Course: NUR 101, Nursing I

Credit Hours: 7 Semester (4 Class, 3 Lab/Clinical)

Placement: First Semester, First Year

Course Description: Nursing I is a theory and lab/clinical course which introduces concepts basic to nursing practice and the role of the associate degree nurse. The course provides the basis for student learning related to the practice of clinical skills including organization, accountability, communication, and collaboration when providing holistic care for one client in selected healthcare settings. The student learns to use critical thinking in both the classroom and in the clinical area.

Prerequisite: BIO 101 Human Anatomy & Physiology I

Co-Requisite: BIO 102 Human Anatomy & Physiology II

The faculty reserves the right to make changes to the syllabus.

COURSE OBJECTIVES
NUR 101, Nursing I

At the completion of this course, the student will:

I. Define the role of the professional nurse with clients across the lifespan using a holistic approach.

II. Identify professional verbal and written communication skills.

III. Identify concepts of caring and holism when providing nursing care and while interacting with peers, faculty, and other healthcare professionals.

IV. Identify the theoretical components of a holistic assessment.

V. Recognize principles necessary for clinical decision making skills utilizing the nursing process and critical thinking during the delivery of care.

VI. Define principles of teaching and learning in order to promote, facilitate, maintain, and restore optimal health.

VII. Recognize the role of collaboration with members of the healthcare team and the use of advocacy to meet the needs of the client in today's healthcare system.

VIII. Recognize responsibility for client care assigned by faculty or delegated by other members of the healthcare team.

Required Textbooks


**Recommended Textbooks**


**Grading**

See Carolinas College of Health Sciences Catalog/Student Handbook 2002-2003. Numerical range for all Nursing courses will be:

- 92 - 100 = A
- 84 - 91 = B
- 77 - 83 = C
- 70 - 76 = D
- 69 & Below = F

The lowest passing grade in any course in the curriculum is a letter grade of “C.” An Unsatisfactory in the clinical/lab component of the course results in a course grade of “F.” In order to successfully pass NUR 101, students must receive a Satisfactory in the clinical/lab component of the course and a course grade of 77.00% or greater.

**Attendance**

**Class Attendance:** Class attendance is expected. Please review the attendance policy in your student handbook. The student is held accountable for all content and handouts from missed class.

**Clinical Attendance:** The student is expected to attend all laboratory and clinical experiences in order to satisfactorily achieve clinical objectives. Students may jeopardize their ability to successfully pass clinical if they are not present and on time for clinical experiences. Promptness and attendance are expected. The student who is absent from clinical must attend the next scheduled NUR 101 course faculty meeting in order to identify how he/she plans to meet the course objectives for the clinical experience that was missed. The student should bring a written plan to the meeting for discussion with the faculty. This requirement may be waived if the absence was due to a death. The student who is tardy to clinical more than two (2) times during the course will be expected to attend the next scheduled course faculty meeting
to problem solve the behavior. A pattern of tardiness and/or absences may result in failure to pass the course.

Testing
Students who are unable to take a test at the scheduled time will contact the Lead Instructor, Peggy Goodwin (704-355-5968), at least 1 hour prior to the start time of the test. Make-up sessions for rescheduled tests will be scheduled at the earliest convenience of the faculty. Students who miss a scheduled test may be given an alternative form of testing.

Testing Cognitive Levels

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Knowledge</td>
<td>30 - 25%</td>
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<tr>
<td>Comprehension</td>
<td>50 - 45%</td>
</tr>
<tr>
<td>Application</td>
<td>20 - 25%</td>
</tr>
<tr>
<td>Analysis</td>
<td>0 - 5%</td>
</tr>
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Evaluation Methods
Tests related to course objectives, return demonstration of specified skills, written assignments, direct observation in clinical setting, nurse's notes, documentation, and written Clinical Evaluation Tool based upon clinical/course objectives will be utilized for performance evaluation. (The testing guidelines apply. Refer to the student handbook.)

In order to pass NUR 101, the student must meet all of the following requirements:
1. Achieve a course grade of 77.00% or greater.
2. Achieve a Satisfactory on the Clinical Evaluation Tool by the end of the course. Achieving clinical focused objectives listed with each unit is the responsibility of students on a weekly basis. Once objectives are met for a particular week, it is the student's responsibility to maintain the previously achieved level of competency.
3. Demonstrate competency in the following skills:
   a. Oral/Parenteral Medication Administration by February 21, 2003 at 1500.
   b. Physical Assessment by February 11, 2003 at 1500.
   c. Sterile Dressing Change by April 25, 2003 at 1500.
4. Attend a clinical evaluation conference at mid-term and at the completion of the course.
5. Submit an annotated bibliography summary by March 10, 2003 at 1500. Ten (10) points will be deducted for each day the assignment is late. The paper is considered a day late if not received by 1500.
6. Complete CAP (Comprehensive Achievement Profile) test. Date to be announced.

Grade Calculation
The course grade will consist of:

Five (5) tests worth 20% each 100%

The course grade is calculated as follows:

<table>
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<tr>
<th>Course Grade</th>
<th>x 0.20</th>
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<tbody>
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<td>Test #2 Grade</td>
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<td>Test #5 Grade</td>
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</table>

Course Grade = Total (Rounded to Whole Number)
Math Requirement
Since the administration of drugs and solutions is an integral part of nursing, it is imperative that all
students be proficient in calculation skills for the safe administration of drugs and solutions. Math will be
evaluated on all tests.

Campus Lab Requirements
In addition to required videotapes and computer assisted instruction programs, the student is expected to
attend one (1) session of each of the following lab classes during the semester. Students should
register for a class with the Learning Resource Specialist at least 24 hours prior to the lab class
time.
- Lab Orientation (approximately 1 hour): This must be completed by January 31, 2003 at 1600.
- OVID Orientation (approximately 30 minutes): This must be completed by February 21, 2003 at
  1600.
- Basic Computer Competency must be completed by April 11, 2003 at 1600.
- Students must attend small group skills practice sessions as indicated on the course calendar.

Learning Environment
Classroom, simulated lab, computer lab, AHEC Library, and clinical settings: Carolinas Medical Center,
CMC- Mercy, CMC-Pineville, and/or CMC-University.

Student Activities
The following strategies may be utilized: direct client care, observations, competency practice in
simulated lab; interactive video discs, computer assisted instruction, word processing, video and audio
tapes; problem-solving; critical thinking activities; classroom participation; group dynamics; Nursing
Process; selected reading assignments; written projects; and self-directed learning, paperwork portfolio,
and self-evaluations.

Teaching Strategies
The following strategies may be utilized: lecture-discussion, demonstration, role rehearsals, gaming
techniques, problem solving, critical thinking activities, selected reading assignments, learning resources,
student participation in presentations, self-directed learning, computer assisted instruction, and
videotaping.

Clinical Activities
Simulated clinical laboratory and clinical experience will be scheduled on Wednesdays and Thursdays
(refer to “NUR 101 Clinical Rotations” for clinical assignments). In order to receive a Satisfactory clinical
rating, students must demonstrate the required clinical preparation, submit the required clinical paperwork
on time, perform the identified activities, complete an appropriate self-evaluation for each clinical week,
and submit an annotated bibliography summary. Clinical paperwork must be turned as directed by your
clinical instructor following the week you attend clinical.

Clinical Preparation & Clinical Paperwork
Prior to clinical, review the client's chart to determine your responsibilities for client care. You will need to
know the client's medical diagnoses, ongoing orders for client care, pertinent lab values, diagnostic
procedures, and prescribed medications. Be prepared to implement client care procedures that have
been introduced in class. Guidelines for clinical paperwork will be provided prior to the clinical
experience.

Self-Evaluation of Clinical Performance
Following each clinical experience, the student will be expected to evaluate his/her achievement of
clinical objectives. This evaluation will be turned in to the clinical instructor who will provide written
feedback regarding the student's performance in clinical. The self-evaluation form will be submitted along
with other clinical paperwork as directed by your clinical instructor following the clinical experience.
Written Assignment Guidelines: Annotated Bibliography

Written Paper Guidelines:
1. To display competence in written communication and critical thinking skills, a written paper will be completed by each student according to the Carolinas College of Health Sciences criteria for papers:
   a. All papers must be typed.
   b. American Psychological Association (APA 5th ed.) style will be used for typing, grammar, sources, headings, and references. (For the purpose of this paper, it will not be necessary to cite sources within the body of the paper given that it is a summary of one article.)
   c. Correct grammar, punctuation, and spelling are expected.
   d. All papers will be submitted by March 10, 2003 at 1500. Ten (10) points will be deducted for each day the paper is late. Papers submitted after 1500 on March 10th will be considered late and will have 10 points deducted.
   e. The nursing journal article (no abstracts) selected will be no older than two (2) years (January 2001).
   f. Each student will submit two (2) copies of his/her paper (stapled in the upper left-hand corner) and one (1) copy of the article by the required time.

