a physical assessment.
- Demonstrate mastery of basic nursing skills.
- Accurately calculate the dosages of medications.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
Reading: Potter, P. A., & Perry, A. G., Chapter 30.	8.5 hrs
Reading: Silvestri, L.A., Chapter 20.	0.5 hr
Lesson: Study the lesson for this module.	2 hrs

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
Homework Assignment 11: Submit the exercise titled "Assessment."	2 hrs
Exam: Take Exam 3.	N/A
Lab [as Assigned]: Complete the lab as assigned.	N/A
Final Exam: Take the final exam.	N/A

Total Out-of-Class Activities: 13 Hours

EVALUATION CRITERIA

The graded assignments will be evaluated using the following weighted categories:

Grading Categories	Grading Weight
Homework Assignment	15%
Quiz	15%
Exam	50%
Final Exam	20%
Lab	P/F
Total	100%

GRADE CONVERSION

The final grades will be calculated from the percentages earned in the course, as follows:

GRADE	PERCENTAGE
A (4.0)	90–100%
B+ (3.5)	85–89%
B (3.0)	80–84%
C+ (2.5)	75–79%
C (2.0)	70–74%
D+ (1.5)	65–69%
D (1.0)	60–64%
F (0.0)	<60%

Final grades will also consider whether you passed in the lab rotation. Failing in lab rotation will result in course failure.

REQUIRED COURSE MATERIAL

- Potter, P.A., & Perry, A. G. (2013). *Fundamentals of nursing (8th ed.)*. St. Louis, MO: Mosby. (includes *Virtual Clinical Excursions for Fundamentals of Nursing*.)
- Potter, P.A., & Perry, A. G. (2013). *Study guide for fundamentals of nursing (8th ed.)*. St. Louis, MO: Mosby.
- Silvestri, L.A. (2014). *Saunders comprehensive review for the NCLEX-RN examination (6th ed.)*. St. Louis, MO: Saunders.
- LeFever Kee, J., & Marshall, S. M. (2012). *Clinical calculations: With applications to general and specialty areas (7th ed.)*. St. Louis, MO: Saunders.

OTHER REQUIRED RESOURCES

- Ackley, B. J., & Ladwig, G. B. (2014). *Nursing diagnosis handbook: An evidence-based guide to planning care (10th ed.)*. St. Louis, MO: Mosby.

REFERENCES

- Chabner, D. (2015). *Medical terminology: A short course (7th ed.)*. St. Louis, MO: Elsevier Mosby.
- Lilley, L., Collins, S., & Snyder, J. (2014). *Pharmacology and the nursing process (7th ed.)*. St. Louis, MO: Mosby.
- Gahart, B. L., & Nazareno, A. R. (2016). *2016 Intravenous medications: A handbook for nurses and health professionals (32nd ed.)*. St. Louis, MO: Mosby.
- Pagana, K. D., & Pagana, T. J. (2015). *Mosby's diagnostic and laboratory test reference (12th ed.)*. St. Louis, MO: Mosby.
- Skidmore-Roth, L. (2014). *Mosby's drug guide for nursing students, with 2014 Update (11th ed.)*. St. Louis: Mosby.

The curriculum employs a variety of instructional methods that support the course objectives while fostering higher cognitive skills. These methods are designed to encourage and engage you in the learning process in order to maximize learning opportunities. The instructional methods include but are not limited to lectures, collaborative learning options, use of technology, and hands-on activities.

To implement the above-mentioned instructional methods, this course uses several teaching strategies, such as lectures, collaborative learning options, and hands-on activities. Your progress will be regularly assessed through a variety of assessment tools including homework assignments, quizzes, exams, labs, and the final exam.

For purposes of defining an academic credit hour for Title IV funding purposes, ITT Technical Institute considers a quarter credit hour to be the equivalent of: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship, practicum or clinical activities. ITT Technical Institute utilizes a “time-based option” for establishing out-of-class activities which would equate to two hours of out-of-class activities for every one hour of classroom time. The procedure for determining credit hours for Title IV funding purposes is to divide the total number of classroom, laboratory, externship, practicum and clinical hours by the conversion ratios specified above. A clock hour is 50 minutes.

A credit hour is an artificial measurement of the amount of learning that can occur in a program course based on a specified amount of time spent on class activities and student preparation during the program course. In conformity with commonly accepted practice in higher education, ITT Technical Institute has institutionally established and determined that credit hours awarded for coursework in this program course (including out-of-class assignments and learning activities described in the “Course Outline” section of this syllabus) are in accordance with the time-based option for awarding academic credit described in the immediately preceding paragraph.

All students must comply with the policies that regulate all forms of academic dishonesty or academic misconduct. For more information on the academic honesty policies, refer to the Student Handbook and the Course Catalog.

(End of Syllabus)