**ESSEX COUNTY COLLEGE**

**Nursing and Allied Health Division**

**LPN 101 – Fundamentals of Practical Nursing**

**Course Outline**

**Course Number & Name:**  LPN 101 Fundamentals of Practical Nursing

**Credit Hours:**  8.0 **Contact Hours:**  3.0 **Lecture:** 3.0 **Lab:**  3.0 **Clinical**: 12.0

**Prerequisites**: Passing score on the NLN PAX PN Preadmission Test and/or admission to the Nursing program

**Co-requisites:** BIO 121 and ENG 101 **Concurrent Courses:** None

**Course Outline Revision Date:**  Fall 2010

**Course Description**: This course focuses on the development of the role of the Practical Nurse in relation to other professionals within the current health care delivery system.  Legal and ethical obligations of the profession are introduced. This course  also introduces the student to focus on the nursing concepts of human relationship and caring, bridging the gap of theory and technical skills using the nursing process to guide through critical thinking application with emphasis on the adult population. The framework of Maslow’s hierarchy of basic human needs and Erikson’s psychosocial theory of development to apply to the principles of client hygiene, assessment, safety, comfort, mobility, infection control, elimination, and nutrition will be discussed.  Emphasis is on safe care of the adult client whose ability to meet basic human needs has been compromised.  Theoretical nursing concepts are applied and clinical skills reinforced in the laboratory, acute care, and long-term setting. Concepts that influence nursing practice, such as cultural diversity, spirituality, interpersonal communication skills, and client teaching/learning will be included.  The student will begin to develop proficiency in the calculation of drug dosage in medication administration and the use of medical terminology.

**Course Goals:** Upon successful completion of this course, students should be able to do the following:

1. describe the historical development of the nursing profession;
2. function in a beginning role on the health care team;
3. describe the Nurse Practice Act as it affects the functions of the Licensed Practical Nurse;
4. explain theoretical concepts relevant to nursing with a focus on Maslow’s theory of human relationship of needs;
5. describe the role of the student and Licensed Practical Nurse in providing care to clients in long-term and sub-acute care settings;
6. apply standard precautions for infection prevention and control in all client care experiences;
7. determine the socio-cultural and developmental needs of clients from diverse multicultural backgrounds;

**Course Goals** (continued)**:**

1. describe basic legal standards and ethical guidelines that influence the practice of nursing profession;
2. discuss concepts of Maslow’s Basic Human Needs and Erikson’s developmental theory and their integration into nursing practice;
3. describe the steps and application of the nursing process and critical thinking in Practical Nursing.

**Measurable Course Performance Objectives (MPOs)**: Upon successful completion of this course, students should specifically be able to do the following:

MPOs for LPN 101 are developed in separate lectures, skill laboratory and clinical guides, which are distributed electronically to students via e-mail and/or in print materials.

MPOs are identified and established by state licensure standards and NLNAC accreditation standards.

**Methods of Instruction**: Instruction will consist of lectures, skill lab demonstrations, clinical assignments, discussions, audio‑visual materials, and computer laboratory with computer-aided instruction (CAI) materials.

**Outcomes Assessment:** Test and examination questions are blueprinted from the NCBSN itemized test plan lists. Data is collected and analyzed to determine the level of student performance on these assessment instruments in regards to meeting course objectives.  The results of this data analysis are used to guide necessary pedagogical and/or curricular revisions.

**Course Requirements:** All students are required to:

1. Maintain regular attendance in classroom lectures, skill laboratory and clinical performance.

2. Complete all nursing assignments including group work, care plans and weekly NCLEX\_PN questions.

3. Participate in class discussion and pre- and post-clinical discussions.

4. Take all tests including the NLN standardized examination.

**Methods of Evaluation:** Final course grades will be computed as follows:

**% of**

**Grading Components final course grade**

* Theory Component: **3 unit examinations**  **60%**
* Theory: **Comprehensive final examination** **40%**
  + A final grade of 75% must be achieved for successful course completion. A grade of “C” is required for progression to LPN 102. Grades between 74% and 70% will be recorded as a “D”. Grades below 70% will be recorded as an “F”.
* **Skill Laboratory** **Must achieve a P** 
  + Satisfactory attendance **(100%/0%)**
  + Active participation in discussion, return demonstration and practice of skills
  + Achieve a “Pass” on each of 3 skills tests (see critical elements) vital signs/medication/wound care
* **Clinical Experience (outside agency)** **Must achieve a P** 
  + Satisfactory attendance **(100%/0%)**
  + Achieve a “Pass” on the final clinical evaluation (see clinical evaluation tool for criteria)
  + Successful, **on-time** completion of at least 2 nursing care plans (see clinical guide for criteria)

**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College. Academic dishonesty includes, but is not limited to, the following:

* plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
* cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
* interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
* fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions. Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time for all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements.