2. Choose a topic specific to one of the unit topics in NUR 101.
3. Select a professional nursing journal article written by a nurse related to this topic.
4. Read the article and write a summary of the article (annotated bibliography) consisting of no more than one (1) page.
5. Use APA (5th ed.) style to cite the Journal reference as the title at the top of the page.
6. The summary must consist of an introduction, discussion, and conclusion.
   a. Introduction: A brief paragraph that introduces the reader to the topic and indicates the focus of the discussion.
   b. Discussion: The largest portion of the paper which provides a meaningful discussion of the topic and summarizes the main points that the author of the article has stressed.
   c. Conclusion: A brief paragraph that recaps the main points emphasized in the discussion. No new information should be introduced in the conclusion and the student should avoid adding personal opinions.

7. The student must use his/her 4-digit ID number at the bottom of the page for identification purposes.
8. If the paper is graded as 76.00% or lower by one faculty reader, it will be graded by a second faculty reader. The two grades will then be averaged for the final paper grade which will be agreed upon by both faculty readers.
9. A 77.00% grade must be obtained in order to receive a Satisfactory in clinical.
Carolinas College of Health Sciences  
School of Nursing  
NUR 101, Nursing I  
Written Assignment Guidelines

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<td><strong>Summary</strong></td>
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<td>One professional nursing journal article selected related to a unit topic in NUR 101. Article must be written by a nurse.</td>
</tr>
<tr>
<td>10</td>
<td>Introduction: Highlights focus of paper</td>
</tr>
<tr>
<td>30</td>
<td>Discussion: Provides clear discussion of main points of article. Is paraphrased.</td>
</tr>
<tr>
<td>10</td>
<td>Conclusion: Re-caps major points discussed</td>
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<td><strong>Utilization of APA Style</strong></td>
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<td>Submitted 2 copies of the annotated bibliography</td>
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<td>Included copy of journal article (must be written within last 2 years)</td>
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<td>8</td>
<td>Article referenced appropriately using APA format at top of page</td>
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<td>8</td>
<td>Grammar, punctuation, spelling, and sentence structure correct</td>
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<td>8</td>
<td>Maintained page limit (1-page maximum)</td>
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<td>Utilized APA style for margins, indentations, spacing</td>
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<td>100</td>
<td>TOTAL POINTS</td>
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Faculty Comments:
NUR 101, Nursing I
Content Outline

I. Overview of Health Promotion, Wellness, and Illness Prevention
   A. Health illness continuum
   B. Basic human needs
   C. Variables influencing health beliefs and practices
   D. Nurse's role in health promotion, wellness, and illness prevention

II. Roles, History, and Philosophy of Nursing
   A. Major historical and social events
   B. Roles of the AD graduate nurse
   C. Professionalism, Standards of Practice, and Nurse Practice Act

III. Critical Thinking and the Nursing Process
   A. Components of the nursing process
   B. Evaluating client's achievement of goals
   C. Significance of critical thinking in the process

IV. Concepts of Holism
   A. Mind, body, spirit, and a person's response to stress
   B. General Adaptation Syndrome
   C. Nursing diagnoses and interventions for clients experiencing stress

V. Adult Lifespan Development
   A. Developmental tasks of the young, middle, and older adult
   B. Assessment findings of well adult and risk factors
   C. Nursing diagnoses and nursing interventions relevant to development stages of the adult

VI. Skin Integrity and Wound Healing
   A. Pressure ulcer development
   B. Wound healing process
   C. Application of the nursing process

VII. Pharmacology and Math
   A. Drug Legislation in the U.S.
   B. Pharmacokinetics
   C. Classifications
   D. Nursing considerations
   E. The drug order
   E. Calculating medications

VIII. Sensory Perceptual Alteration, Mobility, and Safety
   A. Normal sensory perception and mobility functioning
   B. Assessment parameters for sensory perception and mobility
   C. Changes in physiological and psychosocial functioning associated with immobility
   D. Learning/safety/self-care needs in sensory and mobility alterations
   D. Nursing process and alterations in sensory perception and mobility functioning

IX. Communication
   A. Communication process
   B. Therapeutic communication

X. Nutrition
   A. The digestive process
   B. Value of nutrients
   C. Dietary guidelines in health and illness
   D. Nutrition and the nursing process
   E. Evaluating client outcomes

XI. Self-Concept
A. Components
B. Through the life-span
C. Application of the nursing process

XII. Loss and Grief
A. Concepts of loss, grief, and death
B. The grief response
C. Application of the nursing process

XIII. Elimination
A. Normal patterns of elimination across the lifespan
B. Obtaining both objective and subjective data related to elimination
C. Related laboratory data
D. Using nursing diagnoses related to elimination
D. Pharmacological agents and elimination

XIV. Comfort and Sleep
A. Nature of pain
B. Sleep stages
C. Pharmacological interventions
D. Application of the nursing process

XV. Oxygenation and Perfusion
A. Review of physiology
B. Assessment of ventilation and perfusion status
C. Evaluating client outcomes related to the nursing process

XVI. Caring and Advocacy
A. Caring
B. Therapeutic use of self
C. Knowing the client and clinical decision making

XVII. Cultural Diversity
A. Concepts of culture, ethnicity, race, and ethnocentrism
B. Impact of culture on health beliefs and behaviors
C. Using nursing strategies to deliver culturally sensitive care

XVIII. Fluid and Electrolytes
A. Composition of major body fluid compartments
B. Regulation of movement of water and ions between body fluid compartments
C. Fluid and electrolyte imbalances
D. Impact of age changes on fluid and electrolyte status

XIX. Teaching and Learning
A. Principles of teaching and learning
B. Barriers to learning
C. Teaching strategies
D. Developing a teaching plan

XX. Legal, Ethical, Professional Accountability
A. Elements of professional accountability
B. Legal regulation of nursing practice - Nursing Practice Act
C. Patient's Bill of Rights
D. Ethical issues
XXI. Organization and Time Management
   A. Prioritizing nursing care
   B. Principles of time management
   C. Incorporating organizational techniques into personal care delivery

XXII. Inflammation/Infection and Wound Healing Process
   A. Physiological response to foreign substances and cell injury
   B. Factors affecting the immune system
   C. Nursing care of clients with inflammations and infections
   D. Drug classifications used to treat inflammations/infections
# Test Blueprints

## TEST #1

**January 21, 2003**

**COGNITIVE LEVELS:**
- KNOWLEDGE = 30%
- COMPREHENSION = 50%
- APPLICATION = 20%
- ANALYSIS = 0%

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<td>Overview of Health Promotion, Wellness, &amp; Illness Prevention</td>
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<td>Critical Thinking &amp; the Nursing Process</td>
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**Total Questions:** 100

**Faculty:** Submit test questions by January 7, 2003

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## TEST #2

**February 11, 2003**

**COGNITIVE LEVELS:**
- KNOWLEDGE = 30%
- COMPREHENSION = 50%
- APPLICATION = 20%
- ANALYSIS = 0%

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<td>Pharmacology</td>
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<td>Sterile Technique/Dressing Change</td>
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**Total Questions:** 100

**Faculty:** Submit test questions by January 28, 2003
### TEST #3
March 18, 2003

**COGNITIVE LEVELS:**
- KNOWLEDGE = 30%
- COMPREHENSION = 50%
- APPLICATION = 20%
- ANALYSIS = 0%

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<td>Elimination</td>
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<td>Self Concept</td>
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<td>Loss &amp; Grief</td>
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<td>Sleep/Comfort</td>
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<td>Urinary Catheterization</td>
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**Faculty:** Submit test questions by February 28, 2003

