



**Kingsborough Community College**  
**The City University of New York**  
**Department of Nursing**

**Nursing 1800 – Fundamentals of Nursing**  
**Course Syllabus: Spring 2026**

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| Professor Careen Purcell RN, DNP CNE<br>Assistant Professor   | Professor Alicia Marcelin RN, DNP APRN FNP-C<br>Assistant Professor        |
| <b>Credit – Hours:</b> 7 credits, 13 hours.   |  |
| <b>Pre-requisites:</b>  | PSY 1100; BIO 1100; SCI 2500; ENG 12 or ENG 2400 if exempted from ENG 1200 |
| <b>Co-requisites:</b>   | NUR 1700; BIO 1200   |

**COURSE DESCRIPTION**

Beginning level clinical nursing students are introduced to basic nursing knowledge and skills including dependent, independent, and interdependent functions of the nurse. This course is designed to introduce the beginning student to the following concepts: Quality and Safety for Nurses (QSEN) Initiative incorporating patient centered care, teamwork, and collaboration, evidenced based practice, safety, quality improvement and informatics; the Nursing Process; and the Categories of Patient Needs.

Classroom instruction and laboratory sessions, at the college and in selected health agencies, are held weekly throughout the semester. Learning is enhanced through synchronous and asynchronous assignments. During the college laboratory, concepts and principles discussed in previous classes are used as the basis for performing therapeutic nursing interventions. The health agency experiences are utilized to extend learning. Each clinical experience is preceded and followed by a conference where the expected student learning outcomes are discussed and evaluated. Individual and group assignments are utilized for laboratory experiences. Learning is enhanced through synchronous and asynchronous assignments. Class work for the typical week consists of: Four (4) hours of classroom instruction, two (2) hours college laboratory and seven (7) hours health agency experiences. It is mandatory for students to engage in additional practice for the development of skills. Provisions are available for additional time in the college laboratory for practice.

**COURSE STUDENT LEARNING OUTCOMES (SLOs)**

The following course SLOs apply when caring for the older adult patient and family experiencing both chronic and acute long-term health alterations. Upon completion of NUR 1800, using the Nursing Process in a variety of health care settings to a diverse population of older adult patients, the student will:

| <b>Course SLOs</b>   |
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| 1. Recognize the steps necessary to deliver safe patient-centered care at a fundamental level. |

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| 2. Select priority nursing interventions specific to the care of the older adult.            |
| 3. Identify actions that support evidence-based practice when providing care.                |
| 4. Define critical thinking/clinical reasoning strategies when delivering care.              |
| 5. Describe standards of teamwork and collaboration in the provision of care.                |
| 6. Explain applicable leadership and management strategies utilized in the delivery of care. |
| 7. Use the principles of informatics and technology in nursing care.                         |
| 8. Describe ethical and legal beliefs as it applies to the practice of a registered nurse.   |

### **ASSESSMENT MEASURES for COURSE SLOs**

Students will perform satisfactorily in the classroom, laboratory/simulation and clinical setting as evidenced by achieving 75% or greater on written exams, completion/submission of various course specific written assignments, and demonstration of satisfactory performance on course specific clinical competency and evaluation tools.

### **ASSESSMENT TECHNOLOGY INSTITUTE (ATI) TESTING**

Active participation in ATI assignments is a requirement of this course and will account for a Pass/Fail (P/F) of the course grade. Failure to complete all scheduled ATI assignments by the deadline due date will result in a grade of incomplete and will prevent progression in the program

### **AI usage and Academic integrity policy**

Artificial Intelligence (AI) presents exciting opportunities for the workforce and our personal lives; however, its' use in this course can counteract genuine learning and your acquisition of important fundamental and communication skills. .

### **AI in Our Course**

For these reasons, the use of generative AI tools such as, but not limited to, ChatGPT is prohibited on all assignments and assessments in this course. Submitting content that has been generated, created, or assisted by a computer application or tool, including artificial intelligence (AI) tools, is a violation of the CUNY Academic Integrity Policy.

The consequences for using AI tools in Nursing 1800 Fundamentals of Nursing is a grade of zero for the assignment/assessment. Please consult your instructor if you have any questions about this policy.

### **ATTENDANCE**

Complete participation in class is possible only when students can focus attention on the class, therefore entering class after it has begun is disrespectful to Faculty and classmates. Talking out of turn or exhibiting other disruptive behaviors is not tolerated and students will be asked to leave the classroom or lab. All electronic devices that generate sound must be turned off when any member of the academic community enters a classroom. Cellular devices are allowed to be

on in the classroom only if the owner is using the caller ID, voice messages or a vibrating battery. NO TEXTING IS ALLOWED AT ANY TIME DURING CLASS AND/OR LABS. Members of the academic community must exit the classroom to make or receive calls.

If you are unable to attend a class, kindly email your lecture professor. A student is deemed excessively absent in any course when he or she has been absent 15% of the number of contact hours a class meets during a semester. When a student is excessively absent, a grade of “W” or “WU” will be assigned as described in the [college catalog](#).. Attendance at pre and post conference for laboratory and clinical experience is required. Absence from either pre or post clinical conference constitutes an absence for the day’s experience.

### STUDENT WITH DISABILITIES

Access-Ability Services (AAS) serves as a liaison and resource to the KCC community regarding disability issues, promotes equal access to all KCC programs and activities, and makes every reasonable effort to provide appropriate accommodations and assistance to students with disabilities. Your instructor will make the accommodations you need once you provide documentation from the Access-Ability Office (D-205). Please visit the [AAS](#) webpage for more information and instructions for applying for accommodations.

