



## **Course Description**

### **NUR1025L | Fundamentals of Nursing Clinical Lab | 2.00 credits**

Students will learn of the opportunities for the explanation, demonstration, and practice of care provider activities essential to the basic practice of nursing. Learning experiences are provided in the skills laboratory. Prerequisite: Program Admission; Corequisites: NUR1025, NUR1025C, NUR1060C and NUR1141

### **Course Competencies:**

**Competency 1:** The student will be able to identify the development of contemporary nursing practice by:

1. Observing the concepts of health, health care delivery, and the settings and resources available in the community
2. Observing the roles of the registered professional nurse
3. Observing roles of the members of the health care team including physician, social worker, case manager, dietitian, physical therapist, respiratory therapist, licensed practical nurse, and unlicensed assistive personnel
4. Observing interactions between the registered professional nurse and other health team members

**Competency 2:** The student will apply the nursing process as the framework for meeting the health needs of individuals by:

1. Using the phases of the nursing process
2. Collecting a comprehensive and accurate database on which a diagnosis, plan, and interventions are based
3. Recognizing the importance of establishing priorities before planning interventions
4. Using the nursing process in discussing a patient care scenario
5. Recognizing the importance of personalizing the nursing care plan to meet individual client needs

**Competency 3:** The student will identify the diverse roles of the nurse required in the management of client care by:

1. Discussing the role of the nurse as educator, advocate, collaborator, and manager of client care
2. Explaining the independent, dependent, and collaborative functions of nurses

**Competency 4:** The student will discuss values clarification from the perspective of nursing practice in a multicultural, pluralistic society by:

1. Applying the concept of holistic being
2. Identifying the client's interrelated physiological, psychological, sociocultural, spiritual, and environmental dimensions
3. Applying the concept of delivering culturally competent care
4. Identifying cultural diversity in a health care setting

**Competency 5:** The student will apply the critical thinking process in nursing practice by:

1. Using the components of the critical thinking model
2. Comparing the relationship between critical thinking and the nursing process

**Competency 6:** The student will apply principles of therapeutic communication and the teaching-learning process by:

1. Identifying a target group within the community
2. Planning and delivering a teaching/learning presentation to a group in the community
3. Practicing therapeutic communication techniques

**Competency 7:** The student will apply the concept of basic human needs in planning nursing care in a medical/surgical or rehabilitation setting by:

1. Using methods that increase a client's safety
2. Using methods that prevent deterioration in skin integrity
3. Demonstrating correct body mechanics in delivering patient care
4. Using methods that promote oxygenation
5. Using methods that enhance elimination
6. Using methods that promote nutrition
7. Using methods that decrease hazards of immobility
8. Using methods to promote comfort and decrease pain

**Competency 8:** The student will apply principles of growth and development by:

1. Planning for clients' needs at different stages in the life cycle
2. Observing the unique needs of the aging population in a geriatric setting, including nursing homes and senior citizen centers in the community
3. Applying concepts of death and dying in delivering hospice care and end-of-life care

**Competency 9:** The student will apply concepts of peri-operative nursing by:

1. Providing care to clients before, during, and following an operative procedure
2. Discuss issues of informed consent in a small group setting

**Competency 10:** The student will identify principles of stress and adaptation by:

1. Completing an instrument that assesses one's stress level (life change units)
2. Sharing the self-assessment results in a small group setting
3. Describing stress-mediated behaviors of others

**Competency 11:** The student will identify the nurse's role in preserving visual and auditory health by:

1. Participating in a screening project for visual acuity
2. Caring for a hearing-impaired person
3. Planning care for a client with visual or auditory loss

**Competency 12:** The student will apply the mechanisms of fluid, electrolyte, and acid-base balance by:

1. Completing an intake and output assessment on a client
2. Evaluating appropriate laboratory values relating to fluid, electrolyte, and acid-base balance
3. Assessing the respiratory status of a client
4. Documenting appropriate findings in the medical record explaining values that deviate from the norm

**Learning Outcomes:**

- Communicate effectively using listening, speaking, reading, and writing skills
- Use quantitative analytical skills to evaluate and process numerical data
- Solve problems using critical and creative thinking and scientific reasoning
- Formulate strategies to locate, evaluate, and apply information