

**NR 75B Course Outline as of Fall 1981****CATALOG INFORMATION**

Dept and Nbr: NR 75B Title: NR OF ADULT PATIENT

Full Title: Nursing Care of the Adult Patient

Last Reviewed: 2/9/2015

Units	Course Hours per Week		Nbr of Weeks	Course Hours Total		
Maximum	12.50	Lecture Scheduled	6.00	17.5	Lecture Scheduled	105.00
Minimum	12.50	Lab Scheduled	19.50	17.5	Lab Scheduled	341.25
		Contact DHR	0		Contact DHR	0
		Contact Total	25.50		Contact Total	446.25
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 210.00

Total Student Learning Hours: 656.25

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:

**Catalog Description:**

Concepts relevant to adult & geriatric clients' inability to meet their self-care needs related to acute physical & mental illness are developed. Care of surgical clients, clients with alterations in perfusion, pulmonary function, mobility, metabolism, digestive/eliminative function, thought disorders & substance abuse/dependence is taught. A theoretical basis for nursing skills is established. The Skills Lab is a simulated clinical setting wherein nursing skills are demonstrated by faculty and practiced by students under faculty supervision. Students are required to demonstrate competency prior to assignment of skills in the clinical setting. Knowledge and skills acquired in lecture-discussion and skills components are applied in the delivery of nursing care to adult & geriatric clients in hospital & mental health care settings.

**Prerequisites/Corequisites:**

Enrollment in the ADN program; completion of NR 75A, Psych 1A or 53 or 4, and FD NT 62, all with a grade of "C" or better.

**Recommended Preparation:****Limits on Enrollment:**

### **Schedule of Classes Information:**

Description: Professional nursing care of acutely ill adult and geriatric medical- surgical and mental health clients. Includes lecture-discussion, skills lab and clinical components. (Grade Only)

Prerequisites/Corequisites: Enrollment in the ADN program; completion of NR 75A, Psych 1A or 53 or 4, and FD NT 62, all with a grade of "C" or better.

Recommended:

Limits on Enrollment:

Transfer Credit: CSU;

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

### **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>	Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>	Effective:	Inactive:
<b>IGETC:</b>	<b>Transfer Area</b>	Effective:	Inactive:
<b>CSU Transfer:</b>	Transferable	Effective: Fall 1981	Inactive: Fall 2020
<b>UC Transfer:</b>		Effective:	Inactive:

### **CID:**

### **Certificate/Major Applicable:**

Certificate Applicable Course

### **COURSE CONTENT**

#### **Outcomes and Objectives:**

1. With minimal guidance, collects and records data base for each client who has an increasing need for assistance in meeting universal self-care and health deviation needs with predictable outcomes.
2. With guidance, assesses client for manifestations of inability to meet universal self-care and health deviation needs related to pathophysiology/psychopathology.
3. With minimal guidance, completes basic assessment tool consistent with expected level of achievement.
4. With minimum guidance is able to identify actual/potential self-care deficits and state the deficit in nursing diagnosis terminology.
5. Given a client with less predictable outcomes, with guidance, develops a written plan of care utilizing a knowledge base consistent with expected level of achievement and establishes priorities based on self-care deficits.
6. Given a client with less predictable outcomes, with guidance selects a nursing system.
7. Develops written nursing care plan (NCP) consistent with Level II NCP format.
8. With guidance, implements the selected nursing system for 2-3 clients with less predictable outcomes consistent with expected level of achievement.

9. With guidance, performs basic nursing skills consistent with theoretical knowledge base and audit sheet criteria.
10. Applies principles of safety as identified on safety audit sheet.
11. With less guidance, evaluates the appropriateness of the selected nursing system, the effectiveness of the NCP and therapeutic interventions at the expected level of achievement.
12. With guidance, assesses client and family's basic self-care needs for health teaching based on potential/actual self-care deficits consistent with universal self-care and developmental needs. Identifies appropriate resources for resolution.
13. With guidance, plans and implements client and family teaching needs consistent with expected level of achievement and agency policy incorporating basic principles of pathophysiology, psychopathology, and developmental and cultural needs.
14. With guidance, evaluates client and family response to teaching consistent with expected level of achievement.
15. With guidance, communicates:
  - A. In writing on a client's chart, consistent with audit sheet criteria.
  - B. Effectively with assigned clients and health care team members using problem solving, goal-directed communication skills.
  - C. Pertinent information to client, family, instructor and health team members within the agency ensuring client safety.
  - D. Change of shift report.
16. Identifies educational needs and seeks appropriate guidance.
17. With guidance, demonstrates behaviors consistent with school and health care agency policies, professional ethics and legal parameters consistent with expected level of achievement.
18. With guidance, utilizes self-care concepts as they relate to universal self-care needs, developmental, cultural and spiritual needs.
19. In the Skills Lab, masters psychomotor skills at level consistent with safe, competent performance in the hospital setting.
20. In the Skills Lab, masters therapeutic communication and behavioral intervention skills at a level consistent with safe, competent performance in hospital and community health care settings.

