

NR 75B Course Outline as of Fall 2009**CATALOG INFORMATION**

Dept and Nbr: NR 75B Title: NURSING CARE OF ADULT

Full Title: Nursing Care of the Adult/Older Adult/Psychiatric 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 and nursing practice in the care of medical/surgical, elder, and psychiatric clients are presented. The emphasis is on acute medical/surgical and psychiatric illnesses relevant to the adult and elder client within Orem's self care framework. Knowledge and skills acquired in lecture-discussion and in the simulated skills laboratory are applied in medical/surgical and psychiatric clinical settings.

Prerequisites/Corequisites:

Course completion of NR 75A or NR 75.1A

Recommended Preparation:**Limits on Enrollment:**

Enrollment in the Associate Degree Nursing program.

Schedule of Classes Information:

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

Prerequisites/Corequisites: Course completion of NR 75A or NR 75.1A

Recommended:

Limits on Enrollment: Enrollment in the Associate Degree Nursing program.

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	Effective:	Inactive:
IGETC:	Transfer Area	Effective:	Inactive:
CSU Transfer:	Transferable	Effective: Fall 1981	Inactive: Fall 2020
UC Transfer:		Effective:	Inactive:

CID:

Certificate/Major Applicable:

Both Certificate and Major Applicable

COURSE CONTENT

Outcomes and Objectives:

Upon completion of this course students will be able to:

1. Discuss the Health Deviation Self-Care Requisites, Universal Self-Care Requisites, and Developmental Self-Care Requisites of the adult and older adult medical-surgical patient and the patient with selected oxygenation, nutrition, elimination, fluid and electrolytes, protection, rest and activity, interaction and regulation deficits.
2. Describe appropriate nursing systems, nursing diagnoses, and interventions to be used with each identified deficit and be able to plan and evaluate the nursing care required.
3. Describe the pathophysiology and behavioral patterns of selected psychiatric illnesses and substance abuse that interfere with the client's ability to meet the universal self-care needs.
4. Use problem solving and facilitative communication skills to conduct an interview with the patient to assess self-care requisites, self-care deficits, self-care abilities, and promote relief of symptoms.
5. Describe community resources that may be utilized to meet patients' needs.
6. Describe use of psychotropic agents for psychopathology.
7. Implement nursing systems for 1-2 clients per day using the plan of care consistent with theory and clinical objectives.
8. Ethically perform basic nursing skills consistent with theoretical knowledge base, audit sheet criteria, agency policy, state law and cultural considerations.
9. Describe the pathophysiology and behavior patterns of selected psychiatric illnesses as they relate to older adults.
10. Perform a nursing assessment of one to two persons in the acute rehabilitation setting.

11. Collect and record database for each client who have a need for assistance in meeting their universal self-care and health deviation needs.
12. Assess client for manifestations of inability to meet universal self-care and health deviation needs.
13. Complete basic assessment for each category of clients consistent with expected level of achievement.
14. Identify actual/potential self-care deficits and state the deficit in nursing diagnosis terminology.
15. Develop a written plan of nursing care incorporating current knowledge basis.
16. Select a nursing system appropriate for assigned client.
17. Implement the selected nursing system for 1-2 clients.
18. Demonstrate basic nursing skills consistent with theoretical Knowledge base and competency-based criteria.
19. Evaluate the effectiveness of therapeutic interventions.
20. 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.
21. Develop a teaching plan based on assessed needs.
22. Implement the developed teaching plan.
23. Evaluate client and family response to teaching.
24. 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, and health care team members within the agency.
 - d. client status during and at end of shift.
25. Identify one's own educational needs and seek appropriate learning experiences.
26. Demonstrate behaviors consistent with school and health care agency policies.
27. Utilize self-care concepts as they relate to universal self-care, developmental, cultural and spiritual needs.
28. Perform psychomotor skills at a level consistent with safe, competent performance in the clinical setting.
29. Demonstrate therapeutic communication skills consistent with safe, competent performance in clinical settings.

