

LOS ANGELES HARBOR COLLEGE  
*Associate Degree Nursing Program*

# NURSING 313

## INTRODUCTION TO NURSING PROCESS AND PRACTICE



Oxygenation



Rest & Activity



Client Centered Care



Nutrition



Fluid & Electrolytes

2008-2009  
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**LOS ANGELES HARBOR COLLEGE**  
*ASSOCIATE DEGREE NURSING PROGRAM*

**NURSING 313**  
**INTRODUCTON TO NURSING PROCESS AND PRACTICE**

Syllabus Content

- ✓ Los Angeles Harbor College Polices
- ✓ Course Outline
- ✓ Module A: Orientation to Client Care
- ✓ Module B: Oxygenation Need
- ✓ Module C: Rest & Activity Need
- ✓ Module D: Nutrition Need
- ✓ Module E: Fluid and Electrolyte + Acid Base Balance Need
- ✓ Clinical Materials

# LOS ANGELES HARBOR COLLEGE POLICIES

## LAHC DEPARTMENT OF NURSING

1. Nursing students requiring **SPECIAL ACCOMODATIONS** in a course must present official documentation of the type of accommodations required to the nursing faculty.
2. **Board Rule 9803-12.** *Dishonesty*, such as cheating, or knowingly furnishing false information to the college. Examples of academic dishonesty: A student copies from another student to help an academically weaker student by providing answers to a test or using “crib” notes.
3. **Board Rule 9803-14.** *Obstruction or disruption* of classes, administration, disciplinary procedures, or authorized college activities.
4. **Board Rule 9803-19.** *Alcohol and Drugs.* Any possession of controlled substances which would constitute a violation of Health and Safety Code section 11350 or Business and Professional Code section 4230, any use of controlled substance the possession of which are prohibited by the same, or any possession or use of alcoholic beverages.
5. Please see the college catalog for a listing of all District Board Rules. Also, refer to the Student Discipline Procedure for due process for disciplinary issues, grievances and the student appeal process. All students are required to read the Student Nurse Handbook. If you do not have a copy, you may obtain a copy from the NLL desk.

LOS ANGELES HARBOR COLLEGE  
Associate Degree Nursing Program

**COURSE OUTLINE**

**Name of Course:** Nursing 313 – Introduction to Nursing Process and Practice, 4 units (1.75 units Lecture and 2.25 units Clinical), 8 weeks. Lecture/Lab.

**Course Description:** This course is an introduction to nursing and prepares the novice student to give care to the hospitalized client, with focus on the adult and the mature (gerontologic) client. The course includes introduction to the hospital environment and standard precautions; use of the simulation lab; basic nursing procedures; and utilization of the nursing process in performance of beginning assessment and interventions for the following needs of the Physiological Mode – Oxygen Need, Rest & Activity Need, Nutrition Need, and Fluid & Electrolyte + Acid-Base Balance Need. This is the first clinical course of the Associate Degree Registered Nursing Program.

**Prerequisite:** Acceptance in RN program. Prerequisites include, with a grade of “C” or higher: Algebra, Chemistry, English 101, Anatomy1, Physiology1, Microbiology, and Psychology 41 or equivalent

**Student Learning Objectives:** At this level, which comprises courses in the first semester of the nursing program, the students are expected to integrate and synthesize knowledge obtained in prerequisite courses. The students are introduced to nursing concepts and professional behaviors that they are to adhere to and practice under the guidance of experts in the clinical setting. Students are expected to carry out the nursing process, performs basic nursing skills, and complete client’s care plan of care utilizing a set of rules and resources in their decision making. The Student Learning Objectives for Level I are:

1. Relate the components of the nursing process to the delivery of nursing care for the adult client.
2. Develop behaviors of professional nursing practice.
3. Develop therapeutic communication skills verbally, non-verbally and in writing.
4. Identify appropriate resources to formulate clinical decisions that are safe and that moves the adult client and family towards positive outcomes.
5. Demonstrate caring interventions that assist clients in meeting their bio-psycho-social needs.
6. Determine teaching and learning opportunities for the adult client and family.
7. Explain client centered care and role of interdisciplinary team members.
8. Identify safety factors resulting in providing positive outcomes and resources available for client care management.