**Course Content Outline:** based on the following course materials**:**

**Required textbooks:**

Ramont, Niedringhaus & Towle (2010). Comprehensive Nursing Care, 2nd edition; Pearson, New York, NY. ISBN # 13:978-0-13-504099-7.

Brown, N J, Boyd, S M & Twiname, B G (2003). LPN/LVN Student Nurse Handbook. Prentice Hall, NJ.

Students **MUST** have access to “My Nursing Kit”. This access (access #) is bundled with the purchase of a new textbook. The access # is good for only one individual and is valid for 1 year from the date of purchase.

Daniels, R (2002). Delmar’s Guide to Laboratory and Diagnostic Tests. Delmar-Thomson Learning, New York.

Doenges, Marilyn, Moorehouse & Murr (2010). Nurse’s Pocket Guide Diagnoses, Prioritized Interventions and Rationales. 12th edition. FA Davis, Philadelphia. ISBN # 0-80-362234-1.

Ramont, Niedringhaus & Towle (2010). Student Workbook and Resource Guide for Comprehensive Nursing Care. 2nd edition. Pearson, New York, NY.

A **medical/nursing dictionary**:

Davis (2009). Taber’s Cyclopedic Medical Dictionary (with web access & CD ROM). 21st edition. FA Davis, Philadelphia. ISBN # 978-0-0803-6156-01. (Note: This resource is also available in an “E-version” for PDA/iPhone/ computer.)