### EVALUATION

Final letter grades for all nursing courses will be calculated according to college and departmental policy as follows:

|    |          |    |         |    |         |    |         |
|----|----------|----|---------|----|---------|----|---------|
| A+ | 97 – 100 | B+ | 87 – 89 | C+ | 78 – 79 | D+ | 66 – 69 |
| A  | 93 – 96  | B  | 83 – 86 | C  | 75 – 77 | D  | 60 – 65 |
| A- | 90 – 92  | B- | 80 – 82 | C- | 70 – 74 | F  | < 60    |

|     |  |
|-----|--|
| W   | Withdrew without penalty   |
| WU  | Unofficial withdrawal (counts as a failure)  |
| INC | Doing passing work but missing an assignment or an examination; changes to a “FIN” if work is not made up by the 10th week of the next 12-week session.<br>FIN Failure as a result of an Incomplete. |

### EXAM POLICY

**All students are required to wear the KCC nursing uniform during all nursing examinations.** All course exams are administered electronically via the testing software platform, ExamSoft. The [CUNY Policy on Academic Integrity](#) is strictly enforced throughout the exam. Students are not permitted to use the restroom during an exam. There will be no individual exam reviews with faculty members and there will be no group exam review at the end of the exam. Students will review the exam rules prior to each exam.

Please be advised that, pursuant to accreditation requirements, the nursing program requires the mandatory use of remote proctoring tools for exams for all students in all nursing courses, regardless of whether a course is given in person or remotely”

In the event that an otherwise in-person class is scheduled to be delivered remotely, please be aware that is necessary to be situated in a stable internet environment with a camera in working order and on for the duration of the class, to ensure student participation and the best possible experience.

1. Students are required to arrive at least 15 minutes prior to scheduled exam time.
2. All students (including NUR 1800 students) are required to wear the designated KCC clinical uniform for all examinations. No shirts can be worn under or over the uniform; arms need to be visible. Failure to comply with this requirement will result in the student being prohibited from sitting for the examination. A makeup exam will be scheduled on the next makeup exam date.
3. All students should have their hair tied back so that their ears are visible. Only medically prescribed hearing devices or devices required for an AAS accommodation are acceptable. Medical documentation needs to be provided at the beginning of the semester to the instructor.
4. The wearing of jewelry of any kind is strictly prohibited during the examination. This includes, but is not limited to earrings, necklaces, bracelets, all types of watches and any other item the faculty proctors deem unacceptable. Failure to comply with this requirement will result in the student being prohibited from sitting for the examination. A makeup exam will be scheduled on the next makeup exam date.
5. All eyeglasses are subject to inspections.
6. Any student who arrives 15 minutes later than the posted exam time will not be permitted to take the exam that day. A makeup exam will be scheduled on the next makeup exam date. There will be no exceptions to this policy. *Students will be allowed only one make up exam/semester.*
7. Students are required to line up outside of assigned classroom and will be seated at the discretion of the faculty.
8. All personal items (cell phones, smart watches, earbuds/pods, backpacks, purses, pens, highlighters, pencils, food and drinks etc.) must be placed in the classroom, at a location designated by the proctor before taking assigned seat.
9. Cell phones are to be turned off (not on vibrate) and placed with all personal items in the area designated by the proctor. At no time shall a student have their cell phone on their person once seated for the exam.
10. Students should remove all hats, scarves, sweatshirts, hoodies, prior to the beginning of the exam (The only exceptions are head coverings worn for religious purposes).
11. Students will be given a pencil and paper for med math calculations only. No other data should be written on the paper. Please write your name on the paper.

12. Students are prohibited from talking once the exam starts until the proctor states the exam is over and the students have exited the testing room.
13. Students are not permitted to discuss/record/write down the exam questions in any context on their own or with each other during or after the exam.
14. If the student has any questions once the exam begins, they are required to raise their hand and a proctor will come to them.
15. Questions related to medical terminology are not allowed.
16. Once the student completes the exam, they are to raise their hand after the green check mark is visible on their computer screen. A proctor will come over to them to confirm their exam is uploaded.
17. After exam upload confirmation has occurred, the student will sign out of ExamSoft.
18. Once signed out of ExamSoft, the computer will not be used by the student for any reason. (Assignments, internet searching, personal use etc.).
19. Students will remain silent while they are waiting for the examination to be over.
20. If a student does not comply with the exam rules, they will be dismissed from the exam and receive a grade of zero for the exam.

## **Written Assignments**

All written assignments must comply with college standards for written work. Written assignments are to be turned in during the class period on the date that they are due. All assignments must be handed in by the end of the course to complete the requirements of the course. A late assignment will meet the requirements of the course but will not receive full credit. If written assignments are not submitted by the end of the course, the student will receive a grade of "INC" for the course. Students must submit all assignments prior to the beginning of the next semester in order to progress in the program.

## **Clinical Evaluation**

Clinical agency performance will be evaluated as Satisfactory (S) or Unsatisfactory (U). Performance that has been designated as "U" at the end of the course will result in failure of the course. A minimum average grade of "75%" is required on all clinical assignments to achieve a satisfactory clinical grade.

A conference with the instructor is required at mid-semester, and at the end of the course, at which time the student's progress in the course will be discussed. In addition, students may initiate conferences with the instructor at other times.

**Nursing 1800** – Final numeric grades will be calculated as follows:

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| Lecture examinations (3 exams)   | 66% as follows:<br>Exam # 1: 22%<br>Exam # 2: 22%<br>Exam # 3: 22%  |
| Final examination  | 34%   |
| ATI assignments<br>ATI assignment RN Fundamentals PracticeExam<br>Coursepoint assignments<br>Prep U assignment<br>Clinical competency<br>Clinical Evaluation<br><br>Written Assignments: | TOTAL 100%<br><br>Satisfactory or Unsatisfactory<br>Satisfactory or Unsatisfactory (80% minimum grade and written templates<br>Satisfactory or Unsatisfactory<br>Satisfactory or Unsatisfactory<br>Satisfactory or Unsatisfactory<br>Satisfactory or Unsatisfactory |
| Well Elder Case Study  | Satisfactory or Unsatisfactory  |
| Unfolding Nursing Care Plans (Weekly)<br>Concept Map<br>Wound Care Assignment  | Satisfactory or Unsatisfactory<br>Satisfactory or Unsatisfactory<br>Satisfactory or Unsatisfactory  |

Students are expected to take all exams when scheduled. Exceptions to this rule will be for emergency situations and the faculty must know in advance. Students who do not take an exam on the scheduled date are required to take a makeup exam. All makeup exams may be given at the end of the semester. Students who fail to take the scheduled exams or makeup exams will receive a grade of zero for that exam.