**Course Outcomes:** At the end of this course, with appropriate study and practice in the classroom, campus learning and simulation labs, and hospital settings, the first semester student nurse will be able to administer basic nursing care to an adult, non-critical client in the acute hospital setting. The student will meet identified oxygenation, rest and activity, nutrition and fluid and electrolyte needs of the Physiological Mode, as well as do basic care in response to needs in Self-concept, Role Function and Interdependence Modes. The objectives relate to the Student Learning Outcomes Level I (#1 – 8). The nursing student will be able to:

1. Gather data from the hospital records, computer, the text, the client and support persons by interview and by physical assessment. [1,3,4,5]
2. Identify adaptive and ineffective behaviors in Oxygenation, Rest and Activity, Nutrition and Fluid / Electrolytes/ Acid Base Balance needs. Also, collect client data related to the psychosocial modes of the Role Function, interdependence and Self-Concept per the Roy Adaptation Model. [1,3,4,5]
3. Based on the Standards of Care and using the Nursing Process steps of assessment, nursing diagnosis, goal setting, intervention and evaluation, the student will create, utilize and evaluate Nursing Care Plan(s). [1,3,5]
4. Identify and state the legal and ethical responsibilities of the nurse as they relate to basic nursing skills, communication, documentation and continuity of care. [2,3]
5. Perform in a manner consistent with ethical and legal standards and according to policies set forth by the college, division of nursing and participating agencies. [2]
6. Communicate assessment and care of the assigned client. This will entail verbal communication and written communication to the client, the hospital staff and in the medical record. [2,3]
7. Identify and state the practice settings and agencies that provide client care. [1,4]
8. Perform basic nursing care and procedures on assigned clients according to criteria in written performance checklists, established guidelines as documented in textbook and discussed in class, and stated in course objectives and performance criteria - demonstrating critical elements with 100% accuracy. [1,5]
9. Perform care maintaining safety of the client, standards of medical and surgical asepsis and effective interpersonal communication, in order to keep the client free from physical or emotional jeopardy. [1,5]
10. Compute with 90% accuracy mathematic problems, including whole numbers, fractions, decimals, percentages, ratio and proportion, roman numerals and conversion problems. [5]
11. Utilize assigned clients to discuss and contrast cultural patterns of individuals from a variant of ethnic and age backgrounds. [1,5,6]
12. Identify own and client daily living patterns, cultural and lifestyle differences. [1,5,6]

13. Utilize the internet to access information relative to course content, client care, clinical preparation, and to seek out resources for their clients. [1,2,3,4,5,6,7,8]
14. Demonstrate the following basic beginning level skills with 100% accuracy of critical factors [1,2,3,4,5,6,7,8]:
  - Measurement / assessment of vital signs (T, P, R, BP, Pulse Oximetry & Pain).
  - Perform CPR.
  - Define and demonstrate proper hand hygiene.
  - Perform initial and on-going client assessment and safety check (to include equipment & the immediate environment).
  - Making an unoccupied and occupied bed (open & closed).
  - Giving a bed bath.
  - Administering ear, nose, mouth hair, and foot care.
  - Application of anti-embolic stockings, and use sequential compression device (SCD).
  - Perform oral-nasotracheal suctioning.
  - Perform head-to-toe assessment.
  - Supervise / perform progressive ambulation.
  - Positioning and use of transporting devices / techniques.
  - Assisting / teaching the use of assistive devices (walker, cane, crutches).
  - Application of restraints (soft, waist, vest).
  - Perform range of motion exercises, all joints.
  - Staging pressure ulcers.
  - Assessment of intravenous (IV) therapy.
  - Identify factors influencing fluid and electrolyte needs.
  - Basic understanding of acid base balance.
  - Administration of large volume IV therapy.
  - Discontinuation of a peripheral IV catheter.
  - Insertion of nasogastric tube.
  - Assessment and care of nasogastric or gastric feeding tube.
  - Administer enteral feedings.
  - Assessment and maintenance of client nutritional needs.
  - Identify factors influencing nutritional requirements and dietary patterns.
  - Understanding and application of concepts related to time management; standard of care; ethical and professional behavior; and nursing code of ethics, e.g. confidentiality.