### TEST #4
April 15, 2003

**COGNITIVE LEVELS:**
- KNOWLEDGE = 25%
- COMPREHENSION = 50%
- APPLICATION = 25%
- ANALYSIS = 0%

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<td>Teaching &amp; Learning</td>
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<td>Legal &amp; Ethical</td>
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<tr>
<td>Tracheostomy Care &amp; Suctioning</td>
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**Faculty:** Submit test questions by April 1, 2003
**TEST #5**  
April 28, 2003

**COGNITIVE LEVELS:**  
KNOWLEDGE = 25%  
COMPREHENSION = 45%  
APPLICATION = 25%  
ANALYSIS = 5%

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<td>Organization &amp; Time Management</td>
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<td>Comprehensive Lab Skills:</td>
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<td>IV Therapy</td>
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<td>Physical Assessment: All Systems</td>
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**Faculty:** Submit test questions by April 14, 2003
## Course Calendar

**January**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tr>
<td>6</td>
<td>Overview of Health Promotion, Wellness, &amp; Illness Prevention</td>
<td>Campus Lab</td>
<td>0800-1520</td>
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<tr>
<td>7</td>
<td>Critical Thinking</td>
<td>Campus Lab</td>
<td>0800-1520</td>
<td>Physical Assessment, Listening Skills, Nursing Process, Clinical Mapping</td>
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<td>8</td>
<td>Campus Lab</td>
<td>0800-1520</td>
<td>Physical Assessment</td>
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<td>Accountable for Pickar Chapters 1 - 4</td>
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<td>Signed Syllabus Form Due</td>
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<tr>
<td>10</td>
<td>Concepts of Holism</td>
<td>Campus Lab</td>
<td>0800-1520</td>
<td>Physical Assessment, Documentation, Blood Glucose Monitoring</td>
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<td>13</td>
<td>Adult Lifespan Development</td>
<td>Campus Lab</td>
<td>0800-1520</td>
<td>Documentation, Blood Glucose Monitoring</td>
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<tr>
<td>14</td>
<td>Campus Lab</td>
<td>0800-1520</td>
<td>Documentation, Blood Glucose Monitoring, Orientation to Clinical Site, Physical Assessment Practice Session</td>
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<td>Campus Lab</td>
<td>0800-1520</td>
<td>Documentation, Blood Glucose Monitoring, Orientation to Clinical Site, Physical Assessment Practice Session</td>
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<td>Group 1 Clinical</td>
<td>0730-1100</td>
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<td>Skin Integrity &amp; Wound Healing</td>
<td>Campus Lab</td>
<td>0800-1520</td>
<td>Principles of Med Administration, Medication Orders, Oral &amp; Parenteral Med Administration, Medication Math, Documentation</td>
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<td>28</td>
<td>Pharmacology</td>
<td>Campus Lab</td>
<td>0800-1520</td>
<td>Principles of Med Administration, Medication Orders, Oral &amp; Parenteral Med Administration, Medication Math, Documentation</td>
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<td>29</td>
<td>Campus Lab</td>
<td>0800-1520</td>
<td>Principles of Med Administration Practice Session</td>
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<td>Accountable for Pickar Chapters 7, 8</td>
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<td>Lab Orientation Must be Completed</td>
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Class Time: Mondays & Tuesdays 1300 - 1450

Carolinas College of Health Sciences, School of Nursing, NUR 101, Nursing I, Spring 2003
<table>
<thead>
<tr>
<th>Date</th>
<th>Course/Activity</th>
<th>Time</th>
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<tbody>
<tr>
<td>3</td>
<td>Pharmacology P. Goodwin</td>
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<td>5</td>
<td>Group 1 Med Administration Competency 0800-1500</td>
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<td>Sensory Perceptual Alterations, Safety, Mobility M. Griffin</td>
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<td>Test #2 Physical Assessment Competency (Sign up with clinical instructor)</td>
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<td>12</td>
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<tr>
<td>17</td>
<td>Communication S. Marlow</td>
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<td>18</td>
<td>Nutrition S. Masters</td>
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- Oral/Parenteral Medication Competency Due by 1500
- OVID Orientation Must be Completed
- Campus Lab 1300-1500
- Urinary Catheterization
- Colostomy Irrigation
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| • Self Concept  
  B. Vasquez  
• Loss & Grief  
  S. Masters  
Annotated Bib  
Due by 1500 | • Elimination  
  Sleep/Comfort  
  P. Goodwin | Group 2  
  Clinical  
  0700-1500 | Group 2  
  Clinical  
  0700-1200  
  Campus Lab  
  1300-1500  
• Urinary Catheterization  
• Colostomy Irrigation  
  Group 1  
  1300-1500  
  Urinary Catheterization  
  Practice Session | Group 2  
  Clinical  
  0700-1200  
  Campus Lab  
  1300-1500  
• Trach Care &  
  Suctioning  
  Group 2  
  1300-1500  
  Urinary Catheterization  
  Practice Session | Group 2  
  Clinical  
  0700-1200  
  Campus Lab  
  1300-1500  
• Trach Care &  
  Suctioning  
  Group 1  
  1300-1500  
  Trach Care  
  Practice Session |
| 10 | 11 | 12 | 13 | 14 |
| • Sleep/Comfort  
  P. Goodwin | Test #3 | Group 1  
  Clinical  
  0700-1500 | Group 1  
  Clinical  
  1700-1200  
  Campus Lab  
  1300-1500  
• Trach Care &  
  Suctioning | Group 1  
  Clinical  
  1700-1200  
  Campus Lab  
  1300-1500  
• Trach Care &  
  Suctioning  
  Group 2  
  1300-1500  
  Urinary Catheterization  
  Practice Session | Group 1  
  Clinical  
  1700-1200  
  Campus Lab  
  1300-1500  
• Trach Care &  
  Suctioning  
  Group 1  
  1300-1500  
  Trach Care  
  Practice Session |
| 17 | 18 | 19 | 20 | 21 |
| • Oxygenation & Perfusion  
  P. Goodwin | • Oxygenation & Perfusion  
  P. Goodwin | Group 2  
  Clinical  
  0700-1500 | Group 2  
  Clinical  
  0700-1200  
  Campus Lab  
  1300-1500  
• Trach Care &  
  Suctioning  
  Group 1  
  1300-1500  
  Trach Care  
  Practice Session | Group 2  
  Clinical  
  0700-1200  
  Campus Lab  
  1300-1500  
• Trach Care &  
  Suctioning  
  Group 1  
  1300-1500  
  Trach Care  
  Practice Session | Group 2  
  Clinical  
  0700-1200  
  Campus Lab  
  1300-1500  
• Trach Care &  
  Suctioning  
  Group 1  
  1300-1500  
  Trach Care  
  Practice Session |
| 24 | 25 | 26 | 27 | 28 |
| • Caring & Advocacy  
  Cultural Diversity  
  B. Vasquez | • Caring & Advocacy  
  Cultural Diversity  
  B. Vasquez | • Caring & Advocacy  
  Cultural Diversity  
  B. Vasquez | • Caring & Advocacy  
  Cultural Diversity  
  B. Vasquez | • Caring & Advocacy  
  Cultural Diversity  
  B. Vasquez | • Caring & Advocacy  
  Cultural Diversity  
  B. Vasquez |
| 31 | | | | |
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<tbody>
<tr>
<td>1</td>
<td>Fluid &amp; Electrolytes&lt;br&gt;<strong>P. Goodwin</strong></td>
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<td>Group 2 Campus Lab&lt;br&gt;<strong>P. Goodwin</strong>&lt;br&gt;0800-1520&lt;br&gt;IV Therapy&lt;br&gt;Monitoring Blood&lt;br&gt;Transfusions&lt;br&gt;PCA pump</td>
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<td>3</td>
<td>Accountable for Pickar Chapter 14</td>
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<td>7</td>
<td>Teaching &amp; Learning&lt;br&gt;<strong>B. Vasquez</strong></td>
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<tr>
<td>8</td>
<td>Legal, Ethical, Professional Accountability&lt;br&gt;<strong>P. Goodwin</strong></td>
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<td>9</td>
<td>Group 1 Clinical&lt;br&gt;<strong>0700-1500</strong></td>
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<td>All Practice Sessions Must be Completed&lt;br&gt;Basic Computer Competency Must be Completed</td>
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<td>Organization &amp; Time Management&lt;br&gt;<strong>B. Vasquez</strong></td>
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<td>Inflammation/Infection &amp; the Immune System&lt;br&gt;<strong>P. Goodwin</strong></td>
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<td>Inflammation/Infection &amp; the Immune System&lt;br&gt;<strong>P. Goodwin</strong></td>
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<td>Sterile Dressing Competency&lt;br&gt;Due by 1500</td>
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<td>Test #5&lt;br&gt;CAP Test&lt;br&gt;To Be Announced</td>
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### May

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<tr>
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<td>Spring Graduation</td>
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*Carolinus College of Health Sciences, School of Nursing, NUR 101, Nursing I, Spring 2003*
NUR 101, Nursing I
Overview of Health Promotion, Wellness, & Illness Prevention
January 6, 2003

Unit Objectives: Upon completion of this unit of study, the student will:
1. Differentiate between health promotion, wellness, and illness prevention.
2. Discuss the health-illness continuum.
3. Identify basic human needs according to Maslow.
4. Identify eight variables that influence health seeking behaviors.
5. Describe health promotion and illness prevention activities.
6. Describe the nurse's role in health and illness.