All written assignments must comply with college standards for written work. Written assignments are to be turned in during the class period on the date that they are due. All assignments must be handed in by the end of the course to complete the requirements of the course. A late assignment will meet the requirements of the course but will not receive full credit. If written assignments are not submitted by the end of the course, the student will receive a grade of "INC" for the course. Students must submit all assignments prior to the beginning of the next semester in order to progress in the program.

**RETENTION CRITERIA**

**Criteria for retention in the Nursing Program mandates that students;**

1. Earn a minimum of a "C" grade in every required Nursing and co-requisite course with the exception of Nursing 1700.
2. Students must achieve a grade of "B" in order to pass NUR 1700. **Students in NUR 1700 who achieve a failing grade of no less than "C-" may repeat the course one time only after submitting an "Intent to Return to Nursing Course" form.**
3. **Students who achieve a "C-" grade in required clinical nursing course may apply to repeat the course one time only in the semester immediately following, subject to space availability. The minimum grade for clinical courses that are repeated is a "B."** The "Intent to Return to Nursing Course" form can be found on the KCC Website Nursing Department page

under "Forms". This must be completed and include a plan of success that demonstrates significant changes in how they will approach the course when repeated. **Only one required nursing course may be repeated.** A grade of less than a "C" in a second nursing course will cause the student to be dismissed from the program.

4. Students who enter Nursing 1700 and Nursing 1800 **MUST** complete the Nursing Program within four years from the date of entry into this course. Any student who has not attended nursing courses for two or more consecutive semesters cannot be readmitted into the Nursing Program unless qualifying examinations have been passed in the required nursing courses previously successfully completed. Qualifying examinations may be repeated only once.
5. Students in the clinical component can only appeal the retention criteria one time.
6. Students in the clinical component can only withdraw once and must be passing to do so.

| Teaching Strategies                |                                   |
|------------------------------------|-----------------------------------|
| Lecture – Discussion               | Multimedia                        |
| Demonstration/Return Demonstration | Computer Assisted Instruction/ATI |
| Role Playing                       | Pre and Post Conferences          |
| Group Work                         | Health Agency Experiences         |
| Case Studies                       | Student Response Systems          |
| Unfolding Nursing Care Plan        | Gaming                            |
| Reflection & Observation Papers    | Concept Map                       |
| Written assignments                |                                   |

### REQUIRED TEXTBOOKS FOR NUR 1800

Taylor C., Lynn P., Bartlett J.L. (2023). Fundamentals of Nursing, The Art and Science of Person-Centered Care, 10th edition Wolters-Kluwer

**You are required to purchase CoursePoint+ for Taylor:**

ISBN for Retail Purchases: 9781975205263

ISBN for Direct/Microsite Purchase: 9781975205362

### REQUIRED RESOURCES:

Assessment Technology Institute (ATI)

CoursePoint +

### RECOMMENDED TEXTBOOKS FOR NURSING 1800:

- Carpenito, L. (2021). Handbook of Nursing Diagnosis, 16<sup>th</sup> edition Lippincott  
ISBN-13: 978-1284197976 ISBN-10: 1284197972
- Dudek, S.G. (2021). Nutrition Handbook for Nursing Practice, 9<sup>th</sup> edition Lippincott  
ISBN-13: 978-1975161125 ISBN-10: 1975161122
- Frandsen G., Pennington S. (2020). Abrams Clinical Drug Therapy, 12<sup>th</sup> edition Lippincott  
ISBN-13: 978-1975136130 ISBN-10: 1975136136
- Gulanik, M., Myers J.L. (2021). Nursing Care Plans: Diagnoses, Interventions, and Outcomes, 10th edition Elsevier  
ISBN-13: 978-0323711180 ISBN-10: 0323711189
- Kee, J. L. (2017). Laboratory and Diagnostic Tests with Nursing Implications 10<sup>th</sup> edition Prentice Hall  
ISBN-13: 978-0134704463 ISBN-10: 9780134704463
- Thomas, C.L. editor (2021). Taber's Cyclopedic Medical Dictionary, 24th edition F.A. Davis  
ISBN-13: 978-1719642859 ISBN-10: 1719642850

- Vallerand, A.H., Sanoski C.A. (2022). Davis's Drug Guide for Nurses, 18<sup>th</sup> edition F.A. Davis  
ISBN-13: 978-1719646406 ISBN-10: 1719646406

**All students are expected to have read and to adhere to the policies pertaining to the following, as outlined in the Nursing Program's Nursing Student Handbook:**

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| <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Malpractice insurance, health clearance, and CPR training</li> <li>• Evaluation and grading</li> <li>• Clinical competencies</li> <li>• College laboratory practice requirements</li> <li>• Clinical Agency experience requirements</li> <li>• AI usage</li> </ul> | <ul style="list-style-type: none"> <li>• Netiquette</li> <li>• Specific dress requirements for each clinical course</li> <li>• Mandatory skills review</li> <li>• Criteria for retention in the nursing program</li> <li>• Civility (including appropriate dress)</li> <li>• Integrity</li> </ul> |
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## TOPICAL OUTLINE