**Required Textbooks and Supplies:**

Perry, AG & Potter, PA. (2006). Clinical Nursing Skills & Techniques (6<sup>th</sup> ed.), St. Louis, CV Mosby.

Potter, PA & Perry, AG. (2009). Fundamentals of Nursing: Concept, Process, and Practice (7<sup>th</sup> ed.), St. Louis, CV Mosby.

Mosby's 2007 Drug Consult For Nurses (latest edition) or equivalent.

Diagnostic Laboratory Tests. (your choice).

Mosby's Dictionary for Medical, Nursing and Allied Health or equivalent.

Pickar, G. D. (2006). Dosage Calculations, New York, NY: Delmar

Scantron answer sheets (100 items) for tests.

Uniforms – see orientation guidelines.

Clinical Laboratory Supply Kit & Stethoscope (needed for lab).

**Supplementary Texts:**

Roy, Sr. C. and Andrews, H. A. (1991). The Roy Adaptation Model: The Definitive Statement, Norwalk, CT: Appleton-Century-Crofts.

Potter & Perry, Study Guide & Skills Performance Checklist (workbook) for Fundamentals of Nursing (7<sup>th</sup> ed.) textbook.

**Learning Resources:**

College Library  
Computer Lab  
Nursing Learning Lab  
Learning Resource Center in Main Library  
Internet  
Simulation Lab

**Methods of Instruction:**

Selected Readings  
Lectures  
Discussion  
Demonstrations  
Videotapes, DVD's, CD's, films, etc.  
Interactive video software programs  
Computer-Assisted Instruction  
Student led presentations  
Student work groups  
Journal Articles  
Study Guides  
Games  
Internet  
Critical Thinking and Problem Solving Exercises  
Simulations

**Attendance Policy:** For this short term class absences are not to exceed one lecture.

If the student is ill or has an emergency, please contact lead instructor as soon as possible. Clinical hours cannot be missed. Nursing students are urged NOT to be absent, and are reminded that the student is responsible for **ALL**

information given during class time. Three (3) tardies will be counted as one (1) absence.

**Course Evaluation:** The N313 course evaluation will be done on-line through the LAHC website. Your feedback is essential if any opportunity for positive change is to occur. This evaluation must be filled out during the last week of the course.

**Grading policy:**

- ❑ Clinical performance will have a final grade of Satisfactory or Unsatisfactory. The weekly clinical evaluation tool (see clinical materials) will be used to determine the student's performance and will be graded as Satisfactory or Unsatisfactory.
- ❑ NCLEX formatted exams designed to measure knowledge, application, nursing judgment, and critical thinking will be administered and the student's scores will determine the final course grade. Failure of either the theory or clinical portion results in a failure of the entire course.
- ❑ If the final clinical grade is Unsatisfactory, the highest course grade that can be earned is a D. Note: A "D" is **NOT** a passing grade in the Nursing Program.
- ❑ Any student requiring special accommodations in a course, must present official documentation of the special accommodation needed to each of his/her instructors **at the beginning of each course.**

This course has 250 points. Grades are earned from four module tests, Module A & B are combined for a 50 point examination; Module C will have a 50 point examination; Module D will have a 50 point examination; Module E will have a 50 point examination. All tests are based on module objectives. There will be a comprehensive final exam with a value of 50 points.