Preparation:
Required Reading:
• Potter & Perry: Chapter 1, pp. 2-19

Recommended Videotapes:
• AA 10 Health Assessment (30 min.)

Clinical Focus:
1. Identify available community resources for health promotion.
2. Identify the nurse's role in health promotion across the lifespan.

Evaluation:
Knowledge of this unit’s content will be evaluated as indicated on the test blueprints and on the
Clinical Evaluation Tool

NUR 101, Nursing I
Roles, History, & Philosophy of Nursing
January 6, 2003

Unit Objectives: Upon completion of this unit of study, the student will:
1. Identify major historical and social events that have shaped current nursing practice.
2. Compare the different educational programs in nursing.
3. Identify the roles of the ADN graduate.
4. Identify the effect of professionalism, standards of nursing practice, and nurse practice acts on
the profession of nursing.

Preparation:
Required Reading:
• Potter & Perry: Chapter 19, pp. 375-395

Clinical Focus:
1. Identify legal and ethical parameters of the roles of the ADN graduate when providing basic care.
2. Abide by policies of SON, clinical facilities, and NC Nursing Practice Act.
3. Assume responsibility and accountability for actions.

Evaluation:
Knowledge of this unit's content will be evaluated as indicated on the test blueprints and on the
Clinical Evaluation Tool.
Unit Objectives: Upon completion of this unit of study, the student will:
1. Discuss the nurse's responsibility in making clinical decisions.
2. Identify the components of the nursing process.
3. Utilize steps of critical thinking in the nursing process.
4. Formulate a nursing diagnosis given a client situation.
5. Describe the tasks involved during the planning stage of the nursing process: setting goals and expected outcomes and developing interventions.
6. Discuss the components of evaluation of clients' achievement of identified goals.
7. Acknowledge the legal and ethical parameters related to the nursing process.
8. Discuss the significance of critical thinking as a vital tool when using the nursing process.

Preparation:
Required Reading:
- Potter & Perry: Chapter 13, pp. 274-280; Chapter 14, pp. 291-309; Chapter 15, pp. 311-324; Chapter 16, pp. 327-345; Chapter 17, pp. 348-361; Chapter 18, pp. 363-373

Clinical Focus:
1. Participate in a Case Study exercise and practice application of the nursing process to a client situation in the clinical setting.

Evaluation:
Knowledge of this unit's content will be evaluated as indicated on the test blueprints and on the Clinical Evaluation Tool.

NUR 101, Nursing I
Concepts of Holism
January 13, 2003

Unit Objectives: Upon completion of this unit of study, the student will:
1. Describe concepts of holism.
2. Discuss the connection between mind, body, and spirit and the effect of this relationship in response to stress.
3. Describe the three phases of the general adaptation syndrome.
4. Identify nursing diagnoses and interventions that may be effective in the care of clients experiencing stress.

Preparation:
Required Reading:
- Potter & Perry: Chapter 1, pp. 6-7; Chapter 30, pp. 644-666; Chapter 35, pp. 967-987

Clinical Focus:
1. Incorporate the concepts of holism in client interactions.
2. Provide holistic nursing care to clients experiencing stress.
3. Encourage a high level of wellness in all clients.

Evaluation:
Knowledge of this unit's content will be evaluated as indicated on the test blueprints and on the Clinical Evaluation Tool.
NUR 101, Nursing I
Adult Lifespan Development
January 14, 2003

Unit Objectives: Upon completion of this unit of study, the student will:
1. Describe and compare psychosocial theories proposed by Freud, Erickson, and Havighurst.
2. Describe the developmental task of the young adult, middle adult, and older adult.
3. Describe the assessment of the well adult for normal physiological functions and changes and risk factors.
4. Discuss factors affecting health in older adults.
5. Discuss cognitive and psychosocial changes occurring during the adult years.
6. Apply developmental theories when planning nursing interventions to promote health, maintain wellness, and reduce risk factors for the adult client.
7. Identify applicable nursing diagnoses relating to developmental issues with the adult client.

Preparation:
Required Reading:
• Potter & Perry: Chapter 9, pp. 155-170; Chapter 11, pp. 224-242; Chapter 12, pp. 244-271

Clinical Focus:
1. Use the nursing process to understand developmental differences and their effects on health.
2. Identify nursing goals/outcome criteria according to the client's identified stage of growth and development.
3. Identify stage of growth and development of the client. Identify behaviors that indicate the client is in this stage and behaviors that indicate the client may be in a different stage.

Evaluation:
Knowledge of this unit's content will be evaluated as indicated on the test blueprints and on the Clinical Evaluation Tool.

NUR 101, Nursing I
Skin Integrity & Wound Healing
January 27, 2003

Unit Objectives: Upon completion of this unit of study, the student will:
1. Discuss risks and contributing factors to pressure ulcer formation.
2. Define the four stages of pressure ulcers and wound classifications.
3. Describe the normal wound healing processes.
4. Identify the factors that delay or promote wound healing.
5. Complete a nursing care plan for a client with impaired skin integrity.

Preparation:
Required Reading:
• Potter & Perry: Chapter 47, pp. 1545-1627

Clinical Focus:
1. Identify pressure ulcer risk factors.
2. Demonstrate care of patient with impaired skin integrity.
3. Discuss the use of the nursing process related to impaired skin integrity.

Evaluation:
Knowledge of this unit's content will be evaluated as indicated on the test blueprints and on the Clinical Evaluation Tool.
NUR 101, Nursing I
Pharmacology
January 28, February 3 & 4, 2003

Unit Objectives: Upon completion of this unit of study, the student will:
1. Discuss drug legislation in the United States.
2. Describe the mechanisms of pharmacokinetics in relation to medication administration which include: absorption, distribution, metabolism, and excretion.
3. Relate drug classifications and mechanisms of action by which drugs can produce therapeutic effects.
4. Discuss the principles of pharmacotherapeutics as they relate to the nurse's role in medication administration.
5. Discuss adverse effects of drugs including allergies, tolerance, cumulative effects, idiosyncratic effects, and interactions.
6. Identify age-related considerations specific to drug administration.
7. Discuss the nurse's responsibility in medication administration.
8. Apply the nursing process to medication administration.

Preparation:
Required Reading:
- Potter & Perry: Chapter 34, pp. 884-910
- Lilley & Aucker: Chapter 2, pp. 15-31; Chapter 3, pp. 32-42; Chapter 4, pp. 43-45
CAIs:
- Programs → Pharmacology → Basic Principles of Pharmacology

Clinical Focus:
1. Discuss drug classifications, actions, common side effects, toxic effects, and nursing implications of clients' medications.
2. Demonstrate accountability for knowledge of medications, routes of medications, accurate calculation, and documentation.
3. Identify rationale and anticipated therapeutic effects for clients' medications.
4. Evaluate effects of medications.

Evaluation:
Knowledge of this unit's content will be evaluated as indicated on the test blueprints and on the Clinical Evaluation Tool.
Unit Objectives: Upon completion of this unit of study, the student will:
1. Discuss the relationship of sensory/mobility function to an individual's level of wellness.
2. Identify factors to assess in determining a client's sensory/mobility status.
3. Identify changes in physiological and psychosocial function associated with immobility.
4. Explain the use of the nursing process with clients experiencing sensory/mobility alterations.
5. Describe the learning and safety needs of clients experiencing alterations in sensory perception and mobility functioning.

