

NUR 221
LPN to ADN CONCEPTS I

COURSE DESCRIPTION

Prerequisites: NUR 214, ACA 122, BIO 168, PSY 150, ENG 111

Corequisites: BIO 169, PSY 241

This course is designed for the LPN to ADN student to explore the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of safety, perfusion, inflammation, oxygenation, mood/affect, behavior, development, family, health-wellness-illness, sensory perception, stress/coping, cognition, self, violence, and professional behaviors. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course. Course Hours Per Week: Class, 6 Clinical, 9 Semester Hours Credit, 9.

Placement in the curriculum: Second Semester

LEARNING OUTCOMES:

Upon completion of this course, the student will:

- A. Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings, specifically:
- 1) Assess the patient's health status by completing a health history and performing a physical, psycho-social, and functional assessment utilizing subjective and objective data.
 - 2) Assess the patient's response to actual or potential health problems.
 - 3) Assess the impact of developmental, emotional, cultural, religious, and spiritual influences on the patient's health status.
 - 4) Demonstrate advocacy skills and caring behavior towards the patient, significant support person(s), and peers.
 - 5) Demonstrate respect for the patient's dignity, uniqueness, integrity, and self-determination.
 - 6) Adapt care in consideration of the patient's own power and self healing processes.
 - 7) Provide the patient with the information to make choices regarding health care.
 - 8) Integrate patient coping strategies in the plan of care.
 - 9) Incorporate nursing measures that assist the patient in completion of the current physical and developmental stage.
 - 10) Collaborate with the patient, significant support person(s), to establish and evaluate realistic and measurable patient-centered outcomes.
 - 11) Support the patient when making healthcare and end of life decisions.
 - 12) Assess the hospital environment for factors that may impact the patient's health status incorporating principles of quality and safety to find solutions for identified problems.
 - 13) Assess the resources and needs of patients within the context of their community.

- 14) Demonstrate appropriate communication with health care settings to facilitate continuity of care.
- 15) Interact with members of the health care team to solve problems to achieve patient goals and outcomes.
- 16) Work with other members of the health care team, recognizing the importance of contributions of self and others.
- 17) Recognize risks and develop methods to reduce risks.

B. Make judgments in practice, substantiated with evidence that integrates nursing science in the provision of safe, quality care and promote the health of patients within a family and community context, specifically:

- 1) Make clinical judgments in implementing a plan of care for two patients ensuring accurate and safe care.
- 2) Evaluate and utilize data from a complete holistic assessment of patients in the plan of care.
- 3) Evaluate patient care for two patients by utilizing identified outcomes.
- 4) Revise and update nursing plan of care and priorities as appropriate.
- 5) Utilize evidence-based standards in performing nursing measures.
- 6) Utilize information technology to support and communicate the planning and provision of care.
- 7) Establish priorities when caring for two patients.
- 8) Organize care to meet priority needs of two patients.
- 9) Apply time management principles to the care of two of patients.
- 10) Identify aspects of care that may be delegated to other care givers.
- 11) Identify necessary teaching and supervision of other personnel when aspects of care are delegated.
- 12) Identify ways of meeting needs of patients with decreasing hospital stays.
- 13) Utilize information technology to support and communicate the planning and provision of care.
- 14) Assess the interaction patterns of the individual patient.
- 15) Utilize age appropriate verbal and non-verbal communication which conveys a caring attitude toward the patient, significant support person(s), staff and colleagues.
- 16) Communicate relevant, accurate, and complete information in a concise and clear manner to patient, significant support person(s) (as appropriate), co-assigned RN, instructor, and nursing team members.
- 17) Report and document assessments, interventions, and progress toward patient outcomes.
- 18) Protect confidential information. Identify breeches and report or act to correct.
- 19) Consistently utilize appropriate channels of communication with the nursing team to achieve positive patient outcomes.

C. Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context, specifically:

- 1) Demonstrate the role of the ADN student in the ethical, legal, and regulatory frameworks of nursing and standards of professional nursing practice, examining common ethical/legal dilemmas that impact nursing care.
- 2) Serve as a positive role model within the role of the ADN student.
- 3) Report nursing care errors or omissions to instructor/care nurse promptly, assessing the situation for risk potential.
- 4) Assure that assigned care and documentation are completed, recognizing and reporting significant data and changes in the patient health status to the instructor and health care team immediately.
- 5) Advocate for patient-centered care, respecting individual patient's rights.
- 6) Identify actual or potential breeches of patient confidentiality.
- 7) Evaluate and apply evidence to support decision making.
- 8) Practice within the parameters of individual knowledge and experience.
- 9) Compare and contrast the functions and purpose of various professional nursing organizations.
- 10) Maintain appropriate professional boundaries in the nurse-patient relationship.
- 11) Provide a safe physical and psycho-social environment for two patients.
- 12) Adapt care in consideration of the patient's values, customs, culture, and/or habits.
- 13) Perform nursing skills competently.
- 14) Develop an individualized teaching plan for a patient and significant support persons(s) based on assessed patient needs.
- 15) Incorporate health promotion teaching into nursing plan of care for two patients.
- 16) Identify necessary teaching and supervision of other personnel when aspects of care are delegated.
- 17) Compare and contrast the types of leadership roles.
- 18) Report and document assessments, interventions, and progress toward patient outcomes.
- 19) Utilize universal precautions and principles of safety, identifying safety issues.

D. Examine the evidence that underlies clinical nursing practice to challenge the status-quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities, specifically:

- 1) Demonstrate the role of the ADN student in the ethical, legal, and regulatory frameworks of nursing and standards of professional nursing practice, examining common ethical/legal dilemmas that impact nursing care.
- 2) Demonstrate behaviors that lead to effective teamwork.
- 3) Demonstrate self care and nursing behaviors consistent with a positive role model.
- 4) Propose ways of improving own nursing practice, utilizing evidence-based information and resources.
- 5) Identify resources for participation in lifelong learning.
- 6) Work cooperatively with others to achieve patient outcomes.

- 7) Utilize evidence-based information, collected electronically or through other means, as a resource for continuous learning, professional development and advancing nursing practice.
- 8) Utilize principles of conflict management in working with peers.
- 9) Relate current nursing research literature to the care of patients.
- 10) Describe ethical dilemmas in the health care setting.
- 11) Compare and contrast the functions and purpose of various professional nursing organizations.
- 12) Adhere to the Nursing Practice Act.
- 13) Utilize standards of care in caring for two patients.
- 14) Recognize the impact of economic, political, social, and demographic forces on the delivery of inpatient health care.
- 15) Describe various educational preparation of RNs.
- 16) Identify an area of patient care that should be considered for a quality improvement assessment.

COURSE CONCEPTS

- I. Concepts related to Nursing
 - A. Professional Behaviors

- II. Concepts related to the Individual
 - A. Perfusion
 - B. Inflammation
 - C. Oxygenation
 - D. Mood/affect
 - E. Behavior
 - F. Development
 - G. Family
 - H. Sensory perception
 - I. Stress/coping
 - J. Cognition
 - K. Self
 - L. Violence

- III. Concepts related to Healthcare
 - A. Safety

OUTLINE OF INSTRUCTION

- I. Oxygenation
 - A. Concepts of oxygenation
 - B. Assessing oxygenation
 - C. The client with COPD
 - D. The client with asthma

II. Perfusion

- A. Concepts of circulation and perfusion
- B. The client with atherosclerosis
- C. The client with hyperlipidemias
- D. The client with hypertension
- E. The client with heart failure
- F. The client with deep vein thrombosis
- G. The client with pulmonary embolism
- H. The client with cerebral vascular accident