*Each unit incorporates the National Council of State Boards for Nursing's (NCSBN) NCLEX-RN Test Plan Categories of Client Needs: Safe and Effective Care Environment (Management of Care, Safety and Infection Control), Health Promotion and Maintenance, Psychosocial Integrity, Physiological Integrity Basic Care and Comfort, Pharmacological and Parenteral Therapies, Reduction of Risk Potential, Physiological Adaptation.*

- Unit 1 – Practice of Nursing: Legal Issues, Values, Ethics, and the Role of the Nurse
- Unit 2 – Introduction to Categories of Patient Needs
- Unit 3 – Introduction to the Nursing Process, and Teaching/Learning Process
- Unit 4 – Care of the Patient's Need for Oxygen, Activity, Sensory, Rest, Sleep and Comfort
- Unit 5 – Introduction to Pharmacology
- Unit 6 – Care of the Patient who has Hygiene Needs
- Unit 7 – Care of the Patient who has Complex Skin Needs
- Unit 8 – Care of the Patient who has Nutritional Needs
- Unit 9 – Care of the Patient who has Fecal and Urinary Elimination Needs
- Unit 10 – Care of the Patient who has Fluid and Electrolyte Imbalances



**UNIT I**

*Introduction to course and the practice of nursing: legal issues, values, ethics, and the role of the nurse*

**Content/Lecture Discussion**

- The practice of nursing
- The role of evidence in determining best clinical practice.
- Factors that create a culture of safety.
- Continuous quality improvement as an essential part of the daily work of all health professionals.
- The roles of the professional nurse: Caregiver, Case Manager, Change Agent, Patient Advocate, Communicator, and Counselor.
- Delegator/Manager/Leader.
- The nurse's role in functioning as a member of the healthcare team.
- Ethical and legal implications of patient-centered care.
- Legal/Liability Issues in nursing practice:
  - Nurse Practice Acts/Scope of Practice
  - Standards of Practice
  - Licensure
  - Liability
  - HIPPA
- The nurse's ethical responsibilities in caring for an older adult patient.

**Related Learner Experiences**

**Required Reading:** Taylor: Chapters 1, 2, 3, 4, 5, 6, 7, 10, 25, 28, 43, 44

**Lab/Simulation Experiences**

Identify Principles of Standard Precautions, fire and home safety, practice safe hand washing and demonstrate correct application of personal protective equipment (PPE).

**Unit II**

*Introduction to Categories of Client Needs, promoting health in the older adult*

**Content/Lecture Discussion**

- Categories of Client Needs
- Concepts of holism, holistic nursing, and developmental therapies
- The cultural, spiritual, and ethnic variations in the older adult and their impact on health
- Improvement of safety, quality and cost effectiveness of health care improved through the active involvement of patients, families, and other members of the healthcare team
- The concepts of health, wellness, & illness
- The relationship between stress, adaptation levels of wellness, anxiety & coping strategies
- The levels of health care and differentiation between clinical opinion and evidence-based practice strategies
- Essential aspects and factors that influence the communication process
- Expected physical, psychosocial, cognitive, and developmental changes of the older adult
- Information and technology skills as essential components of safe patient care

**Related Learner Experiences**

**Required Reading:** Taylor: Chapters 21, 24, 26, 27

- **Mandatory Videos:** Refer to Lab Manual

### **Lab/Simulation Experiences**

#### **Assessment of Vital Signs**

- Discuss the role of the nurse in assessing vital signs
- Describe factors that affect vital signs and assessment measure of each vital sign
- Identify the normal ranges of each vital sign, and how to measure each vital sign: temperature, pulse, respirations, and blood pressure

### **Clinical Experiences**

#### **On Campus Clinical #1**

- Discuss/practice the procedure and documentation skills for performing a comprehensive health assessment for an older adult patient.
- Discuss the role of the nurse in performing a health assessment and in assessing vital signs
- Identify the purpose of a health assessment and in assessing vital signs
- Describe factors that affect findings of a health assessment and vital signs and accurate head – to- toe assessment, assessment measure of each vital sign
- Identify the normal health assessment findings and normal ranges of each vital sign
- Explain how to carry out a head – to – toe health assessment, and how to measure each vital sign: temperature, pulse, respirations, and blood pressure
- Practice a head – to – toe health assessment and measuring of vital signs
- Assume the role of team member or leader based on the situation. Students will identify the risks associated with handoffs among providers and across transitions in care

#### **Communication and Documentation**

- Describe principles of therapeutic communication.
- Review documentation systems
- Discuss the EHR and the implications to patient centered care
- Reporting (SBAR)

## **Unit III**

### *Introduction to the nursing process, and teaching/learning process*

#### **Content/Lecture Discussion**

- Aims of teaching
- Steps of the teaching-learning process
- Critical Thinking & Nursing Process for teaching the older adult learner
  - Assessment
  - Nursing Diagnosis
  - Planning
  - Implementation
  - Evaluation
- Strategies for identifying and managing overlaps in team member roles and accountabilities
- Strategies for learning about the outcomes of care in the setting in which one is engaged in clinical practice
- Benefits and limitations of different communication technologies and their impact on safety and quality
- Protected health information in electronic health records: essential information that must be available in a common database to support patient care
- Valid and invalid reasons for modifying evidence-based clinical expertise and patient/family preferences
- Teaching/Learning: Domains of Learning
  - Cognitive

- Affective
- Psychomotor
- Principles of Learning
  - Motivation and Ability/Compliance with plan of care
  - Teaching Strategies
  - Integrate the Nursing Process and Teaching-Learning Processes

#### **Related Learner Experiences**

**Required Reading:** Taylor: Chapters 8, 9, 11- 20

**Lab/Simulation Experiences:** Refer to Lab Manual

#### **Clinical Experiences:**

On Campus Clinical #2 Nursing Process Workshop

#### **Related Written Assignments:**

- Unfolding Nursing Care Plan Case Study
- Teaching Plan – Well Elder Case Study
- Nursing Unfolding Care Plan Assignment

