COURSE DESCRIPTION:

Prerequisites: NUR 221, BIO 168, BIO 169, BIO 271, PSY 150, PSY 241, ENG 111, ENG 112, HUM Elective
Co-requisites: None

This course is designed for the LPN to ADN student to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of fluid/electrolytes, metabolism, thermoregulation, oxygenation, tissue integrity, infection, perfusion, mobility, reproduction, sexuality, health-wellness-illness, professional behaviors, accountability, advocacy, and collaboration. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, entry-level nursing care. Course Hours per Week: Class, 6; Clinical, 9; Semester Hours Credit, 9.

Placement in the curriculum: Third Semester

LEARNING OUTCOMES:

Upon completion of this course, the student will:

A. Practice professional nursing behaviors incorporating personal responsibility and accountability for continued competence, specifically:

1) Practice within the ethical, legal, and regulatory frameworks of nursing and standards of professional nursing practice.
2) Identify and report unsafe practices of healthcare providers using appropriate channels of communication.
3) Demonstrate accountability for nursing care given by self and/or delegated to others.
4) Use standards of nursing practice to perform and evaluate client care.
5) Advocate for client rights.
6) Identify actual or potential breeches of organizational and confidentiality.
7) Practice within the parameters of individual knowledge and experience.
8) Evaluate the advantages of participating as a member of professional organizations.
9) Serve as a positive role model within health care settings and the community at large.
10) Recognize the impact of economic, political, social, and demographic forces on the delivery of health care.
11) Develop a plan for participating in lifelong learning.
12) Develop and implement a plan to meet self learning needs.
13) Delineate and maintain appropriate professional boundaries in the nurse-client relationship.

B. Communicate professionally and effectively with individuals, significant support person(s), and members of the interdisciplinary healthcare team, specifically:

1) Utilize therapeutic communication skills when interacting with clients and significant support person(s) and members of the interdisciplinary healthcare team.
2) Communicate relevant, accurate, and complete information in a concise and clear manner to client, significant support person(s) (as appropriate), co-assigned RN, instructor, nursing and interdisciplinary team members.
3) Report and document assessments, interventions, and progress toward client outcomes.
4) Protect confidential information.
5) Identify actual or potential breeches and report or act to correct.
6) Utilize information technology to support and communicate the planning and provision of client care.
7) Consistently utilize appropriate channels of communication to achieve positive client outcomes.

C. Integrate knowledge of the holistic needs of the individual to provide an individual centered assessment.

1) Assess the interaction patterns of individual client or significant support person(s).
2) Assess the impact of developmental, emotional, cultural, religious, and spiritual influences on the client’s health status and ability to access and utilize health care.
3) Assess the client’s health status by completing a health history and performing a physical, cognitive, psycho-social, and functional assessment.
4) Assess client and significant support person(s) for learning strengths, capabilities, barriers, and educational needs.
5) Assess the client’s response to actual or potential health problems.
6) Assess the client’s response to interventions.
7) Assess the client’s ability to access and utilize available community resources.
8) Assess the client’s hospital and home environment for factors that may impact the client’s health status.
9) Assess the strengths, resources, and needs of clients within the context of their community.

D. Make clinical judgments and management decisions using the nursing process, evidence based findings, and informatics to ensure quality patient care, specifically:

1) Make clinical judgments and management decisions to ensure accurate and safe care for two or more clients.
2) Analyze and utilize assessment and reassessment data in plan of care.
3) Evaluate the effectiveness of care provided for two or more clients in meeting client outcomes and explore reasons for unmet client outcomes.
4) Modify client care as indicated by the evaluation of outcomes.
5) Use evidenced-based information, collected electronically or through other means, to support clinical decision-making.

E. Implement safe, caring interventions for individuals and significant support person(s), in diverse settings using evidence-based practice, specifically:

1) Protect and promote the dignity of two or more clients.
2) Identify and honor the emotional, cultural, religious, and spiritual influences on the client’s health and health care practices.
3) Demonstrate caring behavior towards the client, significant support person(s), peers, and other members of the health care team.
4) Provide accurate and safe nursing care to two or more clients in diverse settings.
5) Implement the prescribed care regimen within the legal, ethical, and regulatory framework of nursing practice.
6) Provide a safe physical and psycho-social environment for two or more clients.
7) Perform nursing skills competently.
8) Assist the clients and significant support person(s) for intervention, treatment modalities, and self-care.
9) Assist two or more clients to achieve optimum comfort and functioning.
10) Prepare the client and significant support person(s) for intervention, treatment modalities, and self-care.
11) Support the client and support person(s) when making healthcare and end of life decisions.
12) Adapt care in consideration of the client’s values, customs, culture, and/or habits.

F. Develop a teaching plan for individuals, and/or the nursing team, incorporating teaching and learning principles, specifically:

1) Develop an individualized teaching plan for two or more clients based on assessed client needs.
2) Provide the client and significant support person(s) with the information to make choices regarding health care.
3) Teach the client and significant support person(s) the information and skills needed to achieve desired learning outcomes.
4) Evaluate the progress of the client and significant support person(s) toward achievement of identified learning outcomes.
5) Modify the teaching plan based on evaluation of progress toward meeting identified learning outcomes.
6) Provide assistive personnel with relevant instruction to support achievement of client goals.

