

# **NURSING 101: FOUNDATIONS OF NURSING**

## **UNIT 1: INTRODUCTION TO NURSING**

### **UNIT OBJECTIVES**

#### **AT THE COMPLETION OF THE UNIT, THE STUDENT:**

1. Discusses definitions of nursing and major nursing concepts, including roles, functions, and accountability of the nurse and student nurse.
2. Discusses legal liability in nursing, legal aspects of Standard of Care, and the Nurse Practice Act.
3. Employs evidence-based practice and best practice standards of nursing care.
4. Demonstrates appropriate infection prevention methods, including proper handwashing techniques and correct use of PPE and isolation precautions.
5. Describes methods of providing a safe environment for clients.
6. Discusses fall prevention strategies.
7. Demonstrates proper body mechanics when lifting, moving and transporting clients.
8. Demonstrates skills necessary for providing basic care to patients in a healthcare facility.
9. Identifies the significance of maintaining client privacy, dignity, and confidentiality.
10. Describes how skin breakdown is prevented and identifies proper client positioning.
11. Demonstrates appropriate clinical documentation and situations in which the student nurse must report a finding.
12. Explains the physiology for normal regulation of temperature, pulse, respirations, and blood pressure.
13. Explains alterations in normal vital signs, and internal and external factors influencing a client's vital signs.
14. Demonstrates accurate measurement and recording of vital signs.
15. Demonstrates an understanding of medical terminology and abbreviations in the clinical setting.

CONTENT/ HOURS	TEACHING STRATEGIES	SUPPORTING ACTIVITIES	EVALUATION METHODS
<p><b>Unit 1: Introduction to Nursing</b>  <b>Theory Hours- 8.5</b>  <b>Clinical Hours- 9.0</b></p> <p>I. Introduction to Professional Nursing</p> <ul style="list-style-type: none"> <li>A. Major Nursing Concepts</li> <li>B. Roles and Functions of the Nurse</li> <li>C. Definitions of Nursing</li> <li>D. Professionalism in Nursing</li> <li>E. Legal Aspects of Nursing</li> <li>F. Accountability for Student Nurses</li> </ul> <p>II. Introduction to Basic Nursing Care – Part I</p> <ul style="list-style-type: none"> <li>A. Beebe Values <ul style="list-style-type: none"> <li>i. Beebe Mission &amp; Vision</li> </ul> </li> <li>B. Handwashing <ul style="list-style-type: none"> <li>i. Alcohol-Based Gel</li> <li>ii. Soap &amp; Water</li> </ul> </li> <li>C. Personal Protective Equipment (PPE) <ul style="list-style-type: none"> <li>i. Gloves</li> <li>ii. Donning &amp; Doffing</li> <li>iii. Standard Precautions</li> <li>iv. COVID-19 Precautions</li> <li>v. Isolation Precautions</li> </ul> </li> <li>D. Client Care Basics <ul style="list-style-type: none"> <li>i. Privacy <ul style="list-style-type: none"> <li>1. Health Insurance Portability &amp; Privacy Act (HIPPA)</li> </ul> </li> <li>ii. Client Identifiers</li> </ul> </li> <li>E. Feeding <ul style="list-style-type: none"> <li>i. Diet Modifications</li> <li>ii. Diet Consistency</li> <li>iii. Liquid Consistency</li> <li>iv. Aspiration Precautions</li> <li>v. Dysphagia</li> </ul> </li> </ul>	<p>Interactive Lecture</p> <p>Interactive Learning: In-Class Discussion of Nursing Concepts</p> <p>Visual-Based Learning: TED Talk – A Tribute to Nurses</p> <p>Visual-Based Learning: Healthcare Workers Hand Hygiene</p> <p>Experiential Learning: Practical Application of Donning &amp; Doffing Gloves, Hand Hygiene, &amp; Cavi-Wipes Use</p> <p>Game-Based Learning: Hand Hygiene/Gloves Kahoot</p> <p>Experiential Learning: Meal Tray, Feeding, &amp; Aspiration Precaution Simulation</p>	<p>SLP: Medical Abbreviations &amp; Prohibited Abbreviations</p> <p>SLP: Military Time / 24-hour Clock</p> <p>Class Prep: Worksheet questions based on Engage Fundamentals ATI Videos and Modules</p> <p>Beebe Healthcare Policies: Hand Hygiene</p> <p>CDC Handwashing Guidelines</p> <p>LA Times Handwashing Article</p> <p>Visual-Based Learning: CDC Demonstration of Donning/Doffing PPE</p> <p>Visual-Based Learning: ATI Engage Fundamentals – “Infection Control, Isolation, Hygiene, Nutrition, &amp; Mobility”</p>	<p>Class Preparation</p>