A	(90-100%)	250-225 points
B	(81-89%)	224.9-202.5 points
C	(75-80%)	202.4-187.5 points
D	(60-74%)	187.4-150 points
F	(Less than 60%)	Less than 150 points

There are no scheduled make up exams. Students are urged to contact their instructor if major illness requires missing an exam. The highest grade obtainable for an exam taken after the scheduled testing day is 75%. Make-up exams may be multiple choice, fill-in, essay, or assessment &/or nursing care plans, or a combination of all the above. To receive a grade of "**W**" for the class, the student must drop the class by the end of the 6<sup>th</sup> week of the course.

If a student fails to complete Nursing 313 with a passing grade, including exiting prior to completion of the course and receiving an exclusion or a "W", the student is required to complete an Exit Interview with the clinical instructor or lead teacher. To be readmitted to the program, the student must complete an *RRT&C* request form and submit the form to the *Administrative Secretary*. The students' request will be considered by the *RRT&C Committee* and readmission will be

determined by eligibility, having met admission requirements in force at the time of reapplication, proof of remediation, and space availability.

Readmission to the program is not automatic. Students must complete the program in a timely manner. Students out for two semesters or more may be asked to do remediation work and/or repeat prior courses completed.

**Clinical Skills:** Students are responsible for all procedures learned and practiced in N313. Students will perform clinical procedures throughout the semester during the on-campus clinical. The procedure check off lists will be based on Perry & Potter Clinical skills. Each procedure will be for pass/no credit; however the student must pass these check offs to maintain a Satisfactory in clinical.

**Clinical Labs:** All students are required to be SATISFACTORY in clinical work regardless of theory grade, to successfully complete the course and continue in the program. Clinical papers must be submitted in a timely manner and according to instructor guidelines. A student who endangers a client or perform procedures not previously covered in class and/or checked off by their clinical instructor will be failed clinically.

**Study Time:** The College expects a minimum of two hours of study/preparation by the student for each hour of lecture & one hour of preparation for each hour of clinical laboratory. This means a minimum of 8 hours of study for lecture per week and 13 hours for clinical per week for this course.

**Assignments:** See weekly assignment schedule handout. Please refer to this frequently in order to know what material to prepare for class and on campus clinic. Students are expected to have read the assigned reading prior to lecture or lab.

**Instructors:**

Arlene Smith, RN, MSN

Office: #135

Phone: (310) 233-4382

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Jane Kimball, RN, MPH

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Associate Degree Nursing Program

NURSING 313  
INTRODUCTION TO NURSING PROCESS AND PRACTICE

**MODULE A – ORIENTATION TO CLIENT CENTERED CARE**

- I. OVERVIEW: As a new practitioner in the client care setting, the novice nursing student must become acquainted with the environment, including the Client care standards, OSHA and standard precaution requirements, Nursing Code of Ethics, roles of other health care workers, and legal considerations, and documentation standards. It is also essential that the student in the role of caregiver is able to accurately identify and correctly report the status of the client and therapeutic equipment during initial and on-going contact with the client. The purpose of this module is to acquaint the beginning novice practitioner to environment and role of caregiver.
- II. PREREQUISITES: Admission to the nursing program, completion of program prerequisites as stated in course outline, and enrollment in Nursing 313 and 321.
- III. ESTIMATED TIME OF ACHIEVEMENT: Introduction of concepts during week 1 with mastery of clinical performance objectives by week 8.
- IV. RESOURCES:
  1. Readings:

