



San Sebastian College-Recoletos de Cavite
Cavite City



OUTCOMES-BASED COURSE SYLLABUS
For 2nd Semester, AY 2019 - 2020

Institute of Nursing
Bachelor of Science in Nursing
Fundamentals of Nursing Practice

VISION	We envision San Sebastian College Recoletos de Cavite as a trusted Catholic community of quality learning in the service of God in His creation and humanity.
MISSION	We, the SSCR-de Cavite family, dedicate ourselves to the formation of the community members into Christ-centered, professional and socially responsible leaders of society
CORE VALUES	We value: Prayer: Humility, Faith, Excellence, Marian Devotion Truth: Discipline, Teamwork, Temperance Service: Kindness, Compassion, Temperance, Fortitude, Justice and Prudence
INSTITUTIONAL GOAL	To develop Sebastianian Graduates, imbued with Augustinian values, who are God-centered, professionally competent and socially responsible individuals.
INSTITUTIONAL OBJECTIVES	In continuously improving SSC-R de Cavite's formative programs, we pledge to: <ol style="list-style-type: none"> 1. Collaborate with the parents, alumni, public and private organizations; 2. Refine our research capabilities; 3. Empower students, faculty and staff for their welfare, and for the institution's sustainability and growth 4. Enhance resources significant to the attainment of the institution's goals for its community members; and 5. Deepen our Catholic culture integrate with the Filipino values.
GOAL OF THE COLLEGE	The College of Arts and Sciences is geared towards the development of spiritual, moral character, and personal discipline of students which are properly integrated with the academic program.
OBJECTIVES OF THE DEPARTMENT	The Nursing Program aims to provide students quality Christian Education and assists them to develop their potentials to the maximum through: A. Sensitive awareness of the health needs of the society and strong commitment to the alleviation of problems arising there from; B. Acquisition of skills, knowledge and attitudes towards promotion of health and of suffering based on Christian

practices														
Analyze the phases of the nursing process, the nurses role in reporting, making referrals And the guidelines for effective recording that meets legal, and ethical standards													I	
Utilize basic interventions using essential activities to maintain healthy pattern			I											
*Level: I-Introductory E-Enabling D-Demonstrate L-Learning P-Participating O-Opportunity <select as apply either IED or LPO, adjust column grid based on PLOs >														

COURSE LEARNING PLAN							
COURSE CODE	NCM 103	COURSE TITLE	Fundamentals of Nursing Practice	CREDIT UNITS	5	HOURS	54 hours lecture, 102 RLE hours Skills Lab
COURSE DECRPTION	This course provides the students with the overview of nursing as a science, an art and a profession. It deals with the concept of man as a holistic being comprised of bio- psycho- socio and spiritual dimensions. It includes a discussion on the different roles of a nurse emphasizing health promotion, maintenance of health as well as prevention of illness utilizing the nursing process. It includes the basic nursing skills needed in the care of individual clients.						
COURSE PRE-REQUISITE(S)	General Chemistry, Theoretical Foundations of Nursing						
COURSE LEARNING OUTCOMES:	<p>At the end of the course and given actual or simulated situations /conditions, the student will be able to:</p> <ol style="list-style-type: none"> Determine the criteria of a profession and the professionalization of nursing Identify the essential aspects of nursing And the purpose of Nurse practice acts and standards for nursing practice Determine the essential aspects of the different caring practice models, therapeutic Nurse client 						

	<p>relationship</p> <p>4. Compare health , wellness and wellbeing involving the factors affecting health status, belief and practices</p> <p>5. Analyze the phases of the nursing process, the nurses role in reporting, making referrals And the guidelines for effective recording that meets legal, and ethical standards</p> <p>6. Utilize basic interventions using essential activities to maintain health pattern of a person</p>
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COURSE COVERAGE					
Topic Learning Outcomes (TLO)	Topics	Time Allotment (Hrs.)	Performance Indicators / Value(s) Developed/ Assessment Tools	Activities / Strategies	Learning Resources
PRELIM					
<p>TLO 1. Apply knowledge of physical , social and health sciences and humanities in a given health and nursing situations</p> <p>Apply appropriate nursing concepts and actions holistically and comprehensive.</p> <p>- Justify nursing as a profession, science and art.</p>	<p>Introductory Concepts</p> <p>A. Concept of Man, Health and Illness</p> <ol style="list-style-type: none"> 1. Factors and Issues Affecting Health and Illness 2. Health care Delivery System <p>B. Concept of Nursing</p> <ol style="list-style-type: none"> 1. Nursing as a profession, Science and Art 2. Roles basic to nursing care 	Lect12 RLE 17	<p>Quiz Seatwork</p> <p>Class participation</p>	<p>Classroom: Lecture discussion,</p> <p>RLE Assignments to interview a nurse on their concepts of Nursing and Profession</p>	<p>Reference Books Power point presentations</p>