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<p>F. Oral Care  i. Unconscious &amp; Conscious Client</p> <p>G. Denture Care</p> <p>H. Safe Body Mechanics  i. Beebe Healthcare Policy  ii. Safe Transfers  1. Bed to Stretcher  2. Bed to Chair  3. Dangling  4. Ambulation  a. Gait Belt  5. Bed to Wheelchair  a. Wheelchair Operation</p> <p>I. Fall Prevention  i. Morse Fall Risk Assessment  ii. Identifying Fall Risk Factors  iii. Beebe Policy  iv. Prevention Measures  1. Bed/Chair Alarm  2. Non-skid Socks  3. Gait Belt/Assistive Devices  4. Call Bell  5. Telesitter/1:1 sitter  v. If a Fall Occurs  1. Safety Tracking Tool (STT)  2. Debriefing Session</p> <p>J. Restraints  K. Culture of Safety  L. Student Nurse Role in Client Care</p> <p>III. Introduction to Joint Commission/QSEN  A. Overview  i. AIDET  ii. DNV Hospital Accreditation  iii. Joint Commission National Patient Safety Goals  iv. QSEN Competencies</p>	<p>Experiential Learning:  Oral Care &amp; Denture Care Demo</p> <p>Experiential Learning &amp; Physical Therapist Guest Speaker: Gait Belt, Cane, Walker, &amp; Wheelchair Use Simulation</p> <p>Visual-Based Learning:  ATI Engage Fundamentals Video, “Identifying Fall Risk Factors”</p> <p>Experiential Learning:  Fall Prevention Simulation</p> <p>Experiential Learning:  Soft Restraint Use</p> <p>Visual-Based Active Learning:  QSEN Competencies Video, The Josie King Story, &amp; The Joint Commission Compliance Video</p>	<p>Visual-Based Active Learning:  Faculty Demonstrated Skill Videos on Feeding the Dependent Patient, Oral &amp; Denture Care, Ambulation with Gait Belt, &amp; Safe Transfers</p> <p>Beebe Healthcare Policies:  Fall Prevention &amp; Management</p> <p>2025 National Patient Safety Goals</p> <p>AIDET Guidelines &amp; Key Words</p>	

