

**NR 75D Course Outline as of Fall 2015****CATALOG INFORMATION**

Dept and Nbr: NR 75D Title: ADV CARE ACUTELY ILL  
 Full Title: Advanced Care of Acutely Ill  
 Last Reviewed: 2/3/2020

| 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: 42 - One Repeat if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

**Catalog Description:**

Advanced concepts related to the safe care in the acutely ill adult medical-surgical patient. These concepts are integrated to meet the complex needs of medical-surgical patient. Concepts related to professionalism, a preceptorship experience, and advanced nursing skill practice in a variety of clinical settings gives students an opportunity to make the transition from student to professional nurse.

**Prerequisites/Corequisites:**

Course Completion of NR 75C

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

Enrollment in the Associate Degree Nursing Program

**Schedule of Classes Information:**

Description: Advanced concepts related to the safe care in the acutely ill adult medical-surgical patient. These concepts are integrated to meet the complex needs of medical-surgical patient. Concepts related to professionalism, a preceptorship experience, and advanced nursing skill practice in a variety of clinical settings gives students an opportunity to make the transition from

student to professional nurse. (Grade Only)

Prerequisites/Corequisites: Course Completion of NR 75C

Recommended:

Limits on Enrollment: Enrollment in the Associate Degree Nursing Program

Transfer Credit: CSU;

Repeatability: One Repeat 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: |
| <b>UC Transfer:</b>  |                      | Effective:           | Inactive: |

**CID:**

**Certificate/Major Applicable:**

Both Certificate and Major Applicable

## **COURSE CONTENT**

### **Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Function as an entry-level professional nurse within the legal/ethical guidelines established by the Nurse Practice Act, and employ the entry-level registered nurses professional behaviors of responsibility, accountability, caring, and advocacy.
2. Evaluate care systems components' effectiveness and identify potential improvements to care processes.
3. Delegate tasks to the appropriate nursing team members based upon their job descriptions while assuming responsibility for the tasks delegated.
4. Make contributions to the interprofessional patient care team's shared decision-making process.
5. Integrate knowledge of evidence-based care to plan and deliver safe care to patients with multiple and complex comorbidities.

### **Objectives:**

#### **I. Theoretical Outcomes and Objectives**

##### **A. Theoretical Application for Professional Growth**

1. Analyze patients' needs using the nursing process.
2. Select nursing actions using critical thinking strategies applied to theoretical patient scenarios.
3. Incorporate leadership and research principles into nursing practice including integration of best current evidence.
4. Evaluate health care delivery systems and how the profession of nursing fits into these systems both ethically and legally.
5. Provide health care delivery information and resources to educate patients in order to help them to achieve optimum health.

6. Solve conflict management issues using theoretical scenarios.
  7. Formulate a plan for professional growth using Readiness for Practice Theory in preceptorship.
- B. Theoretical Content Application for Clinical Objectives in a Nursing Practice Scenario:
1. Plan for safety needs of more complex patients, patients with multi-system disorders, and patients with special vulnerabilities.
  2. Integrate the knowledge of health care needs into the nursing care of patients with problems related to altered:
    - a. Neurological states
    - b. Respiratory function
    - c. Immune and endocrine function
    - d. Mobility states
    - e. Cellular growth
  3. Plan home care with patient, family, and health care team.
  4. Utilize principles of time management and organization to effectively deliver nursing care to a group of patients.
  5. Utilize professional communication in the nursing care of acutely ill patients.
  6. Demonstrate competency in performing the following skills by incorporating scientific, physiological and psychosocial concepts in a skills laboratory:
    - a. Neurological assessment
    - b. Tracheostomy care and advanced airway management
    - c. Transcription of medical orders
    - d. Performing venipuncture
    - e. Initiating intravenous lines
- II. Professional Clinical Practice Objectives in Advanced Medical Surgical Nursing and Preceptorship:
1. Independently collect and record database for each assigned patient.
  2. Assess patient for physical manifestations of pathophysiological processes and patient ability to meet their own health care needs.
  3. Use information technology to communicate, manage knowledge, mitigate error, and support decision making that improves patient outcomes.
  4. Initiate and/or maintain a current nursing care plan for assigned patients.
  5. Integrate the best current evidence based practice in clinical health care delivery.
  6. Facilitate patient and family learning by providing information and resources that support health and optimal health outcomes.
  7. Implement and evaluate patient and family teaching in a variety of clinical settings.
  8. Use the nursing process and critical thinking to provide safe and effective patient care in a variety of practice settings.
  9. Demonstrate delegation and conflict management skills.
  10. Actively participate in quality improvement activities.
  11. Promote physical health and wellness by providing care and comfort, reducing patient risk potential, and managing health alterations.
  12. Collaborate effectively with other member of the multidisciplinary healthcare team.
  13. Collaborate with patients and families to provide compassionate and coordinated care based on their preferences, values and needs.
  14. Function as an entry level RN within guidelines of the Nurse Practice Act and develop a professional growth plan in preceptorship.

### **Topics and Scope:**

1. Leadership/Professionalism
  - a. Introduction to leadership

- b. Group process
  - c. Health promotion and the health care delivery system
  - d. Ethical aspects of nursing
  - e. Values clarification
  - f. Nurse practice act
  - g. Legal aspects of nursing practice
  - h. Total quality management/continuous quality improvement
  - i. Case management and managed care
  - j. Research for professional nursing practice
  - k. Evidence based application to nursing practice
  - l. Nursing professionalism and professional organizations
  - m. Novice to expert in clinical practice
  - n. Resume and interviewing
2. Altered Body System:
    - a. Endocrine function
    - b. Cell growth (Oncology)
    - c. Pancreatic function (exocrine)
    - d. Liver function
  3. Interaction:
    - a. Conflict management
    - b. Delegation
    - c. Decision making
    - d. Critical thinking
    - e. Alternative therapies
    - f. Palliative care/end of life
    - g. Collaboration
  4. Fluids and Electrolytes Balance in the Renal Patient:
    - a. Dialysis
    - b. Transplant
  5. Altered Oxygenation:
    - a. Adult respiratory distress syndrome
    - b. Gastrointestinal bleeding
    - c. Cardiac output/tissue perfusion
  6. Safety for the Patient with Altered Neurological Function:
    - a. Neurological assessment
    - b. Stroke
    - c. Unconscious patient
    - d. Seizure disorder
    - e. Increased intracranial pressure and head trauma
    - f. Spinal cord injury
    - g. Immune system dysfunction
  7. Balance activity and rest.
  8. Quality improvement.
  9. Chronic neurological problems.
  10. Education for the home care patient.
  11. Skills competency development.
    - a. Neurological assessment
    - b. Advanced airway management and tracheostomy care
    - c. Transcription of medical orders
    - d. SBAR Shift report and patient handoff
    - e. Quality assurance reports
    - f. IV Therapy - venipuncture, collecting blood specimens and IV insertion

12. Transition from student nurse to entry-level nurse.

### Assignment:

1. Clinical practice in hospitals where students must meet minimum problem-solving skills and practice to pass this course..
2. Preparation for clinical assignments by reviewing patient's chart approximately 1 - 2 hours per week.
3. Advanced medical-surgical clinical - 11 weeks.
4. Preceptorship - 6 weeks clinical.
5. Written Nursing Care Plans, approximately 1-3.
6. Completion of two-page assessment tool on every client patient in preparation for clinical using database, medication sheet, pathophysiology form.
7. Viewing selected videotapes or CDs, approximately 6-8.
8. Completion of selected computer programs, approximately 4-8.
9. Present patient situation for discussion in post clinical conferences, approximately 6-9 presentations.
10. Analysis of patient care situations.
11. Reading assignments, 70-250 pages per week.
12. Completion of critical thinking journals approximately 6-10.
13. Approximately 3-6 exams.
14. Evidence-Based /Research Article Critique 1-4.

### 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.

Weekly journals 6-10, Nursing Care Plan 1-3, Evidence-Based/research article critique, 1-4.

Writing  
5 - 15%

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

Clinical patient assessments and care.

Problem solving  
15 - 25%

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

Clinical Practice-Pass/Fail

Skill Demonstrations  
5 - 10%

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

Exams

Exams  
50 - 60%

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

**Representative Textbooks and Materials:**

California Nursing Practice Act with Regulations and Related Statutes with CD-ROM, 2014 Ed.  
 Deglin & Vallerand Davis's Drug Guide for Nurses, 2014, 14th Ed. Philadelphia: F.A. Davis  
 Gerontological Nursing, Eliopoulos, C., 2014, 8th Ed. Philadelphia: JB Lippincott  
 Varcarolis' Foundations of Psychiatric Mental Health Nursing: A Clinical Approach, Halter, M., 2013, 7th Ed. St. Louis: Elsevier/Mosby  
 Calculating Drug Dosages Correctly: A Dimensional Analysis Approach, Horntvedt, T., 2012, 1st Ed., Philadelphia: F.A. Davis  
 Pocket guide Physical Examination & Health Assessment, Jarvis, C., 2011, 6th Ed., St. Louis: Saunders.  
 Pharmacology: A Nursing Process Approach, Kee, Hayes & McCuiston, 2014, 8th Ed. Elsevier Saunders  
 Medical-Surgical Nursing, Lewis, S. M, Heitkemper, M. M, & Dirksen, S.R., 2013, 9th Ed., Mosby/Elsevier  
 Swearingen's Manual of Medical Surgical Nursing Care, Monahan, F., 2010, 7th Ed., Mosby  
 Mosby's Nursing Video Skills Student Online Version 4.0., Mosby Elsevier  
 Mosby's Manual of Diagnostic and Laboratory Tests, Pagana, K. & Pagana, T. 2013, 5th Ed., St. Louis: Elsevier/Mosby  
 Clinical Nursing Skills and Techniques, Perry, A.G., Potter, P.A. & Ostendorf, W. 2014, 8th Ed., Chicago: Elsevier/Mosby  
 Manual of IV Therapeutics, Phillips, L., 2014, 6th Ed., F.A. Davis  
 Fundamentals of Nursing, Potter, P.A. & Perry, A.G. 2012, 8th Ed. Chicago: Mosby.  
 Nursing Diagnosis and Intervention Pocket Guide, Wilkinson, J.M., 2013, 10th Ed., Prentice Hall  
 Laboratory and Diagnostic Tests with Nursing Implications, Kee, J. 2014, 8th Edition (Illustrated), Pearson  
 Board of Registered Nursing: Nursing Practice Act with Regulations and Related Statues, Department of General Services, 2014, Lexis Nesis Mathew and Bender  
 Clinical Nursing Skills and Techniques, Perry, A.G. and Potter, P. A. and Ostendorf, W., 2014, 8th Edition, Mosby Elsevier  
 Medical Surgical Nursing: Simulation Learning Access, Lewis, S.L., 8th Edition, Elsevier Science  
 Leadership Roles and Management: Functions in Nursing, Theory and Application, Marquis, B. and Houston, C., 2014 8th Edition, Lippincott, Williams and Wilkins  
 Medical Surgical Nursing: Assessment and Management of Clinical Problems..Lewis, S.L. et al. 2013 9th Edition. Elsevier Mosby.