Preparation:

Required Reading:
- Potter & Perry: Chapter 37, pp. 1018-1052; Chapter 38, pp. 1067-1074, 1082-1086, 1089-1093, 1097, 1100-1104, 1109-1112; Chapter 46, pp. 1507-1521; Chapter 48, pp. 1630-1657

Videotapes:
- G 1 The Anatomy of Aging Part 1: Sensory Changes (25 min.)
- AA 8 Physical Examination: Musculoskeletal System (28 min.)

Clinical Focus:
1. Gather subjective and objective data related to sensation and mobility status and its impact on client's safety and self-care.
2. Implement nursing interventions to promote optimal mobility and sensory perceptual functioning.
3. Implement interventions to promote safety for clients and which meet self-care needs.
4. Evaluate the care of the client with mobility/sensory perceptual alterations.

Evaluation:
Knowledge of this unit's content will be evaluated as indicated on the test blueprints and on the Clinical Evaluation Tool.
NUR 101, Nursing I
Communication
February 17, 2003

Unit Objectives: Upon completion of this unit of study, the student will:
1. Explain the elements of the communication process.
2. Discuss factors influencing the communication process.
3. Describe the principles of the nurse-client therapeutic relationship.
4. Identify the three phases of the therapeutic relationship.
5. Discuss the types of communication.
6. Identify the approaches that facilitate therapeutic communication between nurses, with clients, and with other healthcare professionals.
7. Explore the barriers to effective therapeutic communication.

Preparation:
Required Reading:
- Potter & Perry: Chapter 22, pp. 444-468

Videotapes:
- C 4 Basic Principles for Communicating Effectively (28 min.)
- C 5 Communicating Across the Lifespan: Children, Families, & the Elderly (30 min.)

IVDs:
- Therapeutic Communication

Clinical Focus:
1. Demonstrate appropriate and effective communication skills.
2. Communicate with clients according to their stage of development.
3. Initiate a therapeutic nurse-client relationship.

Evaluation:
Knowledge of this unit’s content will be evaluated as indicated on the test blueprints and on the Clinical Evaluation Tool.
NUR 101, Nursing I
Nutrition
February 18, 24, & 25, 2003

Unit Objectives: Upon completion of this unit of study, the student will:
1. Describe the processes of digestion, absorption, and metabolism.
2. Identify the physiological value of nutrients for health maintenance and restoration.
3. Describe how diet guidelines and menu planning promote nutrition and health across the lifespan.
4. Explain physical, developmental, emotional, psychosocial, spiritual, functional, and cultural influences on nutritional status and deficits.
5. Describe the process of assessing a client's nutritional status.
6. Describe the expected outcomes of nursing interventions that promote optimum nutritional status.
7. Identify common nursing interventions to facilitate optimal nutrition for clients.
8. Describe strategies used to modify the normal diet during illness.
10. Evaluate client outcomes.

Preparation:

Required Reading:
- Potter & Perry: Chapter 43, pp. 1324-1381

Recommended Reading:
- Moore: Chapter 5; Appendices A, H, J

Clinical Focus:
1. Assess nutritional status for assigned client.
2. Assist with diet therapy when providing client care.

Evaluation:
Knowledge of this unit’s content will be evaluated as indicated on the test blueprints and on the Clinical Evaluation Tool.

NUR 101, Nursing I
Self-Concept
March 10, 2003

Unit Objectives: Upon completion of this unit of study, the student will:
1. Describe the four components of self-concept.
2. Explain the development of self-concept throughout the lifespan.
3. Discuss stressors that can affect self-concept.
5. Discuss the application of the nursing process with clients experiencing self-concept alterations.

Preparation:

Required Reading:
- Potter & Perry: Chapter 26, pp. 540-564

Clinical Focus:
1. Identify clients' concepts of self.
2. Promote positive self-esteem across the lifespan.
3. Evaluate effects of medication on the clients' self-perception.

Evaluation:
Knowledge of this unit’s content will be evaluated as indicated on the test blueprints and on the Clinical Evaluation Tool.
Unit Objectives: Upon completion of this unit of study, the student will:
1. Discuss concepts of loss, grief, and death.
2. Identify factors affecting the grief response.
3. Discuss the holistic needs of the dying person and his/her family.
4. Discuss the use of the nursing process with a grieving and dying client.
5. Discuss nursing responsibilities when a client dies.

Preparation:
Required Reading:
• Potter & Perry: Chapter 29, pp. 613-640

Clinical Focus:
1. Assess client's stage(s) of grieving.
2. Identify the grieving client's expected outcome criteria when planning nursing care.
3. Implement planned nursing interventions for the grieving client.
4. Discuss the evaluation of nursing care for the grieving client.

Evaluation:
Knowledge of this unit's content will be evaluated as indicated on the test blueprints and on the Clinical Evaluation Tool.

Unit Objectives: Upon completion of this unit of study, the student will:
1. Describe the normal urinary and bowel elimination process across the lifespan.
2. Discuss the normal characteristics of urine and stool across the lifespan.
3. Identify factors that may alter normal urinary and bowel elimination.
4. Obtain objective and subjective data related to a client's elimination function through basic physical assessment and client health history.
5. Discuss diagnostic and laboratory data related to the elimination function.
6. Identify nursing diagnoses related to elimination.
7. Develop client goals, outcomes, and nursing interventions which promote normal elimination process.
8. Discuss the pharmacological agents affecting bowel elimination.

Preparation:
Required Reading:
• Potter & Perry: Chapter 44, pp. 1384-1434; Chapter 45, pp. 1437-1483
• Lilley & Aucker: Chapter 48, pp. 765-780
Videotapes:
• MISC 12 Understanding Diagnostic Tests, Part 3 (65 min. for Parts 1, 2, 3)
• MS 1000 Nursing Management of Urinary Incontinence (30 min.)

Clinical Focus:
1. Gather subjective and objective data relating to the elimination process.
2. Identify nutritional needs of clients with changes in bowel and bladder function.
3. Identify rationale for pharmacological agents related to elimination.
4. Evaluate the effects of pharmacological agents related to elimination.

Evaluation:
Knowledge of this unit’s content will be evaluated as indicated on the test blueprints and on the Clinical Evaluation Tool.
Unit Objectives: Upon completion of this unit of study, the student will:
1. Describe types of pain.
2. Discuss the gate control theory of pain.
3. Assess the nature of pain as it relates to onset, intensity, and duration.
4. Describe the stages of normal sleep.
5. Discuss age-related sleep variations.
6. State the outcomes of sleep deprivation on an individual.
7. Discuss pharmacologic interventions for pain and sleep alterations.
8. Describe non-pharmacologic interventions for pain control and sleep alterations.
9. Discuss nursing diagnosis and nursing interventions for clients with pain and sleep alterations.

Preparation:
Required Reading:
- Potter & Perry: Chapter 41, pp. 1251-1279; Chapter 42, pp. 1282-1321

Required CAI:
- Programs → Pharmacology → MEDS Nursing Software → Analgesics

Optional CAI:
- Programs → Medical-Surgical Nursing → Pain Management

Clinical Focus:
1. Gather subjective and objective data related to pain and sleep.
2. Plan and implement nursing interventions that promote comfort and sleep.
3. Evaluate clients' response to nursing interventions.

Evaluation:
Knowledge of this unit’s content will be evaluated as indicated on the test blueprints and on the Clinical Evaluation Tool.
Unit Objectives: Upon completion of this unit of study, the student will:
1. Describe the basic physiological mechanisms of ventilation, circulation, and oxygenation.
2. Assess the client's ventilatory, circulatory, and oxygenation status.
3. Describe the impact of a client's level of health, age, lifestyle, and environment on tissue oxygenation and perfusion.
4. Discuss the nurse's role in the promotion of the client's cardiopulmonary health.
5. Explain potential client outcomes when oxygenation is impaired.
6. Develop nursing interventions that promote oxygenation.
7. Apply the nursing process in the care of the client's cardiopulmonary functions, including health promotion and prevention of illness.

Preparation:

Required Reading:
- Potter & Perry: Chapter 39, pp. 1124-1191

Videotapes:
- F 12  Oxygen Therapy (25 min.)
- F 61  High Tech Skills in Nursing: Pulse Oximetry (15 min.)

Clinical Focus:
1. Use the nursing process to provide basic client care promoting optimal functional health with oxygenation.
2. Use the nursing process to provide basic client care promoting optimal functional health with perfusion.

