NR 75B Course Outline as of Spring 2001

CATALOG INFORMATION

Dept and Nbr: NR 75B   Title: NSG CARE OF ADULT CLIENT
Full Title: Nursing Care of the Adult Maternal/Neonatal Client
Last Reviewed: 2/9/2015

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	12.00	Lecture Scheduled	6.00	17.5	Lecture Scheduled	105.00
Minimum	12.00	Lab Scheduled	0	17.5	Lab Scheduled	0
		Contact DHR	18.00		Contact DHR	315.00
		Contact Total	24.00		Contact Total	420.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 210.00   Total Student Learning Hours: 630.00

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:

Catalog Description:
Concepts relevant to the nursing care of the adult/geriatric, maternal/neonatal, and psychiatric client are explored. Emphasis is on application of basic concepts related to the nursing care of clients with acute physical and mental illness, as well as basic concepts relevant to the care of the maternal/neonatal client within Orem's self-care framework. Knowledge and skills acquired in lecture-discussion and in a simulated clinical skills laboratory are applied in adult/geriatric, psychiatric and maternal/neonatal clinical settings.

Prerequisites/Corequisites:
Enrollment in the ADN program; completion of NR 75A, PSYCH 1A or PSYCH 53 or PSYCH 4.

Recommended Preparation:

Limits on Enrollment:

Schedule of Classes Information:
Description: Professional nursing care of acutely ill adult/geriatric medical- Surgical, maternal/neonatal, 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 PSYCH 53 or PSYCH 4.
Recommended:
Limits on Enrollment:
Transfer Credit: CSU;
Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

		Effective:	Inactive:
AS Degree:	**Area**	Effective:	Inactive:
CSU GE:	**Transfer Area**	Effective:	Inactive:
IGETC:	**Transfer Area**	Effective:	Inactive:
CSU Transfer:	Transferable	Effective: Fall 1981	Inactive: Fall 2020
UC Transfer:		Effective:	Inactive:

CID:

Certificate/Major Applicable:
Certificate Applicable Course

COURSE CONTENT

Outcomes and Objectives:
At the completion of this course when assigned a client in one of the following categories: adult/geriatric medical-surgical, psychiatric and maternal/neonatal, the students will:
1. Collect and record database for each client who has need for assistance in meeting their universal self-care and health deviation needs.
2. Assess client for manifestations of inability to meet universal self-care and health deviation needs.
3. Complete basic assessment for each category of clients consistent with expected level of achievement.
4. Identify actual/potential self-care deficits and state the deficit in nursing diagnosis terminology.
5. Develop a written plan of nursing care incorporating current knowledge basis.
6. Select a nursing system appropriate for assigned client.
7. Implement the selected nursing system for 1-2 clients.
8. Perform basic nursing skills consistent with theoretical knowledge base and competency-based criteria.
9. Evaluate the effectiveness of therapeutic interventions.
10. Assess client and family's basic self-care needs for health teaching based on potential/actual self-care deficits and universal self-care and developmental needs.
11. Develop a teaching plan based on assessed needs.
12. Implement the developed teaching plan.

13. Evaluate client and family response to teaching.
14. Communicate:
   a. in writing on a client's chart.
   b. effectively with assigned clients and health care team members using problem solving, goal-directed communications skills.
   c. pertinent information to client, family, instructor and Health Science team members within the agency.
   d. client status at end of shift report.
15. Identify one's own educational needs and seek appropriate learning experiences.
16. Demonstrate behaviors consistent with school and health care agency policies.
17. Utilize self-care concepts as they relate to universal self-care, developmental, cultural and spiritual needs.
18. Perform psychomotor skills at a level consistent with safe, competent performance in the clinical setting.
19. Demonstrate therapeutic communication skills consistent with safe, competent performance in clinical settings.

Topics and Scope:

A. Basic concepts in the nursing care of the adult medical-surgical and geriatric client with altered:
   1. Cardiovascular function
   2. Acid-base balance.
   3. Glucose metabolism
   4. Respiratory function
   5. Musculoskeletal function
   6. Gastrointestinal function
   7. Altered vision
B. Skill competencies
   1. Ostomy management
   2. Intravenous therapy
   3. Respiratory assessment and therapy
   4. Nasogastric tube; insertion, maintenance and removal
   5. Urinary catheterization
   6. Orthopedic skills
   7. Intradermal injections
C. Nursing care of the psychiatric client
   1. The role of the nurse in the psychiatric setting
   2. Personality disorders
      a. Self-destructive behavior
      b. Suicide
   3. Thought disorders
   4. Substance abuse
   5. Dementia and delirium
   6. Anxiety disorders and somatoform disorders
   7. Disturbances of mood/affect
   8. Psychiatric disorders of childhood and adolescence
   9. Victims of abuse and violence
   10. Group process
E. Nursing care of the maternal/neonatal client

1. Normal post-partal client
2. Normal neonate
3. Normal intrapartal client
4. Normal pregnant cliente
5. Normal reproductive client
6. Alterations in pregnancy
7. Alterations in normal birthing process
8. Neonate at risk
9. High risk post-partal client
10. High risk post-partal/gynecological client
11. Skill competencies
    a. Antepartum skills
    b. Labor and delivery skills
    c. Postpartum care
    d. Neonatal care

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 5 - 15%

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:
Potter, P.A. and Perry, A.G. (2001) Fundamentals of Nursing, 5th ed., Chicago, Mosby
Altman, G.P., Buchsel, & Coxon, V (2000) Delmar's Fundamental and Advanced Nursing Skills, Canada, Delmar
Varcarolis, E.M. (1998) Foundations of Psychiatric Mental Health Nursing, 3rd ed., Philadelphia, Saunders
Ladewig, P., London, M., and Olds, S. (1998). Essentials of Maternal Newborn Nursing, 4th ed., Addison-Wesley