Washtenaw Community College Comprehensive Report

NUR 108 Nursing Concepts I
Effective Term: Spring/Summer 2024

Course Cover

College: Health Sciences
Division: Health Sciences
Department: Nursing
Discipline: Nursing
Course Number: 108
Org Number: 15200
Full Course Title: Nursing Concepts I
Transcript Title: Nursing Concepts I
Is Consultation with other department(s) required: No
Publish in the Following: College Catalog , Time Schedule , Web Page
Reason for Submission: Three Year Review / Assessment Report
Change Information:
    Pre-requisite, co-requisite, or enrollment restrictions
    Outcomes/Assessment
    Objectives/Evaluation
Rationale: Update the syllabus to align with EOPSLOs for the nursing department
Proposed Start Semester: Fall 2023
Course Description: In this course, students will apply foundational nursing concepts across the lifespan with an emphasis on late adulthood. The organizing framework for the nursing practice will be introduced, including patient-centered care, teamwork and collaboration, safety and quality improvement, informatics and technology, evidence-based practice, and professionalism. Basic psychomotor and psychosocial concepts and skills will be practiced through clinical, lab and simulation.

Course Credit Hours

Variable hours: Yes
Credits: 0 – 8
Lecture Hours: Instructor: 75 **Student:** 75
Lab: Instructor: 90 **Student:** 90
Clinical: Instructor: 45 **Student:** 45

Total Contact Hours: Instructor: 0 to 210 **Student:** 0 to 210
Repeatable for Credit: NO
Grading Methods: Letter Grades
Audit
Are lectures, labs, or clinicals offered as separate sections?: YES (separate sections)

College-Level Reading and Writing

College-level Reading & Writing

College-Level Math

No Level Required

Requisites
Enrollment Restrictions
Admission to the APNURS program. TEAS score Math proficiency - 60 percent or higher Reading proficiency - 70 percent or higher English and Language Usage proficiency - 60 percent or higher Science proficiency - 45 percent or higher

and

Prerequisite
BIO 147 minimum grade "C"; may enroll concurrently

or

Prerequisite
BIO 237 minimum grade "C"; may enroll concurrently

and

Prerequisite
BIO 212 minimum grade "C"; may enroll concurrently

and

Prerequisite
NUR 115 minimum grade "C+"; may enroll concurrently

and

Prerequisite
BIO 111 minimum grade "B-"

General Education

Request Course Transfer
Proposed For:
Eastern Michigan University
Michigan State University
University of Michigan
Other : Concordia University

Student Learning Outcomes

1. Utilize a contemporary organizing framework in the development of the professional nurse's responsibilities of practice within a patient care setting (EOPSLO 6).
   ### Assessment 1
   Assessment Tool: Outcome-related items from the lab skills checklist
   Assessment Date: Winter 2025
   Assessment Cycle: Every Three Years
   Course section(s)/other population: All sections
   Number students to be assessed: All students
   How the assessment will be scored: Departmentally-developed rubric
   Standard of success to be used for this assessment: 80% of students will pass all outcome-related skills on their first attempt
   Who will score and analyze the data: Course coordinators
   ### Assessment 2
   Assessment Tool: ATI tagged Professionalism questions
   Assessment Date: Winter 2025
   Assessment Cycle: Every Three Years
   Course section(s)/other population: All section
   Number students to be assessed: All students
   How the assessment will be scored: ATI
   Standard of success to be used for this assessment: 50% of students will achieve 50% or higher
   Who will score and analyze the data: Course coordinators

2. Identify the impact that evidence-based practice and informatics/technology has on clinical judgment to promote wellness in patient-centered care settings (EOPSLOs 4,5).

    Assessment 1

        Assessment Tool: ATI tagged Patient Centered Care questions

        Assessment Date: Winter 2025

        Assessment Cycle: Every Three Years

        Course section(s)/other population: All sections

        Number students to be assessed: All students

        How the assessment will be scored: ATI

        Standard of success to be used for this assessment: 50% of students will achieve 50% or higher

        Who will score and analyze the data: Course coordinators

    Assessment 2

        Assessment Tool: Sherpath Adaptive Quizzing on Informatics

        Assessment Date: Winter 2025

        Assessment Cycle: Every Three Years

        Course section(s)/other population: All sections

        Number students to be assessed: All students

        How the assessment will be scored: Sherpath

        Standard of success to be used for this assessment: 50% of students will achieve a score of novice or higher

        Who will score and analyze the data: Course coordinators

3. Apply concepts of communication and collaboration to promote patient-centered nursing care with emphasis on late adulthood (EOPSLO 2).

