Hibbing Community College
Course Outline

NURS 1250: Foundations of Nursing

A. COURSE DESCRIPTION

Credits: 8
Lecture Hours/Week: 6
Lab Hours/Week: 2
OJT Hours/Week: *
Prerequisites: None
Corequisites: None
MnTC Goals: None
Foundations of Nursing presents a blend of fundamental nursing concepts that enable students to apply knowledge in nursing practice. The nursing process is the foundation of the course. Utilizing a wholistic approach, students focus on assessment techniques, communication skills, and nursing interventions in assisting the client to manage health stressors across the lifespan. Students build clinical expertise through demonstration, implementation, and evaluation of nursing skills in a variety of healthcare settings.

B. COURSE EFFECTIVE DATES: 04/24/2006 – Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Nursing overview
   A. Evolution of the nursing profession
   B. Nursing education
   C. Theoretical base for nursing practice
   D. Neuman’s System Model
   E. Healthcare delivery system
   F. Values, ethics, and the law

2. Nursing process
   A. Introduction to the nursing process
   B. Critical thinking, problem solving, and decision making
   C. Assessment
   D. Nursing diagnosis
   E. Planning
   F. Interventions/ Implementations
   G. Evaluation
   H. Documenting and reporting

3. Nursing assessment and diagnosis
   A. Preliminary decision making
   B. Purpose and types of assessment
   C. Types and sources of data
D. Standards of practice for assessment
E. Collecting data
F. Assessment interview
G. Physical assessment
H. Organizing data
I. Documenting data
J. Analyzing data
K. Common diagnostic assessments

4. Clinical Nutrition
   A. Nutritional assessment
   B. Therapeutic diets
   C. Enteral nutrition
   D. Parenteral nutrition

5. Promoting wellness across the lifespan
   A. Concepts of wellness, health, and illness
   B. Basic human needs
   C. Developmental concepts review
   D. Conception through midlife review
   E. Older adult focus

6. Roles basic to nursing care
   A. Communicator
   B. Teacher and counselor
   C. Leader, researcher, and advocate

7. Concepts for wholistic care
   A. Culture and ethnicity
   B. Spirituality and religion
   C. Sexuality
   D. Complementary/Alternative therapies

8. Promoting healthy psychosocial responses
   A. Self-concept and role relationships
   B. Stress and coping
   C. Loss, grief, and death

9. Introduction to promoting healthy physiologic responses
   A. Activity and exercise
   B. Skin integrity
   C. Rest and sleep
   D. Comfort and pain
   E. Clinical nutrition

10. Basic clinical skills
    A. Nursing Assistant skills reinforcement
    B. Vital signs
    C. Medication preparation and administration
    D. Parenteral (intradermal, subcutaneous & intramuscular) injections/filter needles
E. Enteral feedings and medication administration
F. Enemas
G. Wound dressings
H. Catheterizations
I. Head-to-toe assessment
J. Other skills as applicable to current nursing trends

D. LEARNING OUTCOMES (General)

1. Students will examine the profession, practice, and theory of nursing in relation to healthcare delivery systems.
2. Students will utilize appropriate interpersonal skills for communication and collaboration with clients and the healthcare team.
3. Students will integrate growth and development principles when examining the health and wellness needs of clients across the lifespan.
4. Students will recognize health needs and nursing care interventions related to stressors affecting client’s activity/exercise, skin integrity, rest/sleep, comfort/pain, nutrition, self-concept, role relationships, stress/coping, and grief responses.
5. Students will perform basic psychomotor nursing skills in a safe and competent manner.
6. Students will demonstrate core knowledge in using the nursing process to develop care plans that address the biologic, psychologic, socio-cultural, and spiritual needs of clients from diverse populations.
7. Students will integrate the concept of wholism into client care.
8. Students will demonstrate safe and competent nursing care interventions to meet client health goals.
9. Students will use critical thinking and decision making skills in performing basic nursing skills and implementing plans of care.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

HCC COMPETENCIES MET:
Working Productively & Cooperatively
Communicating Clearly & Effectively
Information Literacy
Thinking Creatively & Critically
Social/Civic Responsibility
Practicing Cultural, Economic, and Environmental Sustainability

STUDENT CONTRIBUTIONS:
The current edition of the Nursing Student Handbook presents and explains the established protocol regarding class and clinical attendance, dress code, student evaluation, and program progression. It is the student’s responsibility to follow the protocol set forth in this handbook. The student is expected to listen, follow directions, and seek assistance and guidance as needed. The student is expected to attend all scheduled class hours, actively participate in class discussions, and complete all written assignments by the due date.

STUDENT ASSESSMENT SHALL TAKE PLACE USING INSTRUMENTS SELECTED/DEVELOPED BY THE COURSE INSTRUCTOR.

Additional INFORMATION:
The current edition of the Nursing Student Handbook addresses fees for malpractice liability insurance required of nursing students, as well as policies relating to clinical uniforms and equipment, transportation to clinical sites, and risks of exposure to hazardous substances in the nursing profession. It is the student’s responsibility to be knowledgeable of the material in this handbook.

Each student must bear an annual fee for Assessment Technologies Institute supplies.
Each student must bear the cost of a skills lab kit.
To request disability accommodations, please contact the disability coordinator on campus. Students are encouraged to discuss their individual needs with the instructor.

AASC APPROVAL DATE: December 13, 2016

REVIEW DATE: December 2021