### **UNIT IV**

*Care of the patient's need for oxygen, activity, sensory, rest, sleep, and comfort*

#### **Unit IVa – Oxygen and Perfusion**

#### **Content/Lecture Discussion**

- The anatomy and physiology of the Respiratory System
  - Anatomy and Physiology of the respiratory system/cardiorespiratory system
  - Identify factors affecting respiratory system
  - Describe factors affecting oxygenation
- Strategies to involve the older adult patient and family in reaching successful outcomes for the patient
  - Patient/family preferences as related to best practice with a focus on the older adult
- Applying clinical expertise through physical assessment to the nursing care of patient with varied long-term oxygen related needs
- Patient/family education
- Strategies for identifying and managing care of the older adult patient with oxygen related needs utilizing the team approach. Focused Assessment Guide for Oxygen Needs
  - Referral/Community Resources
- Strategies relevant to promoting optimal function for the older adult patient with oxygen related needs
  - Follow older adult patient care access to identify, improve and ensure the quality of care delivered to the long-term oxygen related patient.
  - Use of Nursing Process throughout the delivery of care.
  - Nursing Actions – Independent/Dependent
  - Health Promotion Activities
- Application of critical thinking processes when practicing safely in the delivery of care to the older adult patient with oxygen related needs
  - Factors that create a culture of safety.
  - Use of Nursing Process throughout the mutually designed plan of care for the patient with oxygen related needs.
- Utilization of technology in the care of the older adult patient with oxygen related needs
  - Access to electronic medical records and other databases.

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| <ul style="list-style-type: none"> <li>– Identify why information and technical skills are essential for safe care of the older adult patient.</li> <li>– Documentation</li> </ul>   |
| <b>Related Learner Experiences</b>   |
| <p><b>Required Reading:</b> Taylor: Chapter 40</p> <p><b>Videos:</b> Refer to Lab Manual</p> <p><b>Lab/Simulation Experiences</b></p> <ul style="list-style-type: none"> <li>• Physical assessment of patient's oxygen status.</li> <li>• Introduction to technique of measuring oxygen saturation levels</li> </ul> <p><b>Clinical Experiences</b></p> <p>Completes a health assessment, including measurement of vital signs and oxygen saturation and implements an individualized plan of care for a patient with oxygen related needs. Provides patient-centered care based on evidence with sensitivity, respect, and awareness for the safety of the individual. Identifies the role of the nurse as member of the healthcare team, communicating the patient's needs using standard communication such as SBAR and the EHR.</p>  |
| <p><b>UNIT IV</b></p> <p><i>Care of the patient's need for oxygen, activity, sensory, rest, sleep, and comfort</i></p>   |
| <b>Unit IVb: Activity and Rest</b>   |
| <b>Content/Lecture Discussion</b>  |
| <ul style="list-style-type: none"> <li>• The structure and function of the Musculoskeletal System <ul style="list-style-type: none"> <li>– Physiology of movement and alignment</li> <li>– Factors affecting movement and alignment</li> </ul> </li> <li>• Strategies to involve the older adult patient and family to reach successful outcomes for the patient with activity needs <ul style="list-style-type: none"> <li>– Patient Activity History</li> <li>– Nursing History</li> <li>– Physical and Mental Health Assessment</li> <li>– Diagnostic Studies</li> <li>– Assistive Devices</li> <li>– Medications</li> </ul> </li> <li>• Strategies for identifying and managing care of the older adult patient with activity needs utilizing the team approach <ul style="list-style-type: none"> <li>– Referrals</li> <li>– Community Resources</li> </ul> </li> <li>• Strategies relevant to outcomes of care for the older adult patient with activity needs <ul style="list-style-type: none"> <li>– Nursing Assessment</li> <li>– Patient Education</li> <li>– Promoting Safety/Activity</li> <li>– Application of patient care ergonomics to prevent injury</li> <li>– Ensuring safe patient handling and movement</li> <li>– Follow older adult care access to identify, improve and ensure the quality of care delivered to the long-term older adult patient with activity needs.</li> <li>– Nursing Actions</li> <li>– Independent/Dependent</li> </ul> </li> </ul> |

- Application of critical thinking processes when delivering care to the patient with rest/comfort needs
  - Use of Nursing Process throughout the mutually designed plan of care for the long-term older adult patient with activity needs.
  - Factors that create a culture of safety
- Utilization of technology in the care of the older adult patient with activity needs.
  - Documentation

### **Related Learner Experiences**

**Required Reading:** Taylor: Chapters 34 and 35

**Videos:** Refer to Lab Manual

### **Lab/ Simulation Experiences**

- Use of patient care ergonomics
- Assisting a patient in and out of bed to various devices and place in varied resting positions.
- Use of therapeutic positioning devices and restraints.
- Assessing normal range of motion. (ROM), active and passive.
- Performing ROM activities.
- Ambulating a patient with/without assistive devices.
- Positioning a patient for skin integrity protection.

### **Clinical Experiences**

Completes a health assessment, including assessment of activity tolerance and the ability to move purposefully in the environment. Provides patient-centered care based on evidence with sensitivity, respect, and awareness for the safety of the individual. Identifies the role of the nurse as member of the healthcare team, communicating the patient's needs using standard communication such as SBAR and the EHR.