Evaluation:
Knowledge of this unit's content will be evaluated as indicated on the test blueprints and on the Clinical Evaluation Tool.
NUR 101, Nursing I
Caring & Advocacy
March 31, 2003

Unit Objectives: Upon completion of this unit of study, the student will:
1. Discuss the role that caring plays in building a nurse-client relationship.
2. Discuss the therapeutic use of self.
3. Describe the therapeutic benefit of listening to a client's story.
4. Explain the relationship between knowing a client and clinical decision making.

Preparation:

Required Reading:
- Potter & Perry: Chapter 6, pp. 101-111; Chapter 19, p. 390

Videotapes:
- C 6 Communicating with Clients and Colleagues: Effectiveness in the Caring Environment (27 min.)

CAls:
- Communication Skills: Building Rapport and Trust

Clinical Focus:
1. Perform nursing interventions in a caring, compassionate manner.
2. Establish a therapeutic relationship with clients.
3. Intervene as a client advocate when appropriate.
4. Identify the caregiver role of the nurse.

Evaluation:
Knowledge of this unit’s content will be evaluated as indicated on the test blueprints and on the Clinical Evaluation Tool.

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NUR 101, Nursing I
Cultural Diversity
March 31, 2003

Unit Objectives: Upon completion of this unit of study, the student will:
1. Identify the concepts of culture, ethnicity, race, ethnocentrism, and stereotyping.
2. Explain the process of transcultural nursing.
3. Discuss the six concepts of transcultural assessment.
4. Explain how nurses maintain sensitivity to cultural diversity.
6. Discuss the impact of culture on health beliefs and health behaviors.

Preparation:

Required Reading:
- Potter & Perry: Chapter 7, pp. 112-136

Required Videotapes:
- AA 12 Transcultural Perspectives in Nursing: Assessment and Nursing Care (26 min.)

Clinical Focus:
1. Demonstrate respect for the dignity and worth of culturally diverse clients.
2. Perform a cultural assessment.
3. Identify personal values and beliefs regarding culture.
4. Attend to the cultural needs of the client.

Evaluation:
Knowledge of this unit’s content will be evaluated as indicated on the test blueprints and on the Clinical Evaluation Tool.
Unit Objectives: Upon completion of this unit of study, the student will:
1. Describe the distribution, composition, movement, and regulation of body fluids.
2. Define the following processes involved in the regulation of fluids and ions between the body fluid compartments: osmosis, osmotic pressure, osmolarity/osmolality, oncotic pressure, diffusion, filtration, hydrostatic pressure, active transport.
3. Discuss fluid volume deficit and fluid volume excess.
4. Describe the movement and regulation of sodium, potassium, calcium, magnesium, chloride, and phosphate.
5. Discuss clinical assessment, including laboratory findings, for fluid and electrolyte imbalance.
6. Identify and discuss nursing diagnoses, nursing interventions, and collaborative management of clients with fluid and electrolyte imbalance.

Preparation:
Recommended Reading:
• Potter & Perry: Chapter 40, pp. 1194-1248
• Lewis, Heitkemper, & Dirksen: Chapter 15, pp. 323-342, 346-348
CAI:
• Mosby: Fluid and Electrolytes
Optional Videotape:
• AP 17 Fluid and Electrolytes (50 min.)

Clinical Focus:
1. Identify clients at risk for fluid and electrolyte imbalances.
2. Discuss signs and symptoms of electrolyte imbalances.
3. Describe nursing management of clients with fluid and electrolyte imbalances.
4. Identify variations in clients’ laboratory data regarding fluid and electrolyte status.

Evaluation:
Knowledge of this unit’s content will be evaluated as indicated on the test blueprints and on the Clinical Evaluation Tool.
Unit Objectives: Upon completion of this unit of study, the student will:

1. Relate principles of education to client teaching.
2. Identify learning styles and common barriers to learning.
3. Discuss factors that influence learning throughout the life cycle.
4. Describe teaching strategies that make learning meaningful to clients.
5. Explore how to develop a teaching plan based on the nursing diagnosis: knowledge deficit (learning need).

Preparation:

Required Reading:
- Potter & Perry: Chapter 23, pp. 471-498
- Lilley & Acker: Chapter 5, pp. 53-57

Clinical Focus:
1. Utilize the nursing process to identify clients' learning needs related to health promotion, restoration, or illness prevention.
2. Formulate teaching plan based on identified learning needs.

Evaluation:
Knowledge of this unit's content will be evaluated as indicated on the test blueprints and on the Clinical Evaluation Tool.

NUR 101, Nursing I
Legal, Ethical, Professional Accountability
April 8, 2003

Unit Objectives: Upon completion of this unit of study, the student will:

1. Describe the elements of professional accountability.
2. Describe the professional and legal regulation of nursing practice - Nursing Practice Act.
3. Define and demonstrate an understanding of the following terms: ethics, morals, values, nonmaleficence, beneficence, autonomy, justice, veracity, fidelity, assault and battery, defamation, fraud, tort and crime, negligence and malpractice, false imprisonment, confidentiality, liability.
4. Describe major legal and ethical principles that have an impact on healthcare.
5. Describe the Patient's Bill of Rights.
6. Identify ethical framework and decision making process to resolve ethical problems.
7. Identify ethical issues as they arise in practice.

Preparation:

Required Reading:
- Potter & Perry: Chapter 20, pp. 401-421; Chapter 21, pp. 424-442
- NC Nursing Practice Act

Clinical Focus:
1. Maintain the confidentiality of client information.
2. Practice within the legal and ethical parameters of care.
3. Demonstrate respect for the dignity and worth of the client.
4. Abide by policies of the SON, clinical facilities, and the NC Nursing Practice Act.
5. Assume responsibility for own actions without excuses.

Evaluation:
Knowledge of this unit's content will be evaluated as indicated on the test blueprints and on the Clinical Evaluation Tool.
Unit Objectives: Upon completion of this unit of study, the student will:
1. Describe two methods used by nurses to prioritize client care.
2. Explain five general principles of time management.
3. Incorporate organizational techniques into his/her personal care delivery system.

Preparation:

   Recommended Reading:
   • Tappen: Chapter 6, pp. 75-84

Clinical Focus:
1. Demonstrate time management skills in the clinical setting.
2. Demonstrate effective prioritization of clients’ needs.

Evaluation:
Knowledge of this unit’s content will be evaluated as indicated on the test blueprints and on the Clinical Evaluation Tool.
Unit Objectives: Upon completion of this unit of study, the student will:

1. Describe physiologic responses to invasion from foreign substances and cell injury.
2. Explain the relationship of the chain of infection to the transmission of infection.
3. Discuss the events of the inflammatory response.
4. Describe the functions and components of the immune system.
5. Identify the effects of the following variables on the function of the immune system: age, nutrition, environment, acute and chronic illness, and medications.
6. Discuss the inflammatory response and the difference between cell-mediated and humoral immunity.
7. Compare drug classifications used to treat inflammations and infections.
8. Identify components of teaching plans for clients with inflammation and infection.
9. Discuss the use of the nursing process in relationship to infection, inflammation, and the immune system.

Preparation:

**Recommended Reading:**
- Potter & Perry: Chapter 33, pp. 835-853, 856-865; Chapter 47, pp. 1551-1557
- Lewis, Heitkemper, & Dirksen: Chapter 11, pp. 189-210; Chapter 12, pp. 212-218 (normal immune response)
- Lilley & Aucker: Chapters 36, 37, 39, 41, 42, 43, 44

**Videotapes:**
- MS 4 Antinfective Medication Therapy: Assessment of an Infection (27 min.)
- PHARM 105 Antinfective Medication Therapy: Antibiotics (32 min.)
- PHARM 104 Antinfective Medication Therapy: Antifungal, Antiviral, and Antitubercular Agents (29 min.)

**CAIs:**
- Antibiotic Therapy
- Healthsoft: Immunizations II
- MEDS Nursing Software, Pharmacology Made Easy Series: Antimicrobial Drugs

Clinical Focus:

1. Identify infection risk factors and serum indicators in assigned clients.
2. Discuss healthcare policies for clients with infectious processes.
3. Identify nursing diagnoses for clients with infections and major nursing interventions.
4. Discuss drug classifications used to treat infections.