    Assessment 1

        Assessment Tool: ATI tagged Communication questions

        Assessment Date: Winter 2025

        Assessment Cycle: Every Three Years

        Course section(s)/other population: All sections

        Number students to be assessed: All students

        How the assessment will be scored: ATI

        Standard of success to be used for this assessment: 50% of students will achieve 50% or higher

        Who will score and analyze the data: Course coordinators

    Assessment 2

        Assessment Tool: Outcome-related items on the final clinical evaluation

        Assessment Date: Winter 2025

        Assessment Cycle: Every Three Years

        Course section(s)/other population: All sections

        Number students to be assessed: All students

        How the assessment will be scored: Departmentally-developed rubric

        Standard of success to be used for this assessment: 80% of students will pass the outcome-related final clinical evaluation criteria

        Who will score and analyze the data: Course coordinators

4. Demonstrate principles of ethically safe nursing care that promotes quality patient outcomes (EOPSLO 3).

    Assessment 1

        Assessment Tool: Outcome-related lab skills checklist

        Assessment Date: Winter 2025

        Assessment Cycle: Every Three Years

        Course section(s)/other population: All sections

        Number students to be assessed: All students

        How the assessment will be scored: Tracking sheets are scored using a departmentally-developed rubric

Standard of success to be used for this assessment: 80% of students will pass all outcome-related skills on their first attempt

Who will score and analyze the data: Course coordinators

Assessment 2

Assessment Tool: Outcome-related items on the final clinical evaluation

Assessment Date: Winter 2025

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 80% of students will pass the outcome-related final clinical evaluation criteria

Who will score and analyze the data: Course coordinators

Course Objectives

1. Recognize the novice nurse's roles and responsibilities in nursing practice.
2. Identify a nursing framework (theory based) that guides nursing care delivery with an emphasis on the older adult population.
3. Describe the organizing framework for nursing practice: Professionalism, patient-centered care, collaboration and communication, evidence based/clinical judgment (Nursing Process), Safety/Quality, and Informatics/Technology.
4. Outline the characteristics of professionalism: legal rights and responsibilities, ethical practice, role of nurse, and advocacy.
5. Utilize the concept of professionalism to cultivate professional nursing practice.
6. Demonstrate principles of the nursing process/clinical judgment to impact care delivery.
7. Outline the principles of holistic, patient-centered care with the emphasis on the older adult.
8. Identify the role of culture, patient values, self-management (self-care), advance directives/self-determination/life planning, spirituality in health promotion and disease prevention while reducing health disparities and promoting diversity, equity, and inclusion (DEI).
9. Utilize physical assessment techniques that encompass health and wellness screening and promote disease management in a way that is culturally, spiritually, and LGBTQ+ supportive.
10. Identify concepts that promote health and wellness (Immunity/Infection; health promotion; comfort interventions).
11. Utilize the concepts of evidence-based practice, informatics, and technology to inform nursing clinical judgment for safe care delivery.
12. Define health disparity and its impact on care delivery for all patients.
13. Recognize communication and collaboration concepts that promote patient-centered care.
14. Identify communication and collaboration concepts that encourage multidisciplinary partnerships that promote patient-centered care and quality outcomes.
15. Identify therapeutic communication techniques the nurse utilizes to promote patient-centered care.
16. Recognize the impact Coping and Stress (stress management [relaxation]), Anxiety, Mood, and Affect have on communication within the healthcare team and their impact on patient-centered care.
17. Explain the importance of informatics/technology integration in care delivery, confidentiality/information security, and patient education.
18. Identify the unique needs of the aging adult, non-English fluent patient, and illiterate patient utilizing online medical portals through the EMR/EHR systems for care.
19. Explain the importance of general survey in the physical assessment to promote patient-centered outcomes with an emphasis on older adults.
20. Justify the use of asepsis techniques, quality nursing based psychomotor skills, and nursing clinical judgment to promote safety and impact patient outcomes.
21. Differentiate alterations in concepts of fluid balance (Fluid Balance (Dehydration & Fluid overload), Sleep (Insomnia), Nutrition (Oral Hydration, Total Parenteral Nutrition), Elimination (Incontinence, Retention, and Constipation), Oxygenation, Mobility, Skin integrity (pressure ulcers), Sensory Perception that impact wellness and patient outcomes.