<p>TLO 2. Asses with the client (individual, family, population group, and/or community), one's health status/competence.</p> <ul style="list-style-type: none"> - Identify ann appropriate nursing diagnosis. <p>Formulate with the client a plan of care to address the health conditions, needs, problems and issues based on priorities.</p> <ul style="list-style-type: none"> - Explain the rationale of specific nursing procedures. <p>Practice beginning nursing skills in promoting healthy physiologic responses to health/ illness.</p>	<p>Nursing as a Profession</p> <ol style="list-style-type: none"> A. Criteria B. Personal and Professional Qualities of a Nurse C. Fields of Nursing D. History of Nursing <p>Nursing As An Art</p> <ol style="list-style-type: none"> A. Caring <ol style="list-style-type: none"> 1. Caring Practice Models 2. C's of Caring 3. Caring for Self and others B. Communicating <ol style="list-style-type: none"> 1. Process and Modes 2. Therapeutic Commuunication 3. Helping Relationship 4. Communication and the Nursing Process C. Teaching <ol style="list-style-type: none"> 1. Health Promotion 2. Disease Prevention 3. Health Restoration and Maintenance 4. Rehabilitation <p>Nursing As A Science</p> <ol style="list-style-type: none"> A. Problem Solving Process B. Nursing Process <ol style="list-style-type: none"> 1. Assessment <ul style="list-style-type: none"> • Subjective: Health History • Objective: Physical Examination and Diagnostic Tests 2. Nursing Diagnosis <ul style="list-style-type: none"> • NANDA • NANDA Taxonomy II 		<p>.Seatwork quiz</p> <p>Role Play on the different field of nursing</p>	<p>Classroom Lecture, discussion Group dynamics on the on the history of nursing practice</p> <p>Role playing on caring behavior</p> <p>RLE Interview activities of nursing professionals on their level of proficiency</p> <p>Role play scenes to show nurses doing health promotion , disease prevention and rehabilitative care</p>	<p>Reference Books Web sites Power point presentations</p>
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	<p>3. Planning</p> <ul style="list-style-type: none">• Types: Initial, On-Going, Discharge• Nursing Outcomes Classification (NOC) <p>4. Intervention</p> <ul style="list-style-type: none">• Nursing Intervention Classification (NIC)• Types: Independent, Dependent, Interdependent• Health Education <p>5. Evaluation</p> <ul style="list-style-type: none">• Types: Planned, On-Going, Purposeful <p>6. Documentation</p> <ul style="list-style-type: none">• Guidelines/ Protocols/ Tools in Documetation Related to Client Care.• Guidelines/ Protocols/ Tools in Reporting Related to Client Care• Health Care Electronic Databases. <p>C.Procedures Basic to Nursing Care</p> <ol style="list-style-type: none">1. Asepsis and Infection Control2. Safety, Security and Emergency Preparedness3. Complementary and Alternative Therapies				
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	<p>4. Medications</p> <p>D. Nursing Interventions to Promote Healthy Physiologic Responses</p> <ol style="list-style-type: none"> 1. Hygiene 2. Skin Integrity 3. Mobility/ Activity 4. Rest and Sleep 5. Comfort and Pain Management 6. Nutrition 7. Urinary Elimination 8. Bowel Elimination 9. Oxygenation and Perfusion 10. Fluid, Electrolyte, and Acid-Base Balance <p>E. Nursing Interventions to Promote Healthy Psychosocial Responses</p> <ol style="list-style-type: none"> 1. Self-concept 2. Stress and Adaptation 3. Loss, Grief, and Dying- Concept of Death & Dying/ Post-Mortem Care 4. Sensory Functioning 5. Sexuality 6. Spirituality 				
TLO 3. Provide appropriate evidence-based interventions in the provision of nursing care.	<p>Evidence-Based Practice in Nursing</p> <p>A. Research-Related Roles and Responsibilities</p>				
TLO 4. Establish a nurse – patient relationship based on trust and respect using therapeutic – culturally- and age-appropriate communication techniques.	<p>Therapeutic Communication</p> <ol style="list-style-type: none"> A. Elements B. Characteristics C. Goals D. Phases E. Techniques 	Lect12 RLE 17	Seatwork Quiz Evaluation Criteria	Classroom Lecture, discussion, group dynamics on Self-awareness and self enhancement	Reference Books Web sites Power point presentations Video presentation