III. Sensory

- A. Concepts of sensory function
- B. The client with cataracts
- C. The client with glaucoma
- D. The client with an eye injury
- E. The client with macular degeneration
- F. The client with peripheral neuropathies

IV. Inflammation

- A. Concepts of inflammation
- B. Gall bladder Disease
- C. Nephritis

V. Mood and affect

- A. Concepts of mood
- B. The client with bipolar illness
- C. The client with depression
- D. The client with postpartum depression

VI. Cognition

- A. Concepts of cognition
- B. The client with schizophrenia
- C. The client with dementia
- D. The client with delirium

VII. Behavior

- A. Substance abuse
- B. Nicotine use
- C. Alcoholism

VIII. Grief/Loss

- A. Situational loss/depression

IX. Stress

- A. Sources of stress
- B. Coping mechanisms
- C. The client with obsessive-compulsive disorder

- D. The client with post traumatic stress disorder
- E. The client with phobias
- F. The client with panic disorder
- G. The client with generalized anxiety disorder

X. Self

- A. Concepts of self and identity
- B. The client with an eating disorder
- C. The client with a personality disorder

XI. Development

- A. Concepts of development
- B. Attention Deficit Disorder
- C. Hyperactivity
- D. Autism
- E. Failure to thrive
- F. Cerebral Palsy

XII. Violence

- A. Sources of violence in society
- B. The suicidal client
- C. The client who is a victim of abuse (elder/child/spouse)
- D. The client who is a victim of trauma (rape/unintentional trauma)

XIII. Health – wellness-illness

- A. Educating health care consumers
- B. Incorporating alternative therapies

XIV. Safety

- A. National Patient Safety Goals
- B. Assessment of risk potential

XV. Professional behaviors

- A. Principles of leadership
- B. Delegation
- C. Managing care
- D. Ethics

REQUIRED TEXTBOOKS AND MATERIALS

- HESI RN Patient Reviews* (access card) Elsevier Health ISBN: (978-1-455741427)
- Ignatavicius, Workman. *Medical-Surgical Nursing: Patient-Centered Collaborative Care, 7th Edition*. W.B. Saunders Company, ISBN: (978-1-4377-2801-9)
- Karch, A. (2011) *Focus On Nursing Pharmacology, 5th Edition*. Lippincott, ISBN: (978-0-7817-8982-0)
- Hockenberry, M. (2012) *Wong's Essentials of Pediatric Nursing, 9th Edition*, Elsevier ISBN: (9780323083430)
- Townsend, M. (2012). *Psychiatric Mental Health Nursing, 7th Ed.* F. A. Davis. (978-0-8036-2767-3)
- Van Leeuwen A. *Davis's Comprehensive Handbook of Laboratory And Diagnostic Tests with Nursing Implications 4th Edition* Davis (978-0-803-62655-3)
- Wilson, *Pearson Nurse's Drug Guide 2011*, Pearson Education. ISBN(978-0-132-14926-6)

RECOMMENDED TEXTBOOKS:

- Curtis C. (2009) *Psychiatric Mental Health Nursing Success: A course Review Applying Critical Thinking to Test Taking*. F.A. Davis, ISBN: (9780803618794)
- Colgrove *Med-Surg Success, 2nd Edition*. F. A. Davis. ISBN: (978-0-803-62504-4)
- Gulanick, M. and Myers J. *Nursing Care Plans Diagnoses, Interventions, and Outcomes*. 7th Ed. Elsevier/Mosby ISBN (978-0-323-06537-5)
- Myers, E. *RNotes Nurse's Clinical Pocket Guide*. F. A. Davis ISBN: (0-8036-1060-2)
- Dosage Calculations: A Ratio-Prop Approach (w/CD)* Cengage Learning 3rd Edition. ISBN: (1-4354-5410-3)
- Taber, *Cyclopedic Medical Dictionary 21st (Plain)(w/DVD)* F. A. Davis Company: ISBN: (978-0-803-61560-1)

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.