

ITT Technical Institute  
**NU1320**  
**Clinical Nursing Concepts and  
Techniques I**  
**Onsite and Online Course**

**SYLLABUS**

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**Credit hours:** 4.5

**Contact/Instructional hours:** 60 (30 Theory Hours, 30 Lab Hours)

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

Prerequisites: EN1320 Composition I or equivalent, AP2630 Human Anatomy and Physiology II or equivalent, NU1210 Nursing Roles I or equivalent, NU1220 Medical Terminology/Dosage Calculations or equivalent; Prerequisite or Corequisite: SC2730 Microbiology or equivalent

**Course Description:**

This course builds on the concepts and principles 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.

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## **COURSE DESCRIPTION**

This course builds on the concepts and principles 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. Communication Techniques
3. Nutrition
4. Documentation
5. Caring Through the Lifespan
6. The Nursing Process
7. Federal and State-Specific Regulations for Patient Safety
8. 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.

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**MODULE 1: HEALTH PROMOTION AND CARING ACROSS LIFESPAN BASICS**


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**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.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
<b>Reading:</b> Potter, P. A., & Perry, A. G., Chapters 6, 7, 10, and 28.	8 hrs
<b>Reading:</b> Silvestri, L. A., Chapter 1.	0.5 hr
<b>Lesson:</b> Study the lesson for this module.	1 hr
<b>Quiz:</b> Prepare for Quiz 1.	1.5 hrs

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

Total Out-of-Class Activities: 13 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.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
<b>Reading:</b> Potter, P. A., & Perry, A. G., Chapters 24, 26, 27, and 39.	13 hrs
<b>Reading:</b> Silvestri, L. A., Chapter 17.	0.5 hr
<b>Lesson:</b> Study the lesson for this module.	2 hrs
<b>Quiz:</b> Prepare for Quiz 2.	1.5 hrs
<b>Exam:</b> Prepare for Exam 1.	1 hr

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
<b>Homework Assignment 2:</b> Submit the exercise titled "Nursing Skills."	2 hrs
<b>Quiz:</b> Take Quiz 1.	N/A
<b>Quiz:</b> Take Quiz 2.	N/A
<b>Lab [as Assigned]:</b> Complete the lab as assigned.	N/A

Total Out-of-Class Activities: 20 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.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
<b>Reading:</b> Potter, P. A., & Perry, A. G., Chapters 29, 38, and 47.	13 hrs
<b>Reading:</b> Silvestri, L. A., Chapters 20 and 25.	1 hr
<b>Lesson:</b> Study the lesson for this module.	2 hrs
<b>Quiz:</b> Prepare for Quiz 3.	1.5 hrs
<b>Exam:</b> Prepare for Exam 1.	0.5 hr
<b>Exam:</b> Prepare for Exam 2.	1 hr

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
<b>Homework Assignment 3:</b> Submit the exercise titled "Vital Signs."	2 hrs
<b>Quiz:</b> Take Quiz 3.	N/A
<b>Exam:</b> Take Exam 1.	N/A
<b>Lab [as Assigned]:</b> Complete the lab as assigned.	N/A

Total Out-of-Class Activities: 21 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.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
<b>Reading:</b> Potter, P. A., & Perry, A. G., Chapter 11-14 and 50.	11 hrs
<b>Reading:</b> Silvestri, L. A., Chapters 19 and 22-24.	2 hrs
<b>Lesson:</b> Study the lesson for this module.	2 hrs
<b>Quiz:</b> Prepare for Quiz 4.	1.5 hrs
<b>Exam:</b> Prepare for Exam 2.	0.5 hr

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
<b>Homework Assignment 4:</b> Submit the exercise titled "Caring Through the Lifespan."	2 hrs
<b>Quiz:</b> Take Quiz 4.	N/A
<b>Exam:</b> Take Exam 2.	N/A
<b>Lab [as Assigned]:</b> Complete the lab as assigned.	N/A

Total Out-of-Class Activities: 19 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.

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

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

Total Out-of-Class Activities: 23.5 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.
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- 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.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
<b>Reading:</b> Potter, P. A., & Perry, A. G., Chapter 30.	8.5 hrs
<b>Reading:</b> Silvestri, L. A., Chapters 17 and 20.	1 hr
<b>Lesson:</b> Study the lesson for this module.	2 hrs

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
<b>Homework Assignment 6:</b> Submit the exercise titled "Assessment."	2 hrs
<b>Exam:</b> Take Exam 3.	N/A
<b>Lab [as Assigned]:</b> Complete the lab as assigned.	N/A
<b>Final Exam:</b> Take the final exam.	N/A

Total Out-of-Class Activities: 13.5 Hours

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## 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
<b>Total</b>	<b>100%</b>

In addition to the weighted grades, you will also need to pass the lab.

## 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.

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## 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.

## 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

- 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.

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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.

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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.

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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)*