**Course Content Distribution:**

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| **Week** | **Lecture Topic** | **Nursing Skill Lab** | | **Clinical Lab /Experience** | |
|  |  |  | | **On Campus** | |
| 1 | The historical overview of the professional nurse  Legal and ethical issues and health care system | Complete My Nursing Kit  Practice 45 NCLEX Questions  Audio-Visual CD-ROM  Basic nursing skills  Hand hygiene techniques  PPE & vital signs  Case studies – TBA by Instructor | | Hand hygiene techniques  Practice  PPE  Application  Donning sterile gloves | |
| Assignment: Ramont, Neidringhaus and Towle chs 2, 4 & 7 | Ramont, Neidringhaus and Towle Student Workbook chs 2, 4 & 7 | |  | |
| **Week** | **Lecture Topic** | **Nursing Skill Lab** | | **On Campus** | |
| 2 | Principles of safety, infection control and personal hygiene  Introduction to vital signs | Complete My Nursing Kit  Practice 45 NCLEX Questions  Audio Visual CD-ROM  Basic nursing skills  Occupied and unoccupied bed making  Sterile field  Techniques in pouring sterile solutions | | Bed making, bed bath  & vital signs | |
| Assignment: Ramont, Neidringhaus and Towle chs 9, 10, 20 & 21 | Assignment: Ramont, Neidringhaus and Towle Student Workbook chs 9, 10, 20 & 21 | |  | |
|  |  | Complete My Nursing Kit  Practice 45 NCLEX Questions  Medical & surgical asepsis – 1 hour  ch 31 | | Orientation to the agency Return demo hand washing  Begin test-off vital signs | |
|  |  |  | |  | |
| 3 | Foundation of physical assessment and the nursing process  Continue with introduction of vital signs | Complete My Nursing Kit  Practice 45 NCLEX Questions  Audio Visual CD-ROM  Measuring vital signs  Temperature, respiration, blood pressure  Case study – developing a nursing care plan | | Procedures :  21 – 1 Measuring body temperature  21 – 2 Measuring pulse  21 – 3 Measuring respirations  21 – 4 Measuring blood pressure  Check Offs: Vital signs, sterile gloves, hand hygiene | |
| Assignment: Ramont, Neidringhaus and Towle chs 6, 19 & 21 | Assignment: Ramont, Neidringhaus and Towle Student Workbook chs 6, 19 & 21 | |  | |
|  | **Exam #1** |  | |  | |
| **Week** | **Lecture Topic** | **Nursing Skill Lab** | | **On Campus/Agency** | |
| 4 | Continue with foundation of physical assessment and the nursing process  Continue with introduction of vital signs | Complete My Nursing Kit  Practice 45 NCLEX Questions  Audio Visual CD-ROM  Measuring vital signs  Temperature, respiration, blood pressure  Case study – developing a nursing care plan | | Practice physical  and health  assessment – lungs  cardiovascular  assessment application  Practice how to use communication board  Orientation to clinical site | |
| Assignment: Ramont, Neidringhaus and Towle chs 6, 19 & 21 | Assignment: Ramont, Neidringhaus and Towle Student Workbook chs 6, 19 & 21 | | **Final test off Vital Signs** | |
| 5 |  |  | | **Clinical Lab** | |
|  | Essential aspects of the therapeutic communication process  Overview of spiritual and cultural approach to nursing care | Complete My Nursing Kit  Practice 45 NCLEX Questions  Meeting the need for chemical safety: medication administration | | Focus on care of the patient with safety, hygienic, and communication needs | |
| Assignment: Ramont, Neidringhaus and Towle chs 3 & 11 | Assignment: Ramont, Neidringhaus and Towle Student Workbook chs 3 & 11 | | **First Care Plan due** | |
|  |  |  | |  | |
| 6 | Overview – principles of medication administration (oral route) | Complete My Nursing Kit  Practice 45 NCLEX Questions  Audio Visual CD-ROM  Basic nursing skills  Medication administration application – 6 rights  Practice medical math problems  Resources: www.dosagehelp.com Converting within the metric system & between system of measurements (metric, apothecary and household) Calculate drug dosages  administration of the following routes of medication: oral, ophthalmic, otic, nasal, topical, and parenteral medications | | Focus on care of the patient with safety, hygienic, and communication needs.  First Care Plan Due | |
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| **Week** | **Lecture Topic** | **Nursing Skill Lab** | | **Agency** | |  | |
| 6  (continued) | Assignment: Ramont, Neidringhaus and Towle ch 27 | Assignment: Ramont, Neidringhaus and Towle Student Workbook ch 27 | |  | |
|  | **Exam #2** |  | |  | |
|  |  |  | |  | |
| 7 | Continue overview – principles of medication administration (parenteral medication – SubQ, IM, ID Routes) | Complete My Nursing Kit  Practice 45 NCLEX Questions  Parenteral medications Drawing up medications from vial and ampule Location of injection sites  Discuss at post conference  Case studies on medication administration  Importance of medication administration  Practice different types of injections  Practice pouring liquid medication  Practice reading physicians’ order  accurately | | Continue focus on care of the patient with safety, hygienic, and communication needs  Continue occupied and unoccupied bed making | |
| Assignment: Ramont, Neidringhaus and Towle ch 27 | Assignment: Ramont, Neidringhaus and Towle Student Workbook ch 27 | |  | |
|  |  |  | | Care of the client with nutritional deficiencies  Care of the client with skin integrity impairment | |
|  | Assignment: Ramont, Neidringhaus and Towle chs 23 & 24 | Assignment: Ramont, Neidringhaus and Towle Student Workbook chs 23 & 24 | |  | |
| **Week** | **Lecture Topic** | **Nursing Skill Lab** | | **Agency** | |
| 8 | Factors that increase risk of skin integrity impairment  Overview of nutrition and dietary therapy | Complete My Nursing Kit  Practice 45 NCLEX Questions  Audio Visual CD-ROM  Basic nursing skills  Compare the food pyramid Develop a diet plan for a particular age group  Critical thinking care map: caring for a client with nasogastric tube feeding | | Focus on wound and G-tube care  Medication Check Off PO meds and parenteral | |
| Assignment: Ramont, Neidringhaus and Towle chs 24 & 25 | Assignment: Ramont, Neidringhaus and Towle Student Workbook chs 24 & 25 | |  | |
|  |  | |  | | **Agency** | |
| 9 | Overview of structures and function of the urinary system and factors that affect urinary function | | Complete My Nursing Kit  Practice 45 NCLEX Questions  Basic nursing skills for urinary care  1. Collecting urine specimens  a. Clean voided specimen  b. Clean-catch or midstream  specimen  c. Timed urine specimen  d. Indwelling catheter  specimen  2. Urine testing  a. Specific gravity  b. Urinary pH  c. Glucose  d. Ketones  e. Protein  f. Occult  3. Measuring residual urine  4. External urinary drainage  devices  5. Urinary catheterization  a. Insertion  b. Irrigation  c. Removal  6. Suprapubic catheter care | | Care of the client experiencing urinary  elimination disorders  Focus on medication administration application | |
| **Week** | **Lecture Topic** | | **Nursing Skill Lab** | | **Agency** | |
| 9  (continued) | Assignment: Ramont, Neidringhaus and Towle ch 39 | | Assignment: Ramont, Neidringhaus and Towle Student Workbook ch 39 | |  | |
|  | **Exam #3** | |  | |  | |
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| 10 | Lecture regarding pain disorders and factors that affect activity, rest and sleep | | Complete My Nursing Kit  Practice 45 NCLEX Questions  Small group discussion on applying restraint techniques  Providing passive range-of-motion  Moving client in bed  Transferring a client | | Focus on medication administration application  **Second Care Plan due** | |
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| Assignment: Ramont, Neidringhaus and Towle chs 22 & 23 | | Assignment: Ramont, Neidringhaus and Towle Student Workbook chs 22 & 23 | |  | |
|  | | **NLN STANDARDIZED TEST** | |  | |
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| 11 | Nursing theories and health promotion, older adults | | Complete My Nursing Kit  Practice 45 NCLEX Questions | | Agency site and student evaluation | |
| Assignment: Ramont, Neidringhaus and Towle chs 5, 42 & 43 | | Assignment: Ramont, Neidringhaus and Towle Student Workbook chs 5, 42 & 43 | |  | |
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| 12 | Review for Final examination | | **Final Comprehensive Examination** | |  | |
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