

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



NURS 101-Fundamentals of Nursing
Fall 2025

NURS 101-Fundamentals of Nursing

CIP Code: 51.3801

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SCHOOL OF SCIENCE, HEALTH & CRIMINAL JUSTICE
Nursing
Fall 2025

A. TITLE: NURS 101 – Fundamentals of Nursing

B. COURSE NUMBER: NURS 101

C. CREDIT HOURS (Hours of Lecture, Laboratory, Recitation, Tutorial, Activity):

Credit Hours: 6

Lecture Hours: 3 hours per week

Lab Hours: 3 hours per week

Clinical Hours: 6 hours per week*

1 credit hour = 50 minutes of lecture or 150 minutes of lab per week or 150 minutes of clinical per week for 15 weeks.

Course Length (# of Weeks): 15

*Clinical hours in this course are typically completed over 14 weeks.

D. WRITING INTENSIVE COURSE: NO

E. GER CATEGORY: N/A

Does course satisfy more than one GER category? If so, which one?

F. SEMESTER(S) OFFERED: Fall

A. COURSE DESCRIPTION: This course provides the student with knowledge and skills basic to nursing. Clinical experiences assist students in applying NURS 101 theory to client care. Skills performed in the nursing laboratory on campus facilitate the transfer of knowledge from the classroom to the clinical setting. This course is open to nursing students only.

H. PRE-REQUISITES:

CO-REQUISITES:

I. NURS 103: Pharmacology I

II. NURS 105: Nursing Seminar

III. BIOL 217: Human Anatomy & Physiology I

IV. ENGL 101: Composition and the Spoken Word

I. STUDENT LEARNING OUTCOMES:

| <u>Course Student Learning Outcome</u> <u>[SLO]</u> | <u>PSLO</u> | <u>GER</u> | <u>ISLO</u> | <u>EPSLO</u> |
|---|--|-------------------|--|--|
| Apply the nursing process, critical thinking, ethical principles, and legal standards in the provision of nursing care to promote health and reduce risk. | Students will apply acquired critical reasoning skills to develop, implement, and evaluate a nursing plan of care. | | Critical Thinking-Critical Analysis | Utilize critical thinking and evidence-based practice to assess, analyze, and respond to complex patient care situations, demonstrating sound clinical |

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| | | | | judgment and a commitment to quality and safety in nursing practice. |
| Apply the nursing process, critical thinking, ethical principles and legal standards in the provision of nursing care to promote health. | Students will integrate legal and ethical concepts in the nursing role to advance and promote the health and well-being of culturally diverse individuals, families, groups and communities. | | Foundational Skills- Information Management | The RN student will be able to demonstrate proficiency in foundational nursing skills essential for care that is safe, holistic, effective, and patient-centered across the lifespan. |
| Examine the Nurses role in assuring coordination, integration and continuity of care for all clients. | Students will maintain ethical, legal, and professional responsibilities within the Registered Nurse scope of practice and will effectively analyze and apply professional, legal, and ethical standards consistent with the Registered Nurse in conduct and care. | | Social Responsibility- Ethical Reasoning | Students demonstrate the ability to assess ethical values and the social context of problems, recognize ethical issues, think about how different ethical perspectives might be applied to dilemmas, and consider the ramifications of decisions and actions. |
| Demonstrate professional behavior, communication, and interpersonal skills necessary to function as a nurse and a member of the healthcare team | Students will consistently analyze and apply standards of nursing practice in functioning with integrity as a safe entry level nurse. | | Industry, Professional, Discipline-Specific Knowledge and Skills | The RN student will prioritize patient needs, implement appropriate nursing interventions within their scope, evaluate care effectiveness, and collaborate with healthcare teams to |

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| | | | | enhance patient care outcomes, all within ethical and legal practice boundaries of the RN licensure. |
| <p>Use the nursing process with an emphasis on assessment and planning to collect, analyze, and interpret physical, psychological, sociocultural, and spiritual data gathered from clients of all ages.</p> <p>Analyze critical issues and factors influencing the delivery of quality client care in health care delivery systems.</p> | <p>Students will utilize the nursing process to meet the caring needs of individuals experiencing an illness or loss dysfunction.</p> | | Communication- Written & Oral | <p>By the end of the Registered Nursing (RN) program, the student will be able to demonstrate effective communication strategies to document and deliver written and oral communications that are developmentally appropriate, culturally sensitive, and comprehensive in conveying all required information to patients, families, and healthcare team members.</p> |
| <p>Demonstrate professional behavior, communication, and interpersonal skills necessary to function as a nurse and a member of the healthcare.</p> | <p>Students will plan and implement education activities that empower individuals, families, groups, and communities to manage their health care at the local, national, and global level.</p> | | | |

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| | KEY | <u>Institutional Student Learning Outcomes</u> <u>[ISLO 1 – 5]</u> | | |
| | ISLO # | ISLO & Subsets | | |
| | 1 | Communication Skills Oral [O], Written [W] | | |
| | 2 | Critical Thinking <i>Critical Analysis [CA] , Inquiry & Analysis [IA] , Problem Solving [PS]</i> | | |
| | 3 | Foundational Skills <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i> | | |
| | 4 | Social Responsibility <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i> | | |
| | 5 | Industry, Professional, Discipline Specific Knowledge and Skills | | |

J. APPLIED LEARNING COMPONENT: Yes X No

If Yes, select one or more of the following categories:

| | |
|-------------------------------------|------------------------------------|
| Classroom/Lab <u> X </u> | Civic Engagement <u> </u> |
| Internship <u> </u> | Creative Works/Senior |
| Project <u> </u> | |
| Clinical Practicum <u> X </u> | Research <u> </u> |
| Practicum <u> </u> | Entrepreneurship <u> </u> |
| Service Learning <u> </u> | (program, class, project) |
| Community Service <u> </u> | |