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<p>IV. Introduction to Basic Nursing Care – Part II</p> <p>A. Bedpan</p> <ol style="list-style-type: none"> <li>i. Elimination – Positioning &amp; Removing Bedpan</li> </ol> <p>B. Perineal Care</p> <ol style="list-style-type: none"> <li>i. Providing Perineal Care to Male &amp; Female Client</li> </ol> <p>C. Bathing</p> <ol style="list-style-type: none"> <li>i. Bathing an Adult Client</li> <li>ii. Bathing Products</li> </ol> <p>D. Bed Making</p> <ol style="list-style-type: none"> <li>i. Changing Occupied &amp; Unoccupied Bed</li> </ol> <p>E. Urinary Catheter</p> <ol style="list-style-type: none"> <li>i. CAUTI Prevention <ol style="list-style-type: none"> <li>1. Catheter Care</li> <li>2. Early Removal</li> <li>3. Sterility</li> </ol> </li> <li>ii. Emptying &amp; Measuring Urine <ol style="list-style-type: none"> <li>1. Graduated Cylinder</li> <li>2. Urinal</li> <li>3. Female External Catheter</li> <li>4. Male External Catheter</li> </ol> </li> </ol> <p>F. Elimination for Ambulatory Clients</p> <ol style="list-style-type: none"> <li>i. Hat</li> <li>ii. Bedside Commode</li> </ol> <p>G. Client Positioning</p> <ol style="list-style-type: none"> <li>i. Friction &amp; Sheer Prevention</li> <li>ii. Positioning Types</li> <li>iii. Pressure Injury <ol style="list-style-type: none"> <li>1. Causes</li> <li>2. Prevention <ol style="list-style-type: none"> <li>a. Turning &amp; Repositioning</li> <li>b. Waffle Boots</li> <li>c. Aquacel Foam Dressing</li> </ol> </li> <li>3. Risk-Factors</li> <li>4. Bony Prominences</li> </ol> </li> </ol>	<p>Cooperative-Based Learning: Wound Care Rounds</p> <p>Experiential Learning: Basic Care Escape Room</p> <p>Experiential Learning: Demonstration &amp; Simulation on Bedpan use, Making an Occupied Bed, Bathing an Adult Client, Turning &amp; Repositioning, Urinary Catheter Maintenance &amp; Care, Perineal Care, Emptying Urinary Catheter Bag</p> <p>Game-Based Learning: Client Positioning Kahoot</p> <p>Visual-Based Active Learning: Bony Prominence Demonstration</p>	<p>Class Prep: Worksheet questions based on Engage Fundamentals ATI Videos and Modules</p> <p>Visual-Based Learning: ATI Engage Fundamentals – “Elimination, Hygiene, &amp; Tissue Integrity”</p> <p>Visual-Based Active Learning: Faculty Demonstrated Skill Videos on Bed Bath with Perineal Care, Assisting Client with Bedpan, Making Occupied Bed, Positioning Patient, Emptying &amp; Measuring Urine, Catheter Care</p> <p>Visual-Based Active Learning – Purwick Placement &amp; Removal</p> <p>ATI Skills Checklists: Performing Hand Hygiene, Making an Occupied Bed, Positioning &amp; Removing Bedpan, Bathing an Adult Client, &amp; Providing Male &amp; Female Perineal Care</p>	

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<ul style="list-style-type: none"> <li>iv. Hospital Beds               <ul style="list-style-type: none"> <li>1. Types</li> <li>2. Safe Use</li> <li>3. Side Rail Alternatives</li> </ul> </li> <li>V. Vital Signs               <ul style="list-style-type: none"> <li>A. Blood Pressure                   <ul style="list-style-type: none"> <li>i. Definition                       <ul style="list-style-type: none"> <li>1. Systolic</li> <li>2. Diastolic</li> </ul> </li> <li>ii. Alteration in Blood Pressure                       <ul style="list-style-type: none"> <li>1. Hypertension</li> <li>2. Hypotension</li> <li>3. Orthostatic Hypotension</li> </ul> </li> <li>iii. Factors Affecting Blood Pressure</li> <li>iv. Nursing Interventions</li> <li>v. Measuring Blood Pressure                       <ul style="list-style-type: none"> <li>1. Equipment                           <ul style="list-style-type: none"> <li>a. Stethoscope</li> <li>b. Blood Pressure Cuff                               <ul style="list-style-type: none"> <li>i. Correct Size</li> </ul> </li> <li>c. Sphygmomanometer                               <ul style="list-style-type: none"> <li>i. Digital Manometer</li> <li>ii. Aneroid Manometer</li> </ul> </li> </ul> </li> <li>2. Sites for Assessing Blood Pressure                           <ul style="list-style-type: none"> <li>a. Brachial Procedure</li> <li>b. Contraindications</li> </ul> </li> <li>3. Korotkoff's Sounds</li> </ul> </li> <li>vi. Common Errors in Assessing Blood Pressure</li> </ul> </li> <li>B. Pulse                   <ul style="list-style-type: none"> <li>i. Definition                       <ul style="list-style-type: none"> <li>1. Apical Pulse</li> <li>2. Peripheral Pulse</li> </ul> </li> <li>ii. Grading Pulses</li> <li>iii. Alteration in Pulses                       <ul style="list-style-type: none"> <li>1. Tachycardia</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p>Visual-Based Learning: Taking Blood Pressure</p> <p>Experiential Learning: Blood Pressure Cuff Demo &amp; Simulation</p> <p>Visual-Based Learning: Korotkoff Sounds Video</p> <p>Experiential Learning: Measuring Pulses Demo &amp; Simulation</p>	<p>Visual-Based Active Learning-Product Videos on Hillrom Centrella Smart Bed</p> <p>Class Prep: Worksheet questions based on Engage Fundamentals ATI Videos and Modules</p> <p>ATI Skills Checklist: Radial Pulse, Respiration, Temperature, and Blood Pressure</p> <p>Visual-Based Learning: ATI Engage Fundamentals – “Vital Signs”</p> <p>Visual-Based Learning: Measuring Blood Pressure Video</p>	