## **UNIT IV**

*Care of the patient's need for oxygen, activity, rest, sleep, and comfort*

### **Unit IVc – Sensory, Rest and Sleep**

#### **Content/Lecture Discussion**

- Structure and function of Sensory System
  - Physiology of the sensory system: The sensory experience
  - Factors affecting the sensory system/deprivation of
  - Disturbed sensory experiences
  - Common disorders of the eye
  - Common sleep disorders
- Strategies to involve the older adult patient and family in reaching successful outcomes for the patient experiencing sensory, and sleep/rest disorders
  - Nursing History
  - Physical Assessment
  - Assessment of sensory, rest and sleep needs: Focused assessment guide
  - Teaching about the sensory experiences the older adult can experience
- Strategies for identifying and managing older adult patient with sensory, sleep/rest needs through the unique roles of team members
  - Referrals/Community Resources
- Strategies relevant to outcomes of care for the older adult patient with sensory, rest/sleep needs
  - Nursing Actions
  - Promoting rest and normal rest/sleep habits
  - Promoting healthy sensory function
  - Maintaining optimal sensory functioning
- Application of critical thinking processes when delivering care to the older adult patient with sensory, rest/sleep needs
  - Use of the nursing process throughout the mutually designed plan of care for the older adult patient with sensory, rest/comfort needs.
- Utilization of technology in the care of the older adult patient with sensory, rest/sleep needs
  - Documentation

#### **Related Learner Experiences**

**Required Reading:** Taylor: Chapters 34 and 45

**Videos:** Refer to lab manual

**Lab/ Simulation Experiences:** Comfort measures employed to meet sensory needs, and for restful sleep

#### **Clinical Experiences**

Completes a health assessment, including assessment of patient's sensory system function and sleep patterns and implements an individualized plan for an assigned patient. Provides patient-centered care based on evidence with sensitivity, respect, and awareness for the safety of the individual. Identifies the role of the nurse as member of the healthcare team, communicating the patient's needs using standard communication such as SBAR and the EHR.

**UNIT IV**

*Care of the patient's need for oxygen, activity, sensory, rest, sleep, and comfort*

**Unit IV d – Pain and Comfort management****Content/Lecture Discussion**

- The structure and function of the Neurological System
  - The pain experience
  - The pain process
  - Factors Affecting the pain experience
- Strategies to involve the older adult patient and family in reaching successful outcomes for the patient with pain
  - Nursing history
  - Components of a pain assessment
  - Assessment of special population needs: the older adult
  - Diagnostic studies
- Strategies for identifying and managing care of the older adult patient with pain related needs utilizing the team approach
  - Referrals
  - Community Resources
- Strategies relevant to outcomes of care for the older adult patient with pain related needs
  - Nursing actions
  - Managing pain relief
  - Establishing a trusting nurse-patient relationship
  - Promoting healthy neurological function
- Application of critical thinking processes when delivering care to the older adult patient with pain management needs
  - Utilization of the nursing process throughout the mutually designed plan of care for the older adult patient with pain management needs.
- Utilization of technology in the care of the older adult patient with pain management needs
  - Documentation

**Related Learner Experiences**

**Required Reading:** Taylor: Chapter 36

**Videos:** Refer to lab manual

**Lab/ Simulation Experiences**

Assessment of patient in pain and various non-pharmacological comfort measures that can be employed to relieve patient pain

**Clinical Experiences**

Completes a health assessment, including measurement of vital signs and pain assessment and implements an individualized plan of care for the patient with comfort related needs. Provides patient-centered care based on evidence with sensitivity, respect, and awareness for the safety of the individual. Identifies the role of the nurse as member of the healthcare team, communicating the patient's needs using standard communication such as SBAR and the EHR.

## **UNIT V**

### **Medications**

#### **Content/Lecture Discussion**

- Introduction to the principles of Medication administration
  - Knowledgeable and ethical administration of medications in a caring and dignified manner
  - Involving older adult patient/family members in the safe delivery of medications
- Strategies to involve the older adult patient and family in reaching successful outcomes for the older adult patient with pharmacologic needs
- Drug legislation regarding safe and knowledgeable medication administration
  - Federal and State
  - Safe, accountable preparation and administration of prescribed medications.
  - Ensuring correct process of administration of medications
  - Medication Reconciliation
- Medication prescriptions and dispensing systems
- Strategies for identifying and managing care of the older adult patient's pharmacologic needs utilizing the team approach
  - Research of medications to be administered to older adult patients
  - Follow older adult response to the administered medications
  - Older adult patient and family education regarding medications prescribed
- Strategies relevant to outcomes of care for the older adult patient with pharmacologic needs
- Application of critical thinking processes when delivering care to the older adult patient with pain management needs
  - Use of Nursing Process throughout the steps of safe administration of medications with a focus on the older adult
- Utilization of technology in the care of the older adult patient with pharmacologic needs
  - Documentation of medications administered
  - Use of electronic medical records/MAR for verification of medication administration

#### **Related Learner Experiences**

**Required Reading:** Taylor: Chapter 30

**Videos:** Refer to lab manual

#### **Lab/Simulation Experiences**

- Observe and practice the safe preparation and administration of both non-parenteral and parenteral medications
- Follow-up MD/Health Providers orders for administration of medications
- BGM technique

#### **Clinical Experiences**

Completes a health assessment, including measurement of vital signs, pain assessment and implements an individualized plan of care for an assigned patient. Prepares and administers oral and parenteral medications in the clinical setting following the physician's order. Provides patient-centered care based on evidence with sensitivity, respect, and awareness for the safety of the individual. Identifies the role of the nurse as member of the healthcare team, communicating the patient's needs using standard communication such as SBAR and the EHR.