22. Differentiate alterations in concepts of fluid balance (Fluid Balance (Dehydration & Fluid overload), Sleep (Insomnia), Nutrition (Oral Hydration, Total Parenteral Nutrition), Elimination (Incontinence, Retention, and Constipation), Oxygenation, Mobility, Skin integrity (pressure ulcers), Sensory Perception that affect the promotion of patient health and safety.
23. Demonstrate principles of the nursing process/clinical judgment that impact care delivery.
24. Recognize the impact of Coping and Stress (stress management [relaxation]), Anxiety, Mood and Affect on the nurse's well-being.
25. Recognize the impact of Coping and Stress (stress management [relaxation]), Anxiety, Mood and Affect on the patient's well-being.

New Resources for Course

Course Textbooks/Resources
Textbooks
Giddens, J. *Concepts for Nursing Practice*, 3 ed. Mosby, 2021
Potter, P, Perry, A, Stockert, P, Hall, A. . *Fundamentals of Nursing* , 11 ed. Mosby, 2023
Manuals
Periodicals
Software
Potter Fundamentals of Nursing - Sherpath for Fundamentals. Evolve, 11 ed.
Sherpath Book Organized - Has eBook of Potter Fundamentals of Nursing included in software.

Equipment/Facilities
Level III classroom
Off-Campus Sites
Computer workstations/lab
Other: Nursing Lab

Reviewer	Action	Date
Faculty Preparer:		
DeAnna Gapp	*Faculty Preparer*	*Aug 10, 2023*
Department Chair/Area Director:		
Theresa Bucy	*Recommend Approval*	*Aug 16, 2023*
Dean:		
Shari Lambert	*Recommend Approval*	*Aug 17, 2023*
Curriculum Committee Chair:		
Randy Van Wagnen	*Recommend Approval*	*Jan 07, 2024*
Assessment Committee Chair:		
Jessica Hale	*Recommend Approval*	*Jan 08, 2024*
Vice President for Instruction:		
Brandon Tucker	*Approve*	*Jan 09, 2024*

Course Cover

Division: Health Sciences
Department: Nursing
Discipline: Nursing
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Org Number: 15200
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Transcript Title: Nursing Concepts I
Is Consultation with other department(s) required: No
Publish in the Following: College Catalog , Time Schedule , Web Page
Reason for Submission: Three Year Review / Assessment Report
Change Information:
    Consultation with all departments affected by this course is required.
Rationale: Three year syllabus review
Proposed Start Semester: Winter 2021
Course Description: In this course, students will apply foundational nursing concepts across the lifespan with an emphasis on late adulthood. The organizing framework for the nursing practice will be introduced, including patient-centered care, teamwork and collaboration, safety and quality improvement, informatics and technology, evidence-based practice, and professionalism. Basic psychomotor and psychosocial concepts and skills will be practiced through clinical, lab and simulation.

Course Credit Hours

Variable hours: Yes
Credits: 0 – 8
Lecture Hours: Instructor: 75 **Student:** 75
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Clinical: Instructor: 45 **Student:** 45

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Repeatable for Credit: NO
Grading Methods: Letter Grades
Audit
Are lectures, labs, or clinicals offered as separate sections?: YES (separate sections)

College-Level Reading and Writing

College-level Reading & Writing

College-Level Math

No Level Required

Requisites

Enrollment Restrictions
Admission to the APNURS or APNURE program
and

Prerequisite
BIO 237 minimum grade "C"; may enroll concurrently
or
Prerequisite
BIO 147 minimum grade "C"; may enroll concurrently
and
Prerequisite
BIO 212 minimum grade "C"; may enroll concurrently
and
Prerequisite
NUR 115 minimum grade "C+"; may enroll concurrently

General Education

Request Course Transfer

Proposed For:
Eastern Michigan University
Michigan State University
University of Michigan
Other : Concordia University

Student Learning Outcomes

1. Demonstrate the beginning role of the professional nurse using the organizing framework for nursing practice.
   Assessment 1
   Assessment Tool: Simulation/lab skills checklist
   Assessment Date: Spring/Summer 2023
   Assessment Cycle: Every Three Years
   Course section(s)/other population: All sections
   Number students to be assessed: All students
   How the assessment will be scored: Departmentally-developed rubric
   Standard of success to be used for this assessment: 80% of students will pass all skills on their first attempt.
   Who will score and analyze the data: Course coordinators

2. Identify foundational concepts relating to health care recipients and health and wellness.
   Assessment 1
   Assessment Tool: Outcome-related cumulative final exam questions
   Assessment Date: Spring/Summer 2023
   Assessment Cycle: Every Three Years
   Course section(s)/other population: All sections
   Number students to be assessed: All students
   How the assessment will be scored: Answer key
   Standard of success to be used for this assessment: 80% of students will achieve a score of 78% or higher.
   Who will score and analyze the data: Course coordinators