K. TEXTS:
ATI Bundled Package

L. REFERENCES: None

M. EQUIPMENT: Technology enhanced classroom

N. GRADING METHOD: A-F

***A grade of C+ or better** is required for successful completion of all nursing courses and a grade of C or better is required for all co-requisite courses to continue in the program. **There is no rounding of grades.**

O. SUGGESTED MEASUREMENT CRITERIA/METHODS:
Exams
Final

Assignments
Standardized Exams

P. DETAILED COURSE OUTLINE:

- I. Role of the Nurse
 - A. Scope of Practice
 - B. Standards of Practice
 - C. Legal and Ethical Issues
 - D. Nursing History
- II. Cultural Diversity
 - A. Concepts of Cultural Diversity
 - B. Cultural Influences on Healthcare, Health, and Illness
 - C. Culturally Competent Nursing care
- III. Safety
 - A. Factors Affecting Safety
- IV. Vital Signs
 - A. Temperature, Pulse, Respirations, Blood Pressure
 - B. Teaching Vital Signs for Self-Care at Home
- V. Asepsis and Infection Control
 - A. Infection
 - B. The Nursing Process for Infection Prevention and Control
- VI. Health Assessment
 - A. Health Assessment
 - B. Health History
 - C. Physical Assessment
 - D. Guidelines for Conducting a Physical Assessment
 - E. Documentation of Data
 - F. The Nurse's Role in Diagnostic Procedures
- VII. Comfort
 - A. The Pain Experience
 - B. Factors Affecting the Pain Experience
- VIII. Nursing Process
 - A. Blended Skills and Critical Thinking throughout the Nursing Process,
 - B. Assessment
 - C. Diagnosis
 - D. Outcome Identification and Planning
 - E. Implementation
 - F. Evaluation
 - G. Documentation, Reporting, Conferring and Using Informatics
- IX. Communication
 - A. The Process of Communication
 - B. Forms of Communication
 - C. Levels of Communication
 - D. Factors Influencing Communication
 - E. Using Therapeutic Communication in the Nursing Process
 - F. Using Therapeutic Communication in the Helping Relationship
 - G. Developing Therapeutic Communication Skills
 - H. Blocks to Communication
 - I. Impaired Verbal Communication
- X. Teacher and Counselor
 - A. Aims of Teaching and Counseling

- B. The Nurse as Teacher
 - C. The Nurse as Counselor
 - D. Discharge teaching, safe transfer between floors
- XI. Hygiene
 - A. Hygiene Practices
 - B. Factors Affecting Personal Hygiene
- XII. Skin Integrity
 - A. Anatomy and Physiology of the Integumentary System
 - B. Wounds
 - C. Pressure Ulcers
 - D. Heat and Cold Therapy
 - E. The Nursing Process for Heat and Cold Therapy
 - F. Assessment of the Skin
- XIII. Developmental Concepts
 - A. Principles of Growth and Development
 - B. Factors Influencing Growth and Development
 - C. Overview of Developmental Theories
 - D. Application of Theories of Growth and Development to Nursing care
 - E. Conception through Young Adult
 - F. The Aging Adult
- XV. Activity
 - A. Physiology of Movement and Alignment
 - B. Factors Affecting Movement and Alignment
 - C. Exercise
- XVI. Rest and Sleep
 - A. Physiology of Sleep
 - B. Factors Affecting Sleep
 - C. Common Sleep Disorders
- XVII. Urinary and Bowel Elimination
 - A. Anatomy and Physiology
 - B. Factors Affecting Urination and Bowel Elimination
- XVIII. Oxygenation
 - A. Anatomy and Physiology of Respiration
 - B. Factors Affecting Respiratory Functioning
- XIX. Fluids, Electrolytes and Acid-Base Balance
 - A. Anatomy and Physiology
 - B. Disturbances in Fluid, Electrolyte, and Acid-Base Balance
- XX. Nutrition
 - A. Principles of Nutrition
 - B. Anatomy and Physiology of the Digestive System
 - C. Adequate Diet Selection
 - D. Factors Affecting Nutrition
- XXI. Loss, Grief, and Dying
 - A. Concepts of Loss and Grief
 - B. Dying and Death
 - C. Factors that Affect Grief and Dying
 - D. The Nurse as Role Model
- XXII. Sensory Functioning
 - A. The Sensory Experience
 - B. Disturbed Sensory Perception
 - C. Factors Affecting Sensory Stimulation
- XXIII. Sexuality
 - A. Sexual Health

- B. Physiology
- C. Sexual Response Cycle
- D. Sexual Expression
- E. Factors Affecting Sexuality
- F. The Nurse as Role Model
- G. Sexual Harassment
- XXIV. Spirituality
 - A. Spiritual Dimension
 - B. Concepts Related to Spirituality and Spiritual Health

Q. LABORATORY OUTLINE:

- I Vital Signs
- II Pain management
- III. Health Assessment
 - A. Skin Assessment
 - B. Head, Neck, Neurological Assessment
 - C. Respiratory Assessment
 - D. Cardiovascular Assessment
 - E. Abdominal Assessment
 - F. Musculoskeletal Assessment
 - G. Head to Toe Assessment
 - H. Breast and Lymphatics
 - I. Rectum and Lymphatics
- IV. Concepts of Medication Administration
 - A. Oral
 - B. Topical
 - C. Injectable
- V. Surgical Asepsis
- VI. Wound Care
- VII. IV Therapy Concepts
- VIII. Enteral feeding
- IX. Urinary Elimination
- X. Bowel Elimination
 - A. Ostomy Care
- XI. Oxygen Therapy
 - A. Comprehensive Physical Assessment of an Adult