## **UNIT VI**

### *Care of the patient who has hygiene needs*

#### **Content/Lecture Discussion**

- The structure and function of the Integumentary system:
  - Principles of medical & surgical asepsis
  - Risks for health care-associated infections (nosocomial infections)
- Strategies to involve the older adult patient and family in reaching successful outcomes for the older adult patient who has hygienic needs:
  - Factors that influence personal hygiene in the older adult patient
  - Procedures of hygienic care in the older adult patient
- Strategies for identifying and managing care of the older adult patient with hygienic needs utilizing a team approach:
  - Coordination of care in meeting the hygienic needs of the older adult patient
  - Team functioning on safety & quality of care when meeting the older adult patient's hygiene needs
- Strategies relevant to the outcomes of care for the older adult patient who has hygiene-related needs:
  - Provision of hygienic care with sensitivity and respect specific to the older adult patient
- Application of critical thinking processes when practicing safely in the delivery of care to the older adult patient with hygiene related needs:
  - Use of the Nursing process throughout the mutually designed plan of care for the older adult patient with hygiene needs
- Utilization of technology in the care of the older adult patient with hygienic needs:
  - Communication & documentation of care rendered via electronic medical records

#### **Related Learner Experiences**

**Required Reading:** Taylor: Chapters 25 and 32

**Videos:** Refer to lab manual

#### **Lab/Simulation Experiences**

##### Hygiene

- Apply the nursing process and demonstrate how to safely meet the hygienic needs of the patient
- Bed making
  - Demonstrate bed making: occupied and unoccupied

#### **Clinical Experiences**

Complete a health assessment, including measurement of vital signs, pain assessment and implements an individualized plan of care for the patient with hygiene needs. Implement the principles of medical asepsis when meeting the hygienic needs of the patient. Provides patient-centered care based on evidence with sensitivity, respect, and awareness for the safety of the individual. Identifies the role of the nurse as member of the healthcare team, communicating the patient's needs using standard communication such as SBAR and the EHR.

**UNIT VII****Care of the patient who has complex skin needs****Content/Lecture Discussion**

- The structure and function of the Integumentary system:
  - Principles of medical & surgical asepsis
  - Risks for developing a pressure injury
- Strategies to involve the older adult patient and family in reaching successful outcomes for the older adult patient who has complex skin needs:
  - Factors that influence the development of pressure injuries in the older adult patient
  - Management of pressure injuries in the older adult patient
- Strategies for identifying and managing care of the older adult patient who has complex skin needs utilizing a team approach:
  - Coordination of care in managing complex skin needs of the older adult patient
  - Team functioning on safety & quality of care when meeting the older adult patient's complex skin needs
- Strategies relevant to the outcomes of care for the older adult patient who has complex skin needs:
  - Provision of wound care with sensitivity and respect specific to the older adult patient
- Application of critical thinking processes when practicing safely in the delivery of care to the older adult patient who has complex skin needs:
  - Use of the Nursing process throughout the mutually designed plan of care for the older adult patient who has complex skin needs
- Utilization of technology in the care of the older adult patient who has complex needs:
  - Communication & documentation of care rendered via electronic medical records

**Related Learner Experiences**

**Required Reading:** Taylor: Chapter 33

**Videos:** Refer to lab manual

**Lab/Simulation Experiences****Wound Care**

- Discuss the role of the nurse in meeting the complex skin needs of the patient
- Identify factors that influence complex skin needs
- Apply the nursing process when caring for the patient who has complex skin needs
- Demonstrate how to safely meet the complex skin needs of the patient

**Clinical Experiences**

Complete a health assessment, including measurement of vital signs, pain assessment and carrying out an individualized plan of care for the patient with complex skin needs. Implement the principles of medical & surgical asepsis when meeting the complex skin needs of the patient. Provide patient-centered care based on evidence with sensitivity, respect, and awareness for the safety of the individual. Identifies the role of the nurse as member of the healthcare team, communicating the patient's needs using standard communication such as SBAR and the EHR.

**UNIT VIII***Care of the patient who has nutritional needs***Content/Lecture Discussion**

- The structure and function of the Gastrointestinal System
  - Physiology of the Gastrointestinal System
  - Alterations in gastrointestinal function
- Strategies to involve the patient and family in reaching successful outcomes for the older adult patient with nutritional needs
  - Factors that affect nutrition
  - Identification of standards of a healthy diet
  - Governmental agencies and standards
  - Essential components and purposes of nutritional screening/assessment
- Strategies for identifying and managing care of the older adult patient with nutritional problems using a team approach
  - Coordination of care in managing the older adult patient who has nutritional needs
  - Patient teaching to optimize the health of the older adult patient who has nutritional needs
- Strategies relevant to the outcomes of care for the older adult patient who has nutritional needs
  - Development of plan of care to meet the patient's who has nutritional needs
- Application of critical thinking processes when practicing safely in the delivery of care to the older adult patient with nutritional needs
  - Use of the Nursing process throughout the mutually designed plan of care for the older adult patient with nutritional needs
- Utilization of technology in the care of the older adult patient with nutrition needs
  - Access to electronic medical and other databases
  - Identification of information and technical skills essential for care of the older adult patient with nutritional needs

**Related Learner Experiences****Required Reading:** Taylor: Chapter 37**Videos:** Refer to lab manual**Lab/Simulation Experiences:**

- Discuss the role of the nurse in meeting the nutritional needs of the older adult patient
- Apply the nursing process when providing nursing care to the older adult patient who has nutritional needs
- Discuss and demonstrate enteral feedings, correct procedure for passing a nasogastric tube (NG), preparation for a tube feeding, correct method for placement /maintenance of patency of NG and interpretation of medical/lab orders pertaining to nutrition
- Discuss and demonstrate administration of medications via PEG/NG

**Clinical experiences:**

Completes a health assessment, including measurement of vital signs, pain assessment and focused assessment pertaining to nutritional needs including physical assessment, lab data analysis and implements an individualized plan of care for the patient with nutritional needs. Provides patient-centered care based on evidence with sensitivity, respect, and awareness for the safety of the individual. Identifies the role of the nurse as member of the healthcare team, communicating the patient's needs using standard communication such as SBAR and the EHR.