### **Topics and Scope:**

1. Introduction to Universal Self-Care Deficits.
  - A. Altered oxygenation.
  - B. Altered nutrition - elimination.
  - C. Fluid and electrolyte imbalances.
  - D. Altered protection.
  - E. Altered rest and activity.
  - F. Altered interaction.
  - G. Impaired regulation.
2. The Surgical Client and Universal Self-Care Requisites/Deficits.
3. Altered Mental Health States.
  - A. Schizophrenia.
  - B. Substance abuse.
  - C. Depression.

- D. Rehabilitation of the chronic psychiatric patient.
- 4. Demonstration, Practice, and Competency Demonstration of:
  - A. Perioperative care skills
  - B. Intravenous therapy
  - C. Respiratory assessment and therapy
  - D. Nasogastric tube insertion, maintenance and removal
  - E. Urinary catheter insertion and maintenance

**Assignment:**

1. Preparation for clinical assignments by reviewing patient's chart; preparing data base, pathophysiology form, assessment tool and researching medications, treatments and skills - approximately 3-4 hours per week.
2. Written nursing care plans (4 pages per plan), 5 plans per semester. Includes data collection, data analysis, development of plan for nursing care with specific interventions and evaluation of effectiveness.
3. Completion of two-page assessment tool, approximately 30 per semester.
4. Viewing selected videotapes in CHEC, 8-10 per semester.
5. Viewing selected CAI program in CHEC, 6-8 per semester.
6. Present patient situations for discussion in post clinical conferences (approximately 1 hour presentation per student per semester).
7. Analysis of patient care situations. In group setting, approximately 10-12 per semester.
8. Reading assignments, 70-350 pages per week.
9. Written clinical paper on substance abuse, one per semester, 3 pages per paper.
10. Written clinical paper on psychiatric day care treatment, one per semester, 3 pages per paper.
11. Written clinical paper on surgical client, one per semester, 5 pages per paper.
12. Written clinical paper on Alcoholics Anonymous, one per semester, 1-2 pages per paper.
13. Reading prior to skills demonstration 15-50 pages per week.
14. Attend scheduled skills demonstrations.
15. Practice skills under faculty supervision in simulated clinical setting.
16. Demonstrate safe and competent skill performance.

**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.

None, This is a degree applicable course but assessment tools based on writing are not included because problem solving assessments are more appropriate for this course.

Writing  
0 - 0%

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

Exams

Problem solving  
10 - 30%

**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.

Multiple choice, Matching items

Exams  
85 - 95%

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

None

Other Category  
0 - 0%

**Representative Textbooks and Materials:**

FUNDAMENTALS OF NURSING by Potter and Perry. Mosby Co. 2d ed. 1993

CLINICAL NURSING SKILLS by S. Smith and D. Duell. Appleton & Lange. 1996

LABORATORY AND DIAGNOSTIC TESTS WITH NURSING IMPLICATIONS by J. Kee. Appleton and Lange. 1995

PATHOPHYSIOLOGY: THE BIOLOGICAL BASIS FOR DISEASE IN ADULTS AND CHILDREN by McCance & Huether. Mosby. 2d ed. 1994

CRITICAL THINKING IN MEDICAL-SURGICAL SETTINGS: A CASE STUDY APPROACH by Winningham & Preusser. Mosby 1996

CRITICAL PATHWAYS FOR COLLABORATIVE NURSING CARE by S. Beyea. Addison-Wesley. 1996

PRINCIPLES AND PRACTICE OF PSYCHIATRIC NURSING by Stuart and Sundeen. Mosby 1994

MEDICAL-SURGICAL NURSING by LeMone & Beyea. Addison-Wesley. 1996

PHARMACOLOGY IN NURSING by McKenry & Salerno. Mosby 1995