G. Collaborate with the interdisciplinary health care team to advocate for positive individual and organizational outcomes, specifically:
1) Collaborate with the client and significant support person(s), and members of the health care team to establish realistic and measurable client-centered outcomes.
2) Work cooperatively with others to achieve client and organizational outcomes.
3) Collaborate with the client, significant support person(s), and other members of the healthcare team to evaluate progress toward achievement of outcomes.
4) Interact creatively and openly with others to solve problems to achieve client goals and outcomes.
5) Collaborate to bring about fair solutions that balance differing needs, values, and motivations for the purpose of achieving positive client outcomes.

H. Manage health care for individuals using cost effective nursing strategies, quality improvement processes, and current technologies, specifically:
1) Prioritize client care for two or more clients.
2) Coordinate the implementation of an individualized plan of care for clients and significant support person(s).
3) Facilitate the continuity of care within and across healthcare settings.
4) Delegate aspects of client care to changing healthcare settings and management systems.
5) Supervise and evaluate the activities of assistive personnel.
6) Adapt the provision of client care to changing healthcare settings and management systems.
7) Assist the client and significant support person(s) to access available resources and services.
8) Implement nursing strategies to provide cost efficient care.
9) Demonstrate competence with current technologies.
10) Participate in problem identification and data collection for research, quality control, or improvement processes to meet client outcomes.

COURSE CONCEPTS

I. Concepts related to Nursing
   a) Professional behaviors
   b) Accountability
   c) Caring Interventions
   d) Managing care

II. Concepts related to the Individual
   a) Fluid/electrolytes
   b) Metabolism
   c) Thermoregulation
   d) Oxygenation
   e) Tissue integrity
   f) Immunity
   g) Infection
   h) Violence
   i) Behaviors
   j) Perfusion
k) Mobility 
l) Reproduction 
m) Sexuality 
n) Health-wellness-illness

**III. Concepts related to Healthcare**
- a) Health care systems 
- b) Advocacy 
- c) Collaboration 
- d) Quality Improvement

**OUTLINE OF INSTRUCTION**

**I. Fluid/electrolytes**
- a) Concepts of fluid and electrolyte balance 
- b) The client with fluid volume imbalances 
- c) The client with electrolyte imbalances 
- d) The client with acute renal failure 
- e) The client with chronic renal failure 
- f) Caring interventions

**IV Insertion, Care of Central Venous Access Devices**

**II. Metabolism**
- a) The client with pancreatitis 
- b) The client with adrenal disease 
- c) The client with diabetes 
- d) The client with liver disease 
- e) The client with thyroid disease

**III. Oxygenation**
- a) The client with adult respiratory distress syndrome 
- b) The client on a ventilator

**IV. Perfusion**
- a) The client with a myocardial infarction 
- b) The client with a ventricular septal defect 
- c) The client with cardiomyopathy 
- d) The client with disseminated Intravascular Coagulation 
- e) The client with heart failure 
- f) The client with life threatening dysrhythmias 
- g) The client with pregnancy induced hypertension 
- h) The client with pulmonary embolism 
- i) The client with shock 
- j) The client with multisystem failure

**V. Tissue Integrity**
- a) The client with burns

**VI. Mobility**
- a) The client with spinal cord injury 
- b) The client with parkinson’s disease 
- c) The client with multiple sclerosis 
- d) The client with arthritis 
- e) The client with hip Fracture
f) The client with spinal disc disease
g) The client with osteoporosis

VII. Cellular regulation
   a) Concepts of cellular growth and regulation
   b) The client with breast cancer
   c) The client with leukemia
   d) The client with lung cancer
   e) The client with skin cancer
   f) The client with Sickle Cell Anemia

VIII. Thermoregulation
   a) Concepts of thermoregulation
   b) The newborn with hypo/hyperthermia

IX. Behavior
   a) The perinatal client with substance use

X. Infection
   a) The client with septicemia

XI. Professional behaviors
   a) Leadership

XII. Health Care Systems
   a) Types of reimbursement
   b) Allocation of resources
   c) Resource utilization
   d) Emergency preparedness
   e) Types of reimbursement
   f) Ethics
   g) Advocacy

XIII. Legal Issues
   a) Whistle-blowing
   b) Obligation to report
   c) Risk management

XIV. Sexuality
   a) Concepts of sexuality
   b) Family planning
   c) The client experiencing menopause
   d) The client with menstrual dysfunction
   e) The client with sexually transmitted disease

XV. Reproduction
   a) The Premature client
   b) The client with third trimester bleeding

XVI. Violence
   a) Sources of violence in society
   b) The client with multiple trauma

XVII. Immunity
   a) The client with HIV, AIDS

NUR 223: July 2013
Methods of Instructions and Learning Activities

Teaching methods will include, but not be limited to:

Class: Lecture, discussion, demonstration, worksheets, case studies, audiovisuals/visual aids, group work, role-play, individual and group projects, computer-assisted instruction (CAI), and online debate.

Clinical: Pre and post conferences, selected client care assignments
Application of theoretical concepts
Performance of psychomotor skills
Application of pharmacological theory and concepts

REQUIRED TEXTBOOKS AND MATERIAL:

No new books are required for this course. Books from previous courses will be used for this course. The following book is strongly recommended but is not required:


The Ignatavicius and the Smeltzer textbooks are on reserve in the library.

STATEMENT FOR STUDENTS WITH DISABILITIES:

Students who require academic accommodations due to any 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 919-536-7207, ext. 1413 or by visiting the Student Development Office in the Phail Wynn Jr. Student Services Center, room 1209.