NRV 52.1 Course Outline as of Fall 2011

CATALOG INFORMATION

Dept and Nbr: NRV 52.1    Title: INTERMEDIATE VOC NURSING
Full Title: Intermediate Vocational Nursing
Last Reviewed: 10/13/2014

Units    Course Hours per Week    Nbr of Weeks    Course Hours Total
Maximum  8.00    Lecture Scheduled  8.00    17.5    Lecture Scheduled  140.00
Minimum  8.00    Lab Scheduled    0    17.5    Lab Scheduled    0
Contact DHR    0    Contact DHR    0
Contact Total  8.00    Contact Total  140.00
Non-contact DHR  0    Non-contact DHR  0

Total Out of Class Hours: 280.00    Total Student Learning Hours: 420.00

Title 5 Category: AA Degree Applicable
Grading: Grade Only
Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:
Formerly: NRV 52A

Catalog Description:
This is one of two intermediate level theory courses in the Vocational Nursing Program. The two primary foci of the course are the care of adult patients with increasingly complex problems and the care of pediatric clients and conditions related to each of the body systems. Concepts related to mental health care of adults and children and normal growth and development are integrated into the content. Pathological processes of selected disease states are explored with an emphasis on care of the perioperative patient.

Prerequisites/Corequisites:
Course Completion of NRV 51 and NR 255 AND Concurrent Enrollment in NRV 52.1L and NRV 58B OR Course Completion of NRV 51 and PHARM 255 AND Concurrent Enrollment in NRV 52.1L and NRV 58B

Recommended Preparation:

Limits on Enrollment:

Schedule of Classes Information:
Description: This is one of two intermediate level theory courses in the Vocational Nursing
Program. The two primary foci of the course are the care of adult patients with increasingly complex problems and the care of pediatric clients and conditions related to each of the body systems. Concepts related to mental health care of adults and children and normal growth and development are integrated into the content. Pathological processes of selected disease states are explored with an emphasis on care of the perioperative patient. (Grade Only)

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Recommended:

Limits on Enrollment:

Transfer Credit: CSU;

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

| AS Degree: | Area | Effective: | Inactive: |
| CSU GE: | Transfer Area | | |
| IGETC: | Transfer Area | Effective: | Inactive: |

CSU Transfer: Transferable Effective: Fall 1981 Inactive:

UC Transfer: Effective: Inactive:

CID:

Certificate/Major Applicable:
Certificate Applicable Course

COURSE CONTENT

Student Learning Outcomes:
Students will be able to:
1. Apply theoretical concepts in adult and pediatric medical surgical and mental health clients.
2. Analyze, compare, and contrast theories of growth and development at the intermediate level of nursing care.
3. In collaboration with a Registered Nurse, formulate a plan of care consistent with practice guidelines for more complex diseases.
4. Apply theory to practice in working with adult and pediatric medical/surgical/mental health clients with more complex diseases at the intermediate level of nursing care.

Objectives:
Upon completion of this course, students will be able to:
1. Apply concepts learned to analyze intermediate level medical/surgical/mental health and pediatric clients with more complex disease states.
2. Apply Orem's Self-Care Deficit Theory to more complex, hypothetical and clinical scenarios.
3. Apply growth and development concepts to the design of nursing systems for children and adults.
4. Collaborate with peers for problem-solving related to hypothetical clinical scenarios.
5. Use critical thinking and problem-solving skills related to pathology on multiple systems.
6. Describe common disorders encountered in adults and children, including typical nursing, medical, mental health medications and allied health care.
7. Formulate plans of care for perioperative patients, including in the pre-, intra-, and postoperative phases.
8. Design brief tutorials for patients that are commonly encountered in hospital and clinic settings.
9. Resolve ethical dilemmas.
10. Compare and contrast strategies and techniques employed in the care of children with those used in the care of adults, including the elderly.
11. Create and present case studies to one's peers.

Topics and Scope:

1. Medical/Surgical disease states and nursing care in adults and children:
   a) Cardiac
   b) Genito-urinary
   c) Respiratory
   d) Gastrointestinal
   e) Endocrine
   f) Neuromuscular
   g) Perioperative nursing care in adults and children
   h) Skin conditions
   i) Communicable diseases
   j) Pharmacology
   k) Acid base balance
   l) Basic intravenous monitoring
   m) Blood transfusions
2. Care of clients with mental health issues.
3. Orem's Self-Care Deficit Theory.
4. Growth and Development through the life cycle.

Assignment:

1. Reading: approximately 50-100 pages per week.
2. Case studies: 1-2 a week on assigned readings.
3. Class/clinical portfolios: papers to support clinical experiences submitted at the end of each rotation to include concepts such as medical/surgical/pediatric/mental health care; perioperative care of the patient, intermediate care for the developmentally delayed and ambulatory clients.
4. Weekly quizzes and periodic objective examinations (3-5 per semester).

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, case studies, portfolios, concept maps, and clinical reports.  Writing 30 - 50%
**Representative Textbooks and Materials:**

3. Lippincott Williams and Wilkins Bundle:
   a. Eliopoulos, Gerontological Nursing, 7th Ed., 2009, Lippincott Williams and Wilkins
4. Nursing/Medical Dictionary - Taber's Medical Dictionary by F.A. Davis or Mosby's Dictionary of Medicine, Nursing and Health Professions by Saunders Elsevier or Saunders Medical and Nursing Dictionary by Saunders Elsevier
5. Elsevier Bundle including E-books:
   c. Fundamentals Virtual Clinical Excursion, Saunders Elsevier, 2009

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**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

| Concept maps, case scenarios, portfolios, and multi-media exercises. |
| Problem solving 0 - 10% |

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

| None |
| Skill Demonstrations 0 - 0% |

**Exams:** All forms of formal testing, other than skill performance exams.

| Quizzes, multiple choice, both on-paper and on-line. |
| Exams 30 - 50% |

**Other:** Includes any assessment tools that do not logically fit into the above categories.

| Attendance, participation and professionalism |
| Other Category 10 - 20% |


k. deWit, Susan C., Medical-Surgical Nursing - Concepts and Practice 2009, Saunders Elsevier  

l. deWit, Susan C., Student Learning Guide for Medical-Surgical Nursing, Current Edition, Saunders Elsevier  

m. deWit, Virtual Clinical Excursion for Medical-Surgical Nursing, 2008, Saunders Elsevier  

n. Morrison-Valfre, Foundations of Mental Health Care, 4th Ed. 2009, Saunders Elsevier  


RECOMMENDED TEXTS  