**Potter & Perry (2009) – Fundamentals of Nursing 7<sup>th</sup> edition**

    - Chapter 1 – Nursing Today
    - Chapter 2 – Health Care Delivery Systems
    - Chapter 9 – Culture and Ethnicity
    - Chapter 15 – Critical Thinking in Nursing Practice
    - Chapter 22 – Ethics and Values
    - Chapter 23 – Legal Implications in Nursing Practice
    - Chapter 26 – Documentation and Informatics
    - Chapter 33 – Begin to read Health Assessment and Physical Examination
    - Chapter 34 – Infection Prevention and Control
    - Chapter 38 – Client Safety
    - Chapter 39 – Hygiene

**Perry & Potter (2006) – Clinical Skills Book 6<sup>th</sup> edition**

    - Chapter 3, 8 – Hand Hygiene
    - Chapter 9 – Sterile/open gloving

**Selected readings in Student Study Guide from Potter & Perry**
  2. Clinical Practice:
    - Hand Hygiene
    - Gloving and Standard Precautions

- Assessments of A, B, C's and LOC
- Assessment of Tubes, Lines, and Equipment
- Assessment of Vital Signs
- Beginning Head-to-Toe Assessment

### 3. Audiovisuals

- Standard Precaution audio-visual tapes including VT 2040
- VT # 2084 Bloodborne Safety
- VT # 2085 Tuberculosis
- VT # 2039 Accountability & Liability in Nursing Practice
- VT # 3080 HIV and the Health Worker
- VT # 3131 Sure Step Pro LCM-SP & Kaiser
- VT # 3193 Basic Principles
- VT # 3196 Bathing
- VT # 3197 Bed making
- VT # 3198 Personal Hygiene and Grooming
- D30 The Medicine of Compassion
- D39 Cultural Diversity and Healthcare
- D40 Becoming Culturally Competent
- D41 Assessment Challenges in a Multicultural Environment
- D42 Introduction to Concepts, Values and Decision-making Issues in Nursing
- D43 Respect, Dignity, Autonomy and Relationships
- D44 Commitment: Patients, Professionalism & Boundaries
- D45 Protection, Privacy, Safety & Standards

### 4. Handouts:

- List of Head-to-Toe Assessment Steps
- Initial Assessment of Client and Environment

### V. EVALUATION:

1. Content tested with Module B
2. Clinical performance behaviors demonstrated during 8 weeks of course.

LOS ANGELES HARBOR COLLEGE  
Associate Degree Nursing Program

NURSING 313  
INTRODUCTION TO NURSING PROCESS AND PRACTICE

**MODULE B – OXYGENATION NEEDS**

- I. OVERVIEW: In this module the student will achieve objectives related to basic assessment and care related to the oxygenation need of the client. The student will become competent in measuring and identifying adaptive and ineffective data including vital signs, skin and color changes, and behaviors indicating effectiveness of respiratory functioning and circulatory functioning. Using the Nursing Process, the student will implement basic interventions that enhance the meeting of the oxygenation need including basic hygiene and comfort activities, administration of oxygenation, positioning, and respiratory management activities including coughing, deep breathing, incentive spirometry, pulse oximetry, and oral & naso-tracheal suctioning.
- II. PREREQUISITES: Admission to the Nursing Program, completion of program prerequisites as stated in course outline, and enrollment in Nursing 313 and 321.
- III. ESTIMATED TIME OF ACHIEVEMENT: Mastery of theory concepts in 2 weeks and clinical performance objectives by week 8.
- IV. RESOURCES:
  1. Readings:
    - Potter & Perry (2009) – Fundamentals of Nursing 7<sup>th</sup> edition**
      - Chapter 32 – Vital Signs
      - Chapter 33 – Health Assessment and Physical Examination
      - Chapter 39 – Hygiene
      - Chapter 40 – Oxygenation
    - Perry & Potter (2006) – Clinical Skills Book 6<sup>th</sup> edition**
      - Chapter 6 – Comfort (skills 6-1 through 6-3)
      - Chapter 14 – Personal Hygiene
      - Chapter 17 – Vital Signs
      - Chapter 18 – Physical Assessment (continuing assessment)
      - Chapter 22 – Oxygenation
      - Chapter 33 – Skill 33-1 Bedpan
      - Chapter 11 – Skill 11-4, 11-5
  - Student Study guide from Potter & Perry**
2. Clinical Practice:
  - Vital Signs, including Pain assessment – Temperature, Pulse, Respiration, Blood Pressure, Pulse Oximetry, and Pain.