Evaluation:

Knowledge of this unit’s content will be evaluated as indicated on the test blueprints and on the Clinical Evaluation Tool.
Unit Objectives: Upon completion of this skills lab, the student will:
1. Explain the purpose, components, and techniques related to the health history and physical examination.
2. Outline the elements of the health history.
3. Describe the appropriate use and techniques of inspection, palpation, percussion, and auscultation.
4. Demonstrate performance of obtaining general survey data.

Preparation:
Required Reading:
- Potter & Perry: Chapter 31, pp. 692-698, 702-706; Chapter 32, pp. 725-742

Videotapes:
- AA1 Mosby's Overview of the Physical Exam
- AA2 Taking a Health History

Clinical Focus:
1. Demonstrate performance of obtaining general survey data.

Evaluation:
Knowledge of this unit's content will be evaluated as indicated on the test blueprints and on the Clinical Evaluation Tool.

Nursing Process
January 8, 2003

Unit Objectives: Upon completion of this skills lab, the student will:
1. Discuss the nurse's responsibility in making clinical decisions.
2. Identify the components of the nursing process.
3. Utilize steps of critical thinking in the nursing process.
4. Formulate a nursing diagnosis given a client situation.
5. Describe the tasks involved during the planning stage of the nursing process: setting goals and expected outcomes and developing interventions.
6. Discuss the components of evaluation of clients' achievement of identified goals.
7. Acknowledge the legal and ethical parameters related to the nursing process.
8. Discuss the significance of critical thinking as a vital tool when using the nursing process.

Preparation:
Required Reading:
- Potter & Perry: Chapter 13, pp. 274-280; Chapter 14, pp. 291-309; Chapter 15, pp. 311-324; Chapter 16, pp. 327-345; Chapter 17, pp. 348-361; Chapter 18, pp. 363-373

Clinical Focus:
1. Participate in a Case Study exercise and practice application of the nursing process to a client situation in the clinical setting.

Evaluation:
Knowledge of this unit's content will be evaluated as indicated on the test blueprints and on the Clinical Evaluation Tool.
Skills Lab: Physical Assessment
January 9, 2003

Unit Objectives: Upon completion of this skills lab, the student will:
1. Identify equipment needed to perform a physical examination of the integumentary and musculoskeletal systems.
2. Use medical asepsis throughout performance of the examination.
3. Demonstrate basic physical assessment of the integumentary and musculoskeletal systems.
4. Discuss nursing responsibilities for the client before, during, and after the examination.

Preparation:
Required Reading:
- Integumentary System: Potter & Perry, pp. 742-752, 765-771
- Musculoskeletal System: Potter & Perry, pp. 816-821
- Pulmonary System: Potter & Perry, pp. 773-780
- Cardiovascular System: Potter & Perry, pp. 780-794
- Neurological System: Potter & Perry, pp. 752-765, 821-830
- Gastrointestinal, Genitourinary Systems: Potter & Perry, pp. 800-816

Clinical Focus:
1. Demonstrate physical assessment of each of the systems.
2. Demonstrate the ability to document physical assessment findings.

Evaluation:
Knowledge of this unit’s content will be evaluated as indicated on the test blueprints, and on the Physical Assessment Competency and the Clinical Evaluation Tool.

NUR 101, Nursing I
Skills Lab: Documentation
January 15, 2003

Unit Objectives: Upon completion of this skills lab, the student will:
1. Explain the purposes of documentation in healthcare.
2. Discuss the principles of effective documentation.
3. Describe various methods of documentation.
4. Describe various types of documentation records.
5. Recognize the purpose of the use of approved abbreviations used in documentation.
7. Discuss methods for reporting between healthcare workers.

Preparation:
Required Reading:
- Potter & Perry: Chapter 24, pp. 501-518

Clinical Focus:
1. Demonstrate the ability to document accurate information following proper charting practices.
2. Demonstrate the ability to give an end-of-shift client report.

Evaluation:
Knowledge of this unit’s content will be evaluated as indicated on the test blueprints and on the Clinical Evaluation Tool.
NUR 101, Nursing I  
Skills Lab: Medication Lab  
January 29 & 30, 2003

Unit Objectives: Upon completion of this skills lab, the student will:
1. Discuss the various parts of a drug order.
2. Identify those principles necessary to administer medications which include:
   a. Oral administration: equipment, review dosage forms, solid forms of oral medications, liquid forms of oral medications
   b. Administration of medications by nasogastric tube
   c. Administration of rectal suppositories
   d. Administration of topical medications: creams, lotions, and ointments; transdermal drug delivery; topical powders
   e. Administration of medications to mucous membranes: eye drops and ointments, nose drops, nasal sprays, sublingual and buccal medications, metered-dose inhalers, inhalation, vaginal medications, douches, ear instillations, and rectal instillations
   f. Parenteral medications: intramuscular & subcutaneous
3. Demonstrate use of appropriate resources available to identify classification, safety with administration, side effects, therapeutic effects, and nursing implications.
4. Demonstrate principles followed when documenting the administration of a medication.

Preparation:
Required Reading:
- Potter & Perry: Chapter 34, pp. 893-949
- Lilley & Aucker: Chapter 8, pp. 89-98, 106-116
- Pickar: Chapter 6, pp. 99-112; Chapters 7-9, pp. 113-179; Chapter 10, pp. 181-233

Clinical Focus:
1. Correctly prepare and safely administer oral and topical medications to mucous membranes as scheduled for assigned client.
2. Document administration of medications according to facility procedures.
3. Evaluate the client for drug effectiveness, side effects, and adverse complications.

Evaluation:
Knowledge of this unit’s content will be evaluated as indicated on the test blueprints and on the Clinical Evaluation Tool.

NUR 101, Nursing I  
Skills Lab: Medication Math/Documentation  
January 29 & 30, 2003

Unit Objectives: Upon completion of this skills lab, the student will:
1. Discuss the significance of accurate math calculations in the administration of medications.
2. Convert among the apothecary and metric measurement systems.
3. Demonstrate calculation of drug medication orders.

Preparation:
Required Reading:
- Pickar: Chapters 1-4, pp. 7-90; Chapter 11, pp. 235-244

Clinical Focus:
1. Demonstrate accurate calculation and preparation of medications as scheduled for assigned clients.

Evaluation:
Knowledge of this unit’s content will be evaluated as indicated on the test blueprints and on the Clinical Evaluation Tool.
Other Skills Labs

**Unit Objectives:** Upon completion of this skills lab, the student will:
1. Explain the purpose of the procedure in relation to the client's current health status.
2. Describe required assessments for the principles and rationales for the procedure.
3. Demonstrate an understanding of the principles and rationales for the procedure.
4. List the equipment needed to perform the procedure safely and efficiently.
5. Use medical and/or surgical asepsis throughout performance of the procedure.
7. Discuss nursing responsibilities for the client before, during, and after the procedure.
8. Evaluate client care related to client goals.
9. Identify necessary documentation and client/family teaching for the procedure.
10. Demonstrate the procedure

January 15, 2003: Blood Glucose Monitoring

January 16, 2003: Enteral Feedings & NGT Insertion & Removal

**Preparation:**
- **Required Reading:**
  - Potter & Perry: Chapter 43, pp. 1358-1360, 1363-1371, 1467, 1474-1480
- **Videotapes:**
  - F63 Enteral Feeding Tubes, Part I (18 min.)
  - F64 Enteral Feeding Tubes, Part 2 (24 min.)

January 22 & 23: Sterile Technique & Sterile Dressing Change

**Preparation:**
- **Required Reading:**
  - Potter & Perry: Chapter 33, pp. 849-879

February 27 & March 13: Urinary Catheterization

**Preparation:**
- **Required Reading:**
  - Potter & Perry: Chapter 44, pp. 1415-1421
- **Videotapes:**
  - F 51 Basic Clinical Skills: Urinary Catheterization (23 mins)
  - Mosby's Nursing Skills Video: Urinary Catheterization Management

February 27 & March 13: Colostomy Irrigation

**Preparation:**
- **Required Reading:**
  - Potter & Perry: Chapter 45, pp. 1467, 1472-1473
- **Videotape:**
  - Mosby's Nursing Skills Video: Ostomy Care
March 20 & 27: Tracheostomy Care & Suctioning

**Preparation:**

**Required Reading:**
- Potter & Perry: Chapter 39, pp. 1167-1171

**Videotapes:**
- Tracheostomy Suctioning by Sara Masters
- F 55  Tracheostomy Care (18 min)
- Mosby's Nursing Skills Video: Suctioning

April 2 & 3: IV Therapy Skills

**Preparation:**

**Required Reading:**
- Potter & Perry: Chapter 34, pp. 949-964
- Pickar: Chapter 14, pp. 285-324

**Required Videotapes**
- IV 1  Equipment Preparation & Patient Assessment (30 min.)
- IV 6  IV Therapy Video & Workbook (50 min.)
- IV 7  LifeCare 5000 Drug Delivery System: Plum Inservice (34 min.)
- IV 2  Preventing Complications and Discontinuing the IV (23 min.)