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<ul style="list-style-type: none"> <li>2. Bradycardia</li> <li>iv. Factors Affecting Pulse</li> <li>v. Nursing Interventions</li> <li>vi. Checking Pulses               <ul style="list-style-type: none"> <li>1. Symmetry</li> <li>2. Equipment                   <ul style="list-style-type: none"> <li>a. Doppler</li> </ul> </li> </ul> </li> <li>vii. Pulse Sites</li> <li>C. Body Temperature               <ul style="list-style-type: none"> <li>i. Definition                   <ul style="list-style-type: none"> <li>1. Core Temperature</li> <li>2. Surface Temperature</li> </ul> </li> <li>ii. Alterations in Temperature                   <ul style="list-style-type: none"> <li>1. Hyperthermia</li> <li>2. Hypothermia</li> </ul> </li> <li>iii. Factors Affecting Temperature                   <ul style="list-style-type: none"> <li>1. Body Temperature Regulation                       <ul style="list-style-type: none"> <li>a. Heat Production</li> <li>b. Heat Loss</li> </ul> </li> </ul> </li> <li>iv. Nursing Interventions</li> <li>v. Measuring Temperature                   <ul style="list-style-type: none"> <li>1. Scale                       <ul style="list-style-type: none"> <li>a. Celsius</li> <li>b. Fahrenheit</li> </ul> </li> <li>2. Equipment                       <ul style="list-style-type: none"> <li>a. Types of Thermometers</li> </ul> </li> <li>3. Temperature Routes</li> </ul> </li> <li>D. Respiratory Rate               <ul style="list-style-type: none"> <li>i. Definition                   <ul style="list-style-type: none"> <li>1. Inspiration</li> <li>2. Expiration</li> </ul> </li> <li>ii. Assessing Respirations                   <ul style="list-style-type: none"> <li>1. Depth</li> <li>2. Rhythm</li> <li>3. Quality</li> </ul> </li> <li>iii. Alterations in Respirations</li> </ul> </li> </ul> </li> </ul>	<p>Visual-Based Learning: Radial &amp; Apical Pulse</p> <p>Visual-Based Learning: Doppler Use</p> <p>Experiential Learning: Thermometer Demo &amp; Simulation</p> <p>Experiential Learning: Respirations Demo &amp; Simulation</p> <p>Visual-Based Learning: Respirations</p>	<p>Pulse Sites Handout</p>	

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<ul style="list-style-type: none"> <li>1. Tachypnea</li> <li>2. Bradypnea</li> <li>iv. Factors Affecting Respirations</li> <li>v. Nursing Interventions</li> <li>E. Oxygen Saturation               <ul style="list-style-type: none"> <li>i. Definition</li> <li>ii. Alteration in Oxygenation</li> <li>iii. Measuring Oxygen Saturation                   <ul style="list-style-type: none"> <li>1. Pulse Oximeter</li> </ul> </li> </ul> </li> <li>F. Recording and Reporting               <ul style="list-style-type: none"> <li>i. EHR Documentation</li> <li>ii. Reassessment</li> </ul> </li> </ul>	<p>Experiential Learning: Oxygen Saturation Demo &amp; Simulation</p> <p>Game-Based Learning: Vital Signs Kahoot</p> <p>Case Study Analysis: Vital Signs</p>		<p>Unit 1 Quiz</p> <p>Unit 1 Exam</p> <p>Basic Care Skills Evaluation</p> <p>Vital Signs Evaluation</p>