3. Apply foundational concepts to plan safe patient-centered nursing care with emphasis on late adulthood.
   Assessment 1
   Assessment Tool: Outcome-related cumulative final exam questions
   Assessment Date: Spring/Summer 2023
   Assessment Cycle: Every Three Years

Course section(s)/other population: All sections
Number students to be assessed: All students
How the assessment will be scored: Answer key
Standard of success to be used for this assessment: 80% of students will achieve a score of 78% or higher.
Who will score and analyze the data: Course coordinators

Assessment 2
Assessment Tool: Final clinical evaluation
Assessment Date: Spring/Summer 2023
Assessment Cycle: Every Three Years
Course section(s)/other population: All sections
Number students to be assessed: All students
How the assessment will be scored: Departmentally-developed rubric
Standard of success to be used for this assessment: 80% of students will pass all final clinical evaluation criteria.
Who will score and analyze the data: Course coordinators

4. Perform and practice basic psychomotor and psychosocial skills to provide basic nursing care.
Assessment 1
Assessment Tool: Simulation/lab skills checklist
Assessment Date: Spring/Summer 2023
Assessment Cycle: Every Three Years
Course section(s)/other population: All sections
Number students to be assessed: All students
How the assessment will be scored: Tracking sheets are scored using a departmentally-developed rubric
Standard of success to be used for this assessment: 80% of students will pass all skills on their first attempt.
Who will score and analyze the data: Course coordinators

Assessment 2
Assessment Tool: Final clinical evaluation
Assessment Date: Spring/Summer 2023
Assessment Cycle: Every Three Years
Course section(s)/other population: All sections
Number students to be assessed: All students
How the assessment will be scored: Departmentally-developed rubric
Standard of success to be used for this assessment: 80% of students will pass all final clinical evaluation criteria
Who will score and analyze the data: Course coordinators

Course Objectives
1. Describe the organizing framework for nursing practice.
2. Outline the characteristics of patient-centered care.
3. Identify the purpose of collaboration.
4. Demonstrate teamwork and collaboration.
5. Perform skills safely and accurately.
6. Recognize the goal of and opportunities for quality improvement.
7. Identify how informatics and technology can be used in the performance of patient-centered care.
8. Describe attributes of professionalism in areas such as speech, actions, dress and interactions with patients and other medical professionals.
9. Identify the concept of development in late adulthood to provide nursing care.
10. Describe concepts related to health care recipients for the foundations for nursing practice.
11. Recognize concepts related to health care recipients for the psychosocial basis for nursing practice.
12. Explain concepts related to health care recipients for the physiological basis for nursing practice.
13. Identify concepts related to health and wellness for the foundations of nursing practice.

14. Describe concepts related to health and wellness for the psychosocial basis for nursing practice.
15. Recognize concepts related to health and wellness for the physiological basis for nursing practice.
16. Demonstrate skills for the foundations for nursing practice based on the current clinical setting.
17. Practice basic psychosocial skills for nursing care.
18. Perform basic psychomotor skills for nursing care.

New Resources for Course

Course Textbooks/Resources
Textbooks
Giddens, J. *Concepts for Nursing Practice*, 2 ed. Mosby, 2017
Potter, P, Perry, A, Stockert, P, Hall, A. . *Fundamentals of Nursing* , 9 ed. Mosby, 2017
Manuals
American Nurses Association (ANA). Code of ethics for nurses with interpretative statements, American Nurses Association, 01-10-2015
American Nurses Association (ANA). Nursing: Scope and standards of Practice, Nursebooks.org, 01-01-2010
Periodicals
Software
ATI Testing. ATI, ATI Testing ed.
ATI Testing is an assessment tool that nursing programs use to identify the strengths as weaknesses of their students so that they can eventually take the NCLEX examinations. The NCLEX examinations are important to nurses because if they meet success of these examinations, they receive their licenses to become nurses.
Sherpath. Elsevier, 10th Edition ed.

Equipment/Facilities
Level III classroom
Off-Campus Sites
Computer workstations/lab
Other: Nursing Lab

Reviewer	Action	Date
Faculty Preparer:		
DeAnna Gapp	*Faculty Preparer*	*Sep 18, 2020*
Department Chair/Area Director:		
Theresa Bucy	*Recommend Approval*	*Sep 18, 2020*
Dean:		
Valerie Greaves	*Recommend Approval*	*Sep 21, 2020*
Curriculum Committee Chair:		
Lisa Veasey	*Recommend Approval*	*Dec 02, 2020*
Assessment Committee Chair:		
Shawn Deron	*Recommend Approval*	*Dec 04, 2020*
Vice President for Instruction:		
Kimberly Hurns	*Approve*	*Dec 07, 2020*