<p>TLO 5. Report / Document Client's responses / nursing care services rendered and processes / outcomes of the nurse client working relationship.</p> <p>Ensure completeness, integrity, safety, accessibility, and security of information.</p> <p>Explain the protocol and principles of confidentiality in safekeeping and releasing of records and other information.</p> <p>Use appropriate technology to perform safe and efficient nursing activities.</p>	<p>Documentation and Reporting</p> <p>A. Guidelines/ Protocols/ Tools in Documentation Related to Client Care</p> <ol style="list-style-type: none"> 1. Subjective Information, Objective Information, Assessment, Plan, Implement and Evaluate (SOAPIE) 2. Focus, Data, Action, Response (FDAR) 3. Electronic Health Record (EHR) 4. Problem Oriented Medical Record (POMR) <p>B. Guidelines/ Protocols/ Tools in Reporting Related to Client Care</p> <ol style="list-style-type: none"> 1. Identify, Situation, Background, Assessment, Recommendation, Read back (ISBARR) 2. Change of Shift Report 3. Incident Report 4. Referral System <p>C. Health Care Electronic Databases.</p>			<p>RLE</p> <p>Allow students to perform Nurse Client interaction</p> <p>Expose students to hospital/ clinic/ community to observe different clientele</p>	
<p>TLO 6. Maintain a harmonious and effective / efficient working relationship among members of the group or team.</p>	<p>Concepts and Principles of Partnership, Collaboration, and Teamwork</p> <p>A. Development of Teamwork and Collaboration</p>	<p>Lect 3</p>	<p>Seatwork Quiz Evaluation Criteria</p>	<p>Case analysis, group dynamics and film showing</p>	<p>Reference Books Web sites Power point presentations Video presentation</p>

<p>Establish collaborative relationship with colleagues and other members of the group or team.</p> <p>Relate the roles of the nurse in intra-agency, inter-agency, multidisciplinary and sectoral collaboration in the delivery of health care.</p>	<ol style="list-style-type: none"> 1. Self- awareness 2. Dyad 3. Group 4. Team <ul style="list-style-type: none"> • Health Care Team • Multi-Disciplinary Team <p>B. Tools for Facilitating Teamwork</p> <p>C. Roles of the Nurse</p>				
<p>TLO 7.</p> <p>Perform the beginning role of the nurse in managing resources efficiently and effectively.</p> <p>Apply a positive practice environment.</p>	<p>Concept of Leadership and Management</p> <p>A. Role of the Nurse as leader/ Manager</p> <p>B. Positive Practice Environment</p> <ol style="list-style-type: none"> 1. Elements 2. Characteristics 				
<p>TLO 8.</p> <p>Assume personal Commitment to lifelong learning for own personal and future professional development.</p>	<p>Concept of Continuing Professional Development</p> <p>A. Life-long Learning</p> <p>B. Career Path/ Development Map</p>				
<p>TLO 9.</p> <p>Exemplify love for country in service of the Filipinos.</p> <p>Customize nursing interventions based on Philippine culture and values.</p>	<p>Filipino Culture, Values, and Practices in Relation to Health Care</p>				
<p>LTO 10.</p> <p>Consider ethico-legal and moral principles when providing safe and quality nursing care.</p> <p>Protect client rights based on Patient's Bill of Rights and Obligation.</p>	<p>Ethico-Moral and Legal Considerations in the Practice of Nursing</p> <p>A. The Philippine Nursing Law of 2012: RA 9173 Art. VI, Sec. 28: Scope of Nursing Practice.</p> <p>B. National Nursing Core</p>				

<p>Implemented strategies/ policies related to informed consent as it applies in multiple contexts.</p>	<p>Competency Standards</p> <p>C. Patient Bill of Rights</p>				
<p>Demonstrate caring as the core of nursing, love of God, love of country and love of people.</p> <p>Manifest professionalism, integrity and excellence.</p> <p>Discuss how to promote the positive professional image of a Filipino Nurse.</p>	<p>D. Informed Consent</p> <p>E. Data Privacy Law</p> <p>F. Code of Ethics for Nurses</p> <p>G. Philippine Professional Nursing Roadmap.</p>				
		<p>Lect 27 RLE 68</p>	<p>Seatwork/ quiz Evaluation Criteria</p>	<p>Classroom Lecture discussion Case analysis, group dynamics</p> <p>RLE Expose students to clinic/ hospital/ community To perform nursing activities using nursing process</p>	<p>Reference Books Web sites Power point presentations</p>
			<p>Seatwork/ quiz Evaluation Criteria Demonstration and return demonstration</p>	<p>Classroom Lecture discussion , group dynamics and film showing</p>	<p>Reference Books Web sites Power point presentations</p>

				<p>RLE Allow students to perform nursing interventions related to healthy lifestyle such as health education on Dengue , How to quit smoking</p>	
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*Attach to the syllabus all rubrics or criteria sheets related to the performance tasks