Topics and Scope:

- I. Basic concepts in the nursing care, in the selection of diagnosis, nursing systems, and communication about the adult medical-surgical and geriatric client with the following altered functions:
 - A. Cardiovascular
 - B. Acid-base balance.
 - C. Glucose metabolism
 - D. Respiratory
 - E. Musculoskeletal
 - F. Gastrointestinal

- G. Vision
- II. Skill competencies
 - A. Ostomy management
 - B. Intravenous therapy
 - C. Respiratory assessment and therapy
 - D. Nasogastric tube; insertion, maintenance and removal
 - E. Urinary catheterization
 - F. Orthopedic devices and treatments
 - G. Intradermal injections
- III. Nursing care of the psychiatric client
 - A. The role of the nurse in the psychiatric setting
 - B. Personality disorders
 - C. Self-destructive behavior
 - D. Suicide
 - E. Thought disorders
 - F. Substance abuse
 - G. Dementia and delirium
 - H. Anxiety disorders and somatoform disorders
 - I. Disturbances of mood/affect
 - J. Psychiatric disorders of childhood and adolescence
 - K. Victims of abuse and violence
 - L. Group process

Assignment:

1. Clinical practice in hospitals. Students must meet minimum problem solving skills and practice to pass this course. Passing is a C grade at 75%.
2. 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.
3. Written nursing care plans, 2 - 5 plans per semester.
4. Completion of assessment tool, approximately 30 per semester.
5. Viewing selected media in the Health Learning Resource Center.
6. Present patient situations for discussion in post clinical conferences.
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, 3 pages.
10. Written clinical paper on psychiatric day care treatment, 3 pages.
11. Written clinical paper on surgical client, 5 pages.
12. Written clinical paper on Alcoholics Anonymous, 1-2 pages.
13. Reading prior to skills demonstration 15-50 pages per week.
14. Practice skills under faculty supervision in simulated clinical setting.
15. Provide safe and competent nursing care to 1 - 2 clients
16. Four mid-term exams

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.

Term papers, Reports, care plans, clinical papers

Writing
5 - 10%

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

Clinical patient care

Problem solving
5 - 15%

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

Care of patients in clinical settings

Skill Demonstrations
10 - 15%

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

Multiple choice, Matching items

Exams
60 - 75%

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

None

Other Category
0 - 0%

Representative Textbooks and Materials:

Required:

- California BRN (2006) California Board of Registered Nursing Practice Act - Rules and regulations and California Statues related to registered nursing.
- Potter, P.A. & Perry (2006) Fundamentals of Nursing w/Companion Virtual Hospital 6th ed., Chicago: Mosby.
- Potter, P.A. & Perry (2006). Clinical Nursing Skills and Techniques w/CD-Roms, 7th ed. Chicago: Mosby
- Phillips, L. (2005). Manual of IV Therapeutics, 4th ed. F.A. Davis
- Kee, Joyce (2005). Laboratory and Diagnostic tests with Nursing Implications, 7th ed. New Jersey: Prentice Hall.
- Eliopoulos, C. (2004) Gerontological Nursing, 6th ed. Philadelphia: J.B. Lippincott.
- Varcarolis, E.M. (2006). Foundations of Psychiatric Mental Health Nursing, 5th ed. Philadelphia: Saunders.
- Lewis, S.M., Heitkemper, M.M., & Dirksen, S.R. (2004) Medical Surgical Nursing, 6th ed. Chicago: Mosby.
- Jarvis, C. (2004) Physical Examination & Health Assessment, 4th ed. St. Louis: Saunders.
- McKenry & Salern (2006). Pharmacology in Nursing, 22nd ed. Chicago: Mosby

Recommended:

- Varcaralis, E.M. (2006). *The Manual of Psychiatric Nursing Care Plans*, 3rd ed. Saunders
- Deglin & Vallerand (2006). *Davis's Drug Guide for Nurses*. F.A. Davis.
- McCance & Huether (2006). *Pathophysiology - The Biologic Basis for Disease in Adults and Children*, 5th ed. Chicago: Mosby.