- Assessment methods – Inspection, Palpation, and Auscultation.
  - Giving a bed bath.
  - Giving special mouth care and routine oral hygiene.
  - Making an occupied bed.
  - Making an unoccupied bed.
  - Applying elastic stockings (hose) and sequential compression device (SCD).
  - Oral and naso-tracheal suctioning.
  - Administration of oxygen therapy and oxygen safety.
3. Audiovisual: (students must view prior to performing tasks)
- VT # 2046 Normal Breath Sounds
  - VT # 2047 Normal Heart Sounds
  - VT # 2325 or #3226 HIPAA
  - VT # 3002 or 3210 / D17 / D22 Suctioning
  - VT # 3005 or 3122 Infection Control
  - VT # 3013 Assuring Safety
  - VT # 3087 Management of CHF (Congestive Heart Failure)
  - VT # 3107 Diabetic Care for Your Feet
  - VT # 3119 Charting Medical Records – Do's and Don'ts
  - VT # 3189 Documenting Care
  - VT # 3196 Bathing
  - VT # 3197 Bedmaking
  - VT # 3198 Personal Hygiene and Grooming
  - VT # 3208 Oxygenation
4. EVALUATION:
1. Content tested along with Module A with a Module exam at end of approximately 2 weeks of study. Test will include math problems.
  2. Clinical performance behaviors will be demonstrated by the student in on-campus lab and evaluated when performed as part of client care during the 8 weeks of the course and all subsequent courses, and according to performance checklists during the end of semester (see clinical materials).

LOS ANGELES HARBOR COLLEGE  
Associate Degree Nursing Program

NURSING 313  
INTRODUCTION TO NURSING PROCESS AND PRACTICE

**MODULE C – REST AND ACTIVITY NEEDS**

- I. OVERVIEW: In this module the novice student will achieve objectives related to basic assessment and care related to the rest and activity need of the client. The student will become competent in identifying adaptive and ineffective behaviors indicating integrity of musculoskeletal functioning, and skin and mucous membranes, as well as the ability to achieve adaptive mobility and rest. The student will assess behaviors indicating that the client is at risk for or has actual alterations related to the hazards of immobility and/or impairment of skin integrity. Using the Nursing Process, the student will implement basic interventions that enhance meeting the rest and activity need and maintain integrity of physiological systems at risk for alteration when the client has altered mobility. Using the Nursing Process, the student will identify unmet sleep / rest needs and implement appropriate actions. The student will identify the legal and ethical concerns, and will take the appropriate action when the client has experienced an untoward incident that requires assessment, care and reporting.
- II. PREREQUISITES: Admission to the Nursing Program, completion of program prerequisites as stated in the course outline, and enrollment in Nursing 313 and 321.
- III. ESTMATED TIME OF ACHIEVEMENT: Mastery of theory concepts in 1.5 weeks and clinical performance objectives by week 8.
- IV. RESOURCES:
  1. Readings:
    - Potter & Perry (2009) – Fundamentals of Nursing 7<sup>th</sup> edition**
      - Chapter 33 – Health Assessment and Physical Examination
      - Chapter 37 – Activity and Exercise
      - Chapter 38 – Client Safety
      - Chapter 42 – Sleep
      - Chapter 47 – Mobility and Immobility
      - Chapter 48 – Skin Integrity and Wound Care (Pressure Ulcers)
    - Perry & Potter (2006) – Clinical Nursing Skills 6<sup>th</sup> edition**
      - Chapter 4 – Safety
      - Chapter 10 – Transfer and Positioning
      - Chapter 11 – Exercise and ambulation
      - Chapter 12 – Care of client in skin and skeletal traction

