

NR 75C Course Outline as of Fall 2001**CATALOG INFORMATION**

Dept and Nbr: NR 75C Title: CARE/ACUTELY ILL

Full Title: Nursing Care of the Acutely Ill Patient

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:

This course continues to focus on the development of concepts applicable to the care of the more complex adult medical-surgical client. In addition, a new focus on the pediatric client is included. Application of Orem's Self-Care Deficit Model is incorporated throughout this course. Emphasis is placed on the student's ability to use critical thinking skills, identify relationships among concepts, and incorporate both into the nursing process in multiple clinical settings. Professional growth is encouraged by incorporating selected concepts in theoretical scenarios and in the clinical setting for more complex skills.

Prerequisites/Corequisites:

Enrollment in Associate Degree Nursing program; completion of NR 75B or NR74A with a grade of "C" or better.

Recommended Preparation:**Limits on Enrollment:****Schedule of Classes Information:**

Description: This course continues to focus on the development of concepts applicable to the

care of the more complex adult medical-surgical client. In addition, a new focus on the pediatric client is included. (Grade Only)

Prerequisites/Corequisites: Enrollment in Associate Degree Nursing program; completion of NR 75B or NR74A 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:

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:

This course is one of a series in which it is essential that students demonstrate continued ability to meet previously achieved objectives to ensure client safety. The parameters for meeting the course objectives are outlined in the course syllabus.

I. Theoretical Outcomes and Objectives

A. Theoretical Application for Professional Growth

At the completion of this course, the student working with adult medical-surgical and pediatric clients, will be able to:

1. Evaluate the use of critical thinking in nursing practices as it relates to