COURSE REQUIREMENTS AND CLASS POLICY	
Course Requirements	<p>Each student is required to:</p> <ol style="list-style-type: none"> 1. Take and passed the three (3) major examinations: Prelim, Midterm and Finals. 2. Participate in classroom and/or in group discussion. 3. Presentation group report/ Role playing (the topics will be given by the teacher). 4. Present one Individual Nursing care plan 5. Submit at least one NCI, PA of client 6. Research and outreach- Nursing as an Art, Science, And Profession
Class Policy	<p>CLASSROOM RULES OF CONDUCT: The student’s responsibility is to come to each class prepared. He is also expected to take all examinations on the date scheduled. He is expected to attend each class and participate actively in the discussions. As soon as the class begins, no one is allowed to leave the room until the class ends unless, with permission and for justifiable reason. The student must be in complete school uniform except on a wash day. He is also required to wear ID. Food and beverages and use of mobile devices are not permitted in the classroom.</p> <p>The student is responsible for any missed lessons and is NOT excused from not taking quizzes, nor from not passing assignments. Late reports, assignments, project and/ or other class requirements will NOT be accepted. Special examinations will be allowed only in special cases, such as prolonged illness and family emergencies. The student is invited to seek the assistance of a faculty member based on the scheduled consultation hours. The department head and/or dean may be consulted only for special cases.</p> <p>ACADEMIC DISHONESTY All SSC-RdC students are expected to be academically honest. Cheating, lying and other forms of immoral</p>

<p>RLE/ Skills Lab Policy</p>	<p>and unethical behavior will not be tolerated. Any student found guilty of cheating in examinations or plagiarism in submitted course requirements will (at a minimum) receive an F or failure in the course requirement or in the course. Plagiarism and cheating refer to the use of unauthorized books, notes or otherwise securing help in a test; copying tests, assignments, reports or term papers; representing the work of another person as one's own; collaborating without authority, with another student during an examination or in preparing academic work; signing another student's name on an attendance sheet; or otherwise practicing scholastic dishonesty.</p> <p>POLICY ON ATTENDANCES It is the responsibility of the student to monitor his own absences and tardy incidents. The maximum number of absences which a student may incur is 13% of the total class hours or 7 absences in an MWF class or 5 absences in a TTH or MW class. Three instances of tardiness is equivalent to 1 absence. An absence may be excused, if it supported by an Admission Slip issued by the college dean.</p> <p>OTHER PROVISIONS For other policies and guidelines, please refer to your Student Manual (Rev. 2014).</p>
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GRADING SYSTEM

The students will be graded as follows:

Written Works	35 %
Performance Tasks	40%
Major Assessments	25%

Total	100%

Total 100%

The Final Grade in the nursing subject with RLE is broken down into the following:

Theory _____	70%
RLE _____	30%
Total _____	100%

However, if the student failed in either the lecture, or RLE portion, he/she is automatically failed in the subject. He/she is required to repeat the subject and the related learning experience in the next academic year offering
The following guidelines shall, likewise, be strictly observed.

The maximum grade for each grading period shall not exceed 95%.

The lowest possible grade for each grading period is 65%.

The Final grades submitted by a faculty member and approved by the Academic Dean can only be changed when it is evident that a clerical error has been committed. However, the change must be substantiated by necessary documents such as the class record, final examination paper, and other related documents.

COURSE REFERENCES

Price, B. & Harrington, A.(2016). Critical thinking and writing for nursing students (Third edition). Los Angeles: Sage.

Gault, I., shapcott, J., Luthi, A. &Reid,G.(2017). Communication in nursing and healthcare ; A guide for compassionate practice. Los Angeles: Sage.

Standing, M. (2017). Clinical judgement and decision making in nursing (3rd edition). Los Angeles : Sage.

John, J., Haskell, H. &Barach, P. (2016). Case studies in patient safety : Foundations for core competencies. Burlington ,Massachusetts : Jones &Barlett Learning

Aldridge M &Wanless S. (Eds.). (2012). *Developing healthcare skills through simulation*. London ;Thousand Oaks, Calif. : SAGE | SR-NUR 610.11 D49 2012 | 39927

Berman, A. (2008). Kozier&Erb's fundamentals of nursing : concepts, process, and practice. (8th ed.). Upper Saddle River, NJ : Pearson/ Prentice Hall. | SR-NUR 610.73 K84 2008

***should be 5 years old and journals should be from published sources**

Prepared by: Name: Melody Labog Rank: Contact Number:09171522211	Checked by: STVL Librarian	Approved by: <u>Melody M. Labog</u> Director
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