- Chapter 13 – Support surfaces
- Chapter 15 – Pressure ulcer care
- Chapter 18 – Continue assessment
- Chapter 10 – Transfer and Positioning

### **Student Study Guide from Potter & Perry**

2. Clinical Practice:
  - Positioning and moving the client in bed.
  - Performing passive range of motion
  - Assisting with ambulation
  - Using wheelchair, gurney, and other transport equipment
  - Teaching and supervising a partner in the use of a cane, walker, and crutches.
  - Applying soft and hard restraints.
  - Completing incident report.
3. Audiovisuals: (Students responsible for viewing prior to practice).
  - VT # 3045 Orthopedic Assessment
  - VT # 3062 Applying Restraints
  - VT # 3085 Management of a Hip Fracture
  - VT # 3124 Moving and Turning
  - VT # 3125 Transfer and Ambulation
  - VT # 3143 Fire Prevention and Safety
  - VT # 3194 Normal Elimination (bedpan, urinal, condom)
  - VT # 3199 Body Mechanics and Exercise
  - VT # 3200 Safety and Restraints
  - VT # 3202 Preventing and Treating Pressure Ulcers
  - VT # 3216 Hip Fracture
  - VT # 3217 Hip Replacement
  - D23 Lifting Safely to Prevent Injury

### **V. EVALUATION:**

1. Content tested in a 50-point module exam at the end of 1.5 weeks of study.
2. Clinical performance behaviors will be demonstrated by the student in on-campus lab and evaluated when performed as part of client care during the 8 weeks of the course and all subsequent courses, and according to performance checklists during the end of semester practicum.

Associate Degree Nursing Program

NURSING 313  
INTRODUCTION TO NURSING PROCESS AND PRACTICE

**MODULE D – NUTRITION NEEDS**

- I. **OVERVIEW:** In this module, the novice-nursing student will achieve objectives related to basic assessment and care related to the nutritional needs of the client. The student will describe and apply knowledge related to normal nutritional requirements including the Food Pyramid, mechanisms of digestion, absorption, metabolism, and storage of nutrients, multiple variables that affect nutritional requirements, and special dietary requirements related to clients' altered health status. The student will be able to assess the client's nutritional status and identify special needs, develop, plan and implement a nursing care plan, including safe administration of nutrients via intravenous and enteral tube feedings, and evaluate and document the interventions implemented. Goals of nursing care will include prevention of altered nutritional status and imbalances, maintenance and restoration of adequate nutritional state, and correction of imbalances.
- II. **PREREQUISITES:** Admission to the Nursing Program, completion of program prerequisites as stated in course outline, and enrollment in Nursing 313. Concurrent enrollment or satisfactory completion of Nursing 321.
- III. **ESTIMATED TIME OF ACHIEVEMENT:** 2 weeks.
- IV. **RESOURCES:**
  1. **Readings:**

**Potter & Perry (2009) – Fundamentals of Nursing 7<sup>th</sup> edition**

    - Chapter 43 – Nutrition
    - Chapter 32 – Assessment

**Perry & Potter (2006) – Clinical Nursing Skills 6<sup>th</sup> edition**

    - Chapter 29 – Oral Nutrition
    - Chapter 30 – Enteral Nutrition
    - Chapter 31 – Parenteral Nutrition

**Student Study Guide from Potter & Perry**

**Internet web sites**
  2. **Clinical Practice:**
    - Dietary Assessment
    - Performance of finger stick monitoring blood glucose levels
    - Administration of tube feedings