**UNIT IX****Assessment and management of the patient who has fecal and urinary elimination needs****Unit IX a – Care of the patient who has fecal elimination needs****Content/Lecture Discussion**

- The structure and function of the Gastrointestinal System
  - Overview of the anatomy and physiology of the GI tract
- Strategies to involve the older adult patient and family in reaching successful outcomes for the older adult patient with fecal elimination needs
  - Identify factors that affect fecal problems
  - Discussion of methods used to assess the intestinal tract
  - Patient/family preferences as related to best practice
- Strategies for identifying and managing care of the older adult patient with alterations in fecal elimination utilizing a team approach
  - Coordination of care in meeting the fecal elimination needs of the older adult patient
  - Interdisciplinary approach on safety and quality of care when meeting the older patient's fecal elimination needs
- Strategies relevant to the outcomes of care for the older adult patient with fecal elimination related needs
  - Provision of care related to elimination
- Application of critical thinking processes when practicing safely in the delivery of care to the older adult patient with fecal elimination related needs
  - Use of the Nursing process throughout the mutually designed plan of care for the patient with fecal elimination related needs.
- Utilization of technology in the adult patient with elimination needs
  - Communication and documentation of care rendered via the electronic medical records

**Related Learner Experiences**

**Required Reading:** Taylor: Chapter 39

**Videos:** Refer to lab manual

**Lab/Simulation Experiences:**

- Observation and return demonstration of administering an enema
- Discuss therapeutic purposes of enemas
- Discuss documentation
- Discuss interpretation and significance of diagnostic tests and lab data
- Demonstrate correct patient positioning and use of equipment

**Clinical Experiences:**

Completes a health assessment, including measurement of vital signs, pain assessment and focused assessment pertaining to fecal elimination, and implementation of an individualized plan of care for the patient with fecal elimination needs. Provides patient-centered care based on evidence with sensitivity, respect, and awareness for the safety of the individual. Identifies the role of the nurse as member of the healthcare team, communicating the patient's needs using standard communication such as SBAR and the EHR.

**UNIT IX****Assessment and management of the patient who has fecal and urinary elimination needs****Unit IXb – Care of the patient who has urinary elimination needs****Content/Lecture Discussion**

- The structure and function of the Urinary System
  - Overview of the anatomy and physiology of the urinary system
  - Alterations in urinary elimination
- Strategies to involve the patient and family in reaching successful outcomes for the patient with alterations in urinary elimination patterns
  - Factors that influence urination
- Strategies for identifying and managing care of the patient with alterations in urinary elimination utilizing a team approach
  - Coordination of care in meeting the urinary elimination needs of the older adult patient.
- Strategies relevant to the outcomes of care for the older adult patient with urinary elimination related needs
  - Discussion of CAUTI (catheter associated urinary tract infection) initiative
- Application of critical thinking processes when practicing safely in the delivery of care to the older adult patient with urinary elimination related needs
  - Use of the Nursing Process throughout the mutually designed plan of care for the patient with urinary elimination related needs.
- Utilization of technology in the care of the older adult patient with urinary elimination needs
  - Communication and documentation of care rendered via the electronic medical records.

**Related Learner Experiences****Required Reading: Taylor: Ch. 38**

**Videos:** Refer to lab manual

**Lab/Simulation Experiences:**

- Observation and return demonstration of using straight, double lumen, triple lumen and Texas catheters, clean catch sets, urinary drainage bags, continuous bladder irrigation set, urinometer and spectrometer.
- Practice performing straight/retention catheterization
- Discuss documentation
- Discuss interpretation and significance of diagnostic tests and lab data
- Demonstrate correct patient positioning and use of equipment

**Clinical Experiences:**

Completes a health assessment, including measurement of vital signs, pain assessment and focused assessment pertaining to urinary elimination including lab data analysis, and implements an individualized plan of care for the patient with urinary elimination needs. Provides patient-centered care based on evidence with sensitivity, respect, and awareness for the safety of the individual. Identifies the role of the nurse as member of the healthcare team, communicating the patient's needs using standard communication such as SBAR and the EHR.

**UNIT X***Care of the patient who has fluid and electrolyte imbalance***Content/Lecture Discussion**

- The structure and function of Fluids and Electrolytes in the body
  - Types of fluids and electrolytes
  - Movement and regulation of fluids and electrolytes
  - Types of fluid and electrolyte imbalances
  - Factors that affect fluid and electrolyte balance
- Strategies to involve the patient and family in reaching successful outcomes for the older adult patient with a fluid or electrolyte imbalance
  - Coordination of care in meeting the fluid and electrolyte needs of the older adult patient
- Strategies for identifying and managing care of the older adult patient with a fluid or electrolyte imbalance utilizing a team approach
  - Teamwork focusing on safety and quality of care when meeting the fluid and electrolyte needs of the older adult patient
- Strategies relevant to the outcomes of care for the older adult patient with a fluid or electrolyte imbalance
  - Fluid restriction/hydration
    1. Medications
    2. Intravenous Therapy
    3. Intake and Output
- Application of critical thinking processes when practicing safely in the delivery of care to the geriatric patient with a fluid or electrolyte imbalance
  - Use of the nursing process throughout the mutually designed plan of care for the older adult patient with a fluid and electrolyte imbalance
- Utilization of technology in the care of the older adult patient with a fluid or electrolyte imbalance:
  - Communication and documentation of care rendered via electronic medical records.

**Related Learner Experiences****Required Reading:** Taylor: Ch. 41**Videos:** Refer to lab manual**Lab/Simulation Experiences:**

- Interpret medical orders pertaining to intravenous therapy
- Prime primary and secondary IV lines
- Calculate IV drip rates
- Document on the intake and output record

**Clinical Experiences**

Completes a health assessment, including measurement of vital signs, pain assessment and focused assessment pertaining to fluid and electrolyte balance including lab data analysis, and implementation of an individualized plan of care for the patient with fluid and electrolyte needs. Provides patient-centered care based on evidence with sensitivity, respect, and awareness for the safety of the individual. Identifies the role of the nurse as member of the healthcare team, communicating the patient's needs using standard communication such as SBAR and the EHR.