**CD ROM:**
- IV Therapy Basics

**Clinical Focus:**
1. Demonstrate use of policy and procedure manuals in preparing to perform assigned procedures.
2. Utilize the nursing process in caring for clients experiencing these procedures.
3. Document procedure according to healthcare facility policy.
4. Demonstrate an ability to accurately calculate IV drip rates.

**Evaluation:**
Knowledge of this unit’s content will be evaluated as indicated on the test blueprints and on the Clinical Evaluation Tool.
Introduction to Clinical Evaluation Tool
NUR 101, Nursing I is both a clinical and a theoretical course. The Clinical Evaluation Tool outlines the objectives and behaviors for the clinical component of the course. The tool is a guide to assist the student in the successful completion of the clinical component of NUR 101. In order to pass the course, it is necessary to achieve a "Satisfactory" at the course completion. Students are responsible for submitting self-evaluations following each clinical experience.

Preparation
The student can expect to spend from three (3) to five (5) hours preparing for his/her clinical experience. The student must be prepared for each laboratory/clinical experience. Students who attend clinical experiences and are not sufficiently prepared to administer safe and efficient care will be dismissed from the clinical environment and may be sent to the Campus Lab for the remainder of the clinical day. Subsequently, the student and clinical instructor will formulate an Action Plan. If the student was unprepared, the student will receive an absence and an Unsatisfactory for the laboratory/clinical experience and must attend the next scheduled course faculty meeting. Faculty may elect to request the student to return to the Campus Lab for remediation or specify other activities necessary for the student to complete before returning to the clinical environment.

Mid-Term Evaluation
By mid-term of the clinical rotation, the student should be demonstrating satisfactory achievement of clinical objectives. If a Satisfactory is not achieved in any area by mid-term, the student will be required to collaborate with the clinical instructor to formulate an Action Plan to enhance student success.

Final Evaluation
By the end of the course, the student must receive a Satisfactory in all clinical objectives. "Satisfactory" is defined as consistently demonstrating achievement of the identified clinical objectives.
Upon completion of NUR 101, Nursing I, students will:

I. **Define the role of the professional nurse with clients across the lifespan using a holistic approach:**
   A. Professionalism and accountability
      1. Assumes only those responsibilities within one's scope of practice.
      2. Does not assume responsibilities for activities in which competency has not been mastered.
      3. Evaluates the outcome of one's own actions.
      4. Admits mistakes without blaming others.
      5. Abides by the CCHS Honor Code.
   B. Legal/ethical
      1. Identifies and tends to basic human needs.
      3. Abides by legal and ethical standards of NC Nursing Practice Act.
      4. Completes lab, clinical, and written assignments on time.
      5. Follows written and verbal instruction in a timely manner.
   C. Self-development and life-long learning
      1. Identifies areas of needed self-growth.
      2. Evaluates his/her ability to meet clinical objectives for each clinical experience.
      3. Seeks new learning experiences in the clinical setting.

II. **Identify professional verbal and written communication skills:**
   A. Uses appropriate verbal and nonverbal communication strategies in all interactions.
   B. Documents accurately according to policy.
   C. Communicates in a respectful manner.

III. **Identify concepts of caring and holism when providing nursing care and while interacting with peers, faculty, and other healthcare professionals:**
   A. Promotes a caring environment for culturally diverse clients.
   B. Assesses impact of cultural factors on the individual.
   C. Demonstrates knowledge of holism in the assessment of client needs.
   D. Provides care based on the collection of holistic data.
   E. Identifies client's developmental level.
   F. Interacts in a caring manner during interactions with others.

IV. **Identify the theoretical components of a holistic assessment:**
   A. Collects client data that includes physical, developmental, emotional, psychosocial, spiritual, functional, and cultural findings.
   B. Completes a written nutritional assessment.

V. **Recognize principles necessary for clinical decision making skills utilizing the nursing process and critical thinking during the delivery of care:**
   A. Use of nursing process
      1. Researches client data prior to clinical experience.
      2. Asks appropriate questions related to client care.
      3. Correlates classroom theory to client situation.
      4. Identifies risk factors and client problems based on assessment.
      5. Uses steps of nursing process to develop a basic plan of care to meet identified client needs with instructor's assistance.
      6. Implements nursing interventions when applicable.
      7. Begins to evaluate the outcomes related to the plan of care.
B. Use of critical thinking
1. Performs basic mathematical computations necessary to administer medications.
2. Maintains safety while administering medications to one client.
3. Evaluates the effects of medications on his/her client with instructor's assistance.
4. Maintains a safe, effective care environment 100% of the time.
5. Identifies risk factors related to safety.
6. Uses standard precautions 100% of the time.
7. Verbalizes understanding of principles and rationales for interventions prior to implementation.
8. Performs identified interventions correctly and accurately.
9. Competently performs all NA I skills.

VI. Define principles of teaching and learning in order to promote, facilitate, maintain, and restore optimal health:
   A. Assesses client's learning style.
   B. Identifies barriers to learning.
   C. Assesses knowledge deficits related to client's health.
   D. Incorporates teaching interventions into the nursing plan of care.

VII. Recognize the role of collaboration with members of the healthcare team and the use of advocacy to meet the needs of the client in today's healthcare system:
   A. Collaborates with instructor and healthcare team regarding client care in a timely manner.
   B. Identifies client rights.
   C. Communicates client issues and needs to the healthcare team.
   D. Protects the client's rights and empowers him/her to make decisions related to care.

VIII. Recognize responsibility for client care assigned by faculty or delegated by other members of the healthcare team:
   A. Assumes responsibility and accountability for actions.
   B. Identifies the role of the student and other team members in the healthcare setting.
   C. Prepares for clinical.
   D. Applies previously learned knowledge in the clinical setting.
   E. Identifies own knowledge deficits and seeks help appropriately.
I have read the syllabus for NUR 101, Nursing I. I understand that I am accountable for all of the information contained in the syllabus. I have been given the opportunity to clarify any questions.

**Honor Code**

All students are expected to promote the highest standards of ethical conduct. Students are expected to demonstrate honesty and integrity in both the classroom and clinical setting. Each student is responsible for maintaining, upholding, and promoting honesty, trust, and respect for self and others. The Honor Code serves as the basis for student behavior and places responsibility for abiding by the Code on the student. Violation of the Honor Code subjects the student to disciplinary action up to and including administrative dismissal without eligibility to be readmitted. Any person who has reasonable cause to suspect a violation of the Honor Code should report the relevant facts to the Dean of Student Services and Enrollment Management. Honor Code violations include the following:

- Falsification of records or documents
- Academic dishonesty:
  - Cheating on any assignment, test, or exam which may include, but is not limited to:
    - Referring to unauthorized materials
    - Copying another person’s work
    - Allowing another person to copy your work
    - Sharing questions and/or answers to tests/quizzes
    - Turning in another person’s work as one’s own
    - Unethically obtaining tests or test questions
    - Collaborating with others on work, if contrary to stated rules
  - Plagiarizing, to include the submission of another’s ideas or papers, whether purchased, borrowed, or otherwise obtained, as one’s own
- Clinical dishonesty:
  - Having another person perform one’s assignments without the instructor’s knowledge/permission
  - Collaborating with others on work, if contrary to stated rules
  - Communicating false information about clinical care/clinical experiences
  - Falsification of any records
  - Removing, without permission, or misusing confidential client information or records
  - Knowingly assisting another student in any of the above actions

I have read the CCHS Honor Code and agree to abide by it.

I agree that my grades in NUR 101, Nursing I may be posted using the 4-digit number that is written at the conclusion of this statement.

**Student’s Printed Name:**

**Student’s Signature:**

**Date:**

**Number:**

This page must be completed, signed, and submitted as directed during class.