- Practice fluid flow calculations for TPN and tube feedings.
3. Audiovisual: (students are responsible for viewing prior to practice).
- VT # 2054 Finger Stick Blood Sugar (FSBS) - SureStep
  - VT # 2087 Enteral Feeding / Tube Feedings – Part I
  - VT # 2088 Enteral Feeding / Tube Feedings – Part II
  - VT # 2090 TPN – Part I
  - VT # 2091 TPN – Part II
  - VT # 3026 Contemporary Nutrition
  - VT # 3072 Insertion of a Nasogastric Tube
  - VT # 3095 NG Tube Care
  - VT # 3157 Anatomy & Physiology + Equipment
  - VT # 3158 Intubation / insertion of NG Tube
  - VT # 3159 Nasoenteric Care
  - VT # 3160 Feeding Tubes
  - VT # 3195 Measurements
  - VT # 3201 Nutrition and Fluids
  - VT # 3214 Enteral Nutrition

V. EVALUATION:

1. Content tested in a 50-point exam at the end of 2 weeks. (Test will include math calculations).
2. Clinical performance behaviors will be demonstrated by the student in on-campus lab and evaluated when performed as part of client care during the 8 weeks of the course.
3. Written assignment.  
Nursing Care Plan for assigned client with appropriate nursing diagnosis indicating nutrition need or Food Diary reflecting food intake of student for 2 days with calculation of food groups and determination of adequacy of food intake for student.

LOS ANGELES HARBOR COLLEGE  
NURSING DIVISION

NURSING 313  
Foundations of Nursing Process and Practice

**Module E – Fluid and Electrolyte Need**

- I. **OVERVIEW:** In this module the novice student will achieve objectives related to basic assessment and care related to the fluid and electrolyte AND acid-base balance need of the client. The student will describe and apply knowledge related to normal fluid and electrolyte regulation, fluid and electrolyte balance and imbalances – deficits and excesses, and multiple variable that affect fluid and electrolyte balance in client care situations. The student will be able to assess the client, develop and implement a nursing care plan, including safely and correctly monitoring and administering IV solutions, and evaluate and document the interventions implemented. Goals of nursing care will include prevention of imbalances, maintenance of fluid and electrolyte balance, and correction of imbalances.
- II. **PREREQUISITES:** Admission to the Nursing Program, completion of program prerequisites as stated in the course outline, and enrollment in Nursing 313 and 321.
- III. **ESTIMATED TIME OF ACHIEVEMENT:** Master of theory concepts in 2 weeks and clinical performance objectives by week 8.
- IV. **RESOURCES:**
  1. Readings:
    - Potter & Perry (2009) – Fundamentals of Nursing 7<sup>th</sup> edition**
      - Chapter 41 – Fluid, Electrolytes, and Acid-Base Balances
      - Chapter 33 – Physical Assessment
      - Appendix – Normal Reference Lab Values (See module objectives)
    - Perry & Potter (2006) Clinical Nursing Skills 6<sup>th</sup> edition**
      - Chapter 27 (omit insertion of IV catheter or central catheter/vascular access devices.)
  - Student Study Guide from Potter & Perry**
2. Clinical Practice: (Including reporting & documentation, see 1.5.6)
  - Measuring and recording intake and output
  - Monitoring IV therapy
  - Monitoring IV therapy, clinical performance
  - Practice IV calculations

- Assessment and positioning of IV sites.
3. Audiovisuals (Students responsible for viewing prior to practice.)
- VT # 2038 Detecting and Monitoring IV Therapy Problems
  - VT # 3140 Ups and Downs of pH
  - VT # 3141 Respiratory Alkalosis & Acidosis
  - VT # 3142 Metabolic Alkalosis & Acidosis
  - VT # 3209 Managing Intravenous Fluid Therapy
  - CD Dosage Calculations
- V. EVALUATION:
1. Content tested in a 50-point Module E exam at the end of 2 weeks of study. Test may include math problems, specifically IV flow rate calculations.
  2. Clinical performance behaviors will be demonstrated by the student in an on-campus lab and evaluated when performed as part of client care during the 8 weeks of the course and subsequent courses.