

## **NUR 130 NURSING III**

### **COURSE DESCRIPTION:**

Prerequisites: NUR 120

Corequisites: SOC 210

This course provides an expanded knowledge base for delivering nursing care to individuals of various ages. Emphasis is on expanding the nurse's role as provider of care, manager of care, and member of the nursing discipline. Upon completion, students should be able to deliver nursing care to individuals with common alterations in health. Theoretical concentration involves utilizing the nursing process to provide therapeutic communication and nursing care for clients with mental health and medical/surgical disorders. Course Hours Per Week: Class, 4. Lab, 3. Clinical, 6. Semester Hours Credit, 7.

### **LEARNING OUTCOMES:**

#### **I. PROVIDER OF CARE**

Upon completion of this course, the student should:

- A. Use the nursing process as a basis for solving nursing problems, specifically:
  - 1. Complete a holistic assessment of clients, i.e. physiologically, psychologically, spiritually, culturally, and educationally, utilizing the client, family, health care team, and printed and/ or electronic records.
  - 2. Differentiate normal from abnormal components of the client's physical, cognitive, psychosocial and functional states.
  - 3. Identify a complete problem list for adults and children.
  - 4. Prioritize appropriate nursing diagnoses for adults and children based on the problem list.
  - 5. Collaborate with the client, family, significant others and members of the health care team to establish client-centered outcomes for the maintenance, restoration/rehabilitation and promotion of optimal levels of health or a comfortable and dignified death.
  - 6. Identify appropriate nursing interventions.
  - 7. Utilize specific theories of development for planning age-appropriate care for clients.
  - 8. Implement a plan of care for one or two clients involving clients in decision making and care management.
  - 9. Collaborate with the client, family, and significant others in evaluating the client's progress toward meeting outcomes.
  - 10. Analyze components of the nursing plan of care when client outcomes are not met.
  - 11. Revise plan of care and priorities as appropriate.
  - 12. Determine if nursing diagnosis(es) is/are resolved or still active.
  
- B. Assess the client's reaction to mental-physical health-illness in relation to developmental level and ability to meet needs, specifically:
  - 1. Define health-illness continuum
  - 2. Identify client's developmental stage.
  - 3. Identify the effects of mental-physical illness on the developmental stages of the life cycle, based on Erickson's stages of development.

4. Identify client's and family's coping strategies.
  5. Identify effects of client's mental-physical illness on client's ability to meet basic human physiological and psychosocial needs.
  6. Identify effects of client's mental-physical illness status on the client's ability to meet developmental tasks of the life cycle.
  7. Incorporate nursing measures that assist in completing the current developmental stage.
  8. Utilize family strengths in the plan of care.
  9. Identify patterns of maladaptive behavior consistent with mental health problems.
- C. Perform nursing measures by employing evidence-based nursing practice research as well as principles and concepts from selected arts and sciences,, specifically:
1. Utilize principles of safety in caring for adults and children.
  2. Incorporate universal precautions into nursing care.
  3. Utilize evidence-based standards in performing nursing measuresknowledge and specific skills from previous courses in caring for adults and children.
  4. Compare and contrast normal physiological and psychological processes in selected mental-physical disorders.
  5. Describe signs, symptoms, treatments and nursing responsibilities for clients having alterations in selected mental-physical health disorders.
  6. Employ appropriate adult and child assessment techniques.
  7. Perform nursing skills utilizing evidence-based standards of practice.
  8. Participate with client and staff in providing structured activities to assure a therapeutic milieu.
  9. Identify phases of group process and patterns of behavior observed in informal groups.
  10. Assist with client government and limit setting.
  11. Evaluate effectiveness of the nurse-client interaction.
  12. Identify nutritional needs and diet modifications for selected clients.
  13. Apply knowledge of nutrition and dietary therapy for selected clients.
  14. Confirm, administer and monitor pharmaceutical regimen to clients including classification, route, side effects, intended action, dosage and nursing considerations.
  15. Monitor client's response to treatments and progress toward meeting outcomes.
  16. Recognize changes in client status immediately.
  17. Recognize changes in client status related to behavior or potential danger to self and others.
- D. Demonstrate caring behaviors, specifically:
1. Provide the client with comfort, privacy, safety and clean surroundings.
  2. Communicate respect and empathy when caring for the client.
  3. Provide the client with choices about nursing care.
  4. Establish a trusting relationship with the client.
  5. Establish a helping relationship with the client.
  6. Demonstrate use of therapeutic verbal and non-verbal communication with the client.
  7. Identify defense mechanisms and how they affect client communication.
  8. Describe how client feelings effect client/nurse communication.
  9. Identify barriers to effective nurse-client communication.
  10. Demonstrate effective communication techniques acknowledging appropriate developmental levels.
  11. Modify communication techniques to meet the client's cultural, spiritual, and psychosocial needs.
- E. Utilize teaching/learning principles to support and promote healthy lifestyles, specifically:
1. Provide input for treatment team when assessing learning needs and implementing teaching.
  2. Identify learning needs of selected adults and children with specific conditions.

3. Discuss the principles of teaching/learning theory as they relate to adults and children with specific conditions.
4. Develop a teaching plan appropriate for the client-learner.
5. Implement an individualized teaching plan.
6. Evaluate the effectiveness of a teaching plan.
7. Consistently implement client/family teaching for specific nursing interventions.
8. Utilize specific theories in providing age-appropriate teaching for adults and children.

## II. MANAGER OF CARE

Upon completion of this course, the student should:

- A. Provide appropriate, quality nursing care, specifically:
  1. Utilize evidence-based standards in performing nursing measures
  2. Consistently complete assigned care.
  3. Demonstrate accountability for the delivery of nursing care.
  4. Utilize good customer relations.
  5. Collaborate with interdisciplinary team as appropriate.
  6. Identify an area of patient care that should be considered for a quality improvement assessment.
- B. Coordinate the delivery of nursing care, specifically:
  1. Provide organized care for one or two clients.
  2. Establish priorities when caring for two clients.
  3. Ask for assistance from appropriate individuals when needed.
  4. Assist peers and staff as needed.
  5. Utilize principles of conflict management in working with peers.
  6. Discuss principles of delegation.
- C. Practice in a cost effective manner, specifically:
  1. Discuss cost saving measures.
  2. Identify ways to prevent waste and minimize cost in the clinical area.

## III. PROFESSIONAL

Upon completion of this course, the student should:

- A. Practice within the professional, ethical and legal framework of nurses, specifically:
  1. Describe the role of the ADN student in delivery of nursing care in clinical setting.
  2. Refer to and follow the clinical agency's published policy and procedure guidelines and standards of care.
  3. Practice within the parameters of the Nursing Practice Act.
  4. Maintain client and workplace confidentiality.
  5. Adhere to the AHA Patient Bill of Rights.
  6. Demonstrate nursing behaviors consistent with a positive role model.
  7. Discuss ethical and legal issues related to client care
- B. Follow appropriate protocol for communicating nursing functions, specifically:
  1. Utilize appropriate verbal and non-verbal communication which conveys a caring attitude toward staff and colleagues.
  2. Report client condition to instructor and/or health care team in timely manner.

3. Utilize information technology to support and communicate the planning and provision of care.
  4. Document care correctly and appropriately.
  5. Report errors or omissions immediately.
  6. Delineate and maintain appropriate professional boundaries in nurse-patient relationships.
  7. Participate in interdisciplinary teams to achieve positive client outcomes.
  8. Communicate relevant, accurate, and complete information in a concise and clear manner.
  9. Document and report to the health care team and instructor significant data in a timely manner.
- C. Assume responsibility for self-development and continued learning, specifically:
1. Identify personal strengths and limitations.
  2. State ways to improve own nursing practice.
  3. Strive to meet personal learning goals.
  4. Evaluate ability to meet personal learning goals.
  5. Utilize evidence-based information, collected electronically or through other means, as a resource for continuous learning, professional development and advancing nursing practice.

## **OUTLINE OF INSTRUCTION:**

- I. Nursing care of children
  - A. Care of the hospitalized child and family
  - B. Medication administration to children
  - C. Stress, pain and loss
  - D. Pediatric emergencies
  - E. Pediatric medication calculations
  
- II. Concepts of mental health and mental illness
  - A. Interpersonal theory
  - B. Behavioral theories
  - C. Developmental theories
  - D. Levels of anxiety
  - E. Defense mechanisms
  - F. Stress
  - G. Grief-Across the Life Span - Death Dying
  - H. The DSM IV
  
- III. Legal/ethical issues
  - A. Civil commitment
  - B. Civil rights of the mentally ill
  - C. Professional code of ethics
  - D. Standards of care
  - E. Delegation in the psychiatric setting
  
- IV. The nursing process in psychiatric settings
  - A. The mental health assessment process
  - B. Mental health terminology
  
- V. Nurse-client relationship and the group process

- A. Communication process
- B. Communication guidelines for nurse-client interaction
- C. Types of group
- D. Goals and purpose of group
- E. Therapeutic factors within a group
- F. Group roles and functions

VI. Psychopharmacology

- A. Legal ethical issues
- B. Effects of psychotropic drugs
- C. Side effects of psychotropic drugs
- D. Principles of psychotropic therapy

VII. Treatment modalities

- A. Psychotherapy
- B. Cognitive Therapy
- C. Electroconvulsive therapy

VIII. Promoting psychosocial health

- A. Sensory perception
- B. Self-concept
- C. Sexuality
- D. Stress and coping
- E. Loss, grieving, and death

IX. Nursing care of the client with schizophrenia

- A. Definition and types
- B. Etiology
- C. Clinical picture
- D. Nursing care and interventions
- E. Medical approaches

X. Nursing care of clients with personality disorders

- A. Definition of and types
- B. Etiology
- C. Clinical picture
- D. Nursing care and interventions
- E. Medical approaches

XI. Nursing care of clients with affective disorders (depression/suicide, bipolar disorder, manic episodes)

- A. Define types of depression
- B. Etiology
- C. Clinical picture
- D. Nursing care and interventions
- E. Self-destructive behavior
- F. Define bipolar disorder manic episode
- G. Etiology
- H. Clinical picture

- I. Nursing care and interventions
- J. Medical approaches
  
- XII. Nursing care of the client experiencing violence (spouse, child, elder) abuse and rape
  - A. Theories of abuse
  - B. The cycle of violence
  - C. Types of abuse
  - D. Rape trauma syndrome
  - E. Medical approaches
  - F. Medical approaches
  - G. Nursing assessment and interventions
  - H. Treatment modalities
  
- XIII. Nursing care of the client with substance abuse (drugs/alcohol)
  - A. Define addiction/abuse
  - B. Five classes of abused drugs
  - C. Clinical picture of persons abusing drugs/alcohol
  - D. Nursing care and interventions related to detoxification
  - E. At risk individuals
  - F. Medical approaches and rehabilitation
  
- XIV. Nursing care of clients experiencing eating disorders - anorexia - bulimia and obesity
  - A. Define anorexia/bulimia/obesity
  - B. Etiology
  - C. Clinical picture
  - D. Altered psychodynamics
  - E. Medical approaches
  - F. Nursing interventions
  
- XV. Nursing care of clients with anxiety disorders
  - A. Dissociative disorders
    - 1) Types
    - 2) Clinical picture
    - 3) Nursing interventions
    - 4) Medical approaches
  - B. Anxiety neuroses
    - 1) Types
    - 2) Clinical picture
    - 3) Nursing interventions
    - 4) Medical approaches
  - C. Somatoform disorders
  - D. Types
  - E. Clinical picture
  - F. Nursing interventions
  - G. Medical approaches
  
- XVI. Nursing care of clients with cognitive disorders
  - A. Types

- B. Etiology
- C. Clinical picture
- D. Nursing care
- E. Medical approaches

XVII. Special topics in psychiatric mental health nursing

- A. The aging individual
- B. The individual with HIV/AIDS
- C. Community mental health nursing
- D. Sociocultural concepts relevant to psychiatric mental health nursing
- E. Issues that affect children and adolescents.

**REQUIRED BOOKS:**

Townsend, Mary C. (2006). *Psychiatric Mental Health Nursing Concepts of Care*. (5th Ed.) Philadelphia: F.A. Davis.

**STATEMENT OF STUDENTS WITH DISABILITIES:**

Students who require academic accommodations due to physical, psychological, or learning disability are encouraged to request assistance from a disability services counselor within the first two weeks of class. Likewise, students who potentially require emergency medical attention due to any chronic health condition are encouraged to disclose this information to a disability services counselor within the first two weeks of class. Counselors can be contacted by calling 686-3652 or by visiting the Student Development Office in the Phail Wynn Jr. Student Services Center, room 1309.