



MASTER COURSE OUTLINE

A. NURS 1400 Nursing Fundamentals and Community Health

B. COURSE DESCRIPTION:

This course introduces the student to the role of the professional nurse. Nursing is explored as it relates to safe, quality care; scope of practice; human flourishing; teamwork and collaboration; nursing judgement; professional identity; and spirit of inquiry. Ethical-legal standards, basic therapeutic communication methods, principles of risk reduction, best practices, alterations in specific body systems and cultural and developmental concepts are explored to foster formulation of beginning rationales for safe care that promotes client well-being. Basic skill acquisition, data gathering strategies, and application of principles in the clinical setting enable beginning professional identity. Special emphasis is given to the care in the community with populations of patients across the lifespan; this will include the off-campus lab experiences for this course. Prerequisites: Admission to the Nursing Program and BIOL 2040. Co-requisites: NURS 1410, NURS 1420, and BIOL 2040. **(3 Cr – 2.5 lect, 0.5 lab)** (Lecture hours/week: 2.5; Off campus lab hours/semester: 24)

C. *Core Theme: Critical Thinking

D. RIVERLAND INSTITUTIONAL LEARNING OUTCOMES:

This course addresses the following Riverland Institutional Learning Outcome(s):

- ILO 1: critical thinking (*Core Theme Goal 2*)
- ILO 2: awareness of the larger global community (*Core Theme Goal 7 or 8*)
- ILO 3: ethical, engaged citizenship (*Core Theme Goal 9 or Goal 10*)
- ILO 4: communication and collaboration (*Discipline Goal 1 and by any learning outcome(s) involving communication or collaboration*)

E. MAJOR CONTENT AREAS:

- Definition of nursing and nursing practice within the health care delivery system, with a rural focus
- Description of the components of the conceptual framework and how they influence the delivery of course content: Human Flourishing, Nursing Judgement, Professional Identity, Spirit of Inquiry, Safe Effective Care, and Scope of Practice
- The roles of the nurse within the rural health care team, teamwork, collaboration, and effective communication with other health care team members

- Principles of holistic care of the individual to include nutrition, fluid and electrolyte balance, hygiene, elimination, activity and exercise, sensory impairments, pain management, coping, self-esteem, spirituality, cultural diversity, sleep and rest, oxygenation, skin integrity, sexuality, safety, and special concerns of the community
- Basic principles of growth and development, health promotion, and life span issues
- Acquisition of basic nursing skills, principles of basic data gathering, and beginning clinical decision making
- Standards of practice, evidence-based practice, research
- Legal/ethical and regulatory frameworks
- Concepts of Health/Illness, Determinants of health (Healthy People 2020), and health promotion strategies through the lifespan
- Holism, Self-care, Caring, Advocacy
- Patient-centered communication, Teaching/Learning, Informatics
- Team concepts of leadership, management, delegation, and resource management
- Transcultural concepts
- Strategies for coping with stressors of nursing education, orientation to the use of computers, test taking skills, elements for math competency, expectations for assignment completion, and introduction to the use of simulation in the nursing program

F. GOAL TYPE, OBJECTIVES AND OUTCOMES:

<u>GOAL TYPE</u>	<u>OBJECTIVES</u> Students will be able to	<u>OUTCOMES</u> The student will successfully
<u>*Critical Thinking</u>	interpret the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.	<ol style="list-style-type: none"> 1. demonstrate effective nursing practice within the rural health care delivery system to include scope of practice, teamwork, and effective communication. 2. utilize readings and apply them in the clinical setting to develop a plan for patient care and principles of growth and development, health promotion, and life span issues.
<u>CS</u>	provide safe care that is culturally and developmentally appropriate and is centered on building and sustaining positive healthful relationships in the community.	<ol style="list-style-type: none"> 1. apply current theoretical concepts and implement safe care for clients in selected rural community settings. 2. identify appropriate nursing cares/interventions for rural community populations.
<u>CS</u>	demonstrate reflection, self-analysis, self-care, and lifelong learning into nursing practice.	<ol style="list-style-type: none"> 1. describe behavioral techniques to promote health and manage illness. 2. reflect on personal and professional actions based on a set of shared core values.
<u>CS</u>	adapt communication strategies to effectively respond to a variety of health care situations.	<ol style="list-style-type: none"> 1. demonstrate an awareness of the role of the professional nurse within rural organizational systems.

		<ol style="list-style-type: none"> 2. utilize effective inter-professional communication techniques within a multi-disciplinary healthcare team. 3. reflect on personal and professional actions based on a set of shared core values.
<u>CS</u>	utilize best available evidence and informatics to guide decision making.	<ol style="list-style-type: none"> 1. apply credible, evidence-based sources of information to guide safe, preventative care.
<u>CS</u>	collaborate with inter-professional teams to provide holistic nursing care.	<ol style="list-style-type: none"> 1. demonstrate an awareness of the role of the professional nurse within rural organizational systems. 2. utilize effective inter-professional communication techniques within a multi-disciplinary healthcare team.
<u>CS</u>	incorporate ethical practice and evidence-based nursing care within the nursing discipline and community environments.	<ol style="list-style-type: none"> 1. apply theories and concepts of social and cultural factors to provide prevention-based nursing care. 2. describe behavioral change techniques to promote health and manage illness. 3. conduct a wellness assessment to identify risks and/or determinants of health.

G. SPECIAL INFORMATION:

This course may require use of the Internet, the submission of electronically prepared documents and the use of a course management software program. Students who have a disability and need accommodation should contact Accessibility Services at the beginning of the semester. This information will be made available in alternative format, such as Braille, large print, or current media, upon request.

Special program needs include a calculator, nursing uniform, insignia patch, Riverland name tag, stethoscope, and watch with a second hand. A student enrolled in this course must have current immunizations, CPR certification, passed a background check, and must be able to provide their own transportation to class and clinical locations. The student must also be of good health and able to lift and transfer patients without restriction.

H. COURSE CODING INFORMATION:

Course Code O, J/Class Maximum 32,10; Letter Grade

Revision date: 09/17/19; 02/06/24

AASC Approval date: 10/22/19; 04/21/20; 02/20/24

*These five MnTC Goals have been identified as Riverland Community College Core Themes. Every course in the Riverland Community College curriculum shall meet outcomes from one of these themes.

**These five MnTC Goals have been identified as Riverland Community College Disciplines. Riverland’s MnTC courses also shall meet outcomes from a Discipline Area.

NOTE: The Minnesota Transfer Curriculum “10 Goal Areas of Emphasis” are reflected in the five required discipline areas and five core themes noted in the Riverland Community College program of study guide and/or college catalog.

*Riverland Community College Core Themes	MnTC Goal Number
Critical Thinking (CT)	2
Human Diversity (HD)	7
Global Perspective (GP)	8
Ethical and Civic Responsibility (EC)	9
People and the Environment (PE)	10

**Riverland Community College Discipline Areas	MnTC Goal Number
Communication (CM)	1
Natural Sciences (NS)	3
Mathematics/Logical Reasoning (MA)	4
History and the Social & Behavioral Sciences (SS)	5
Humanities and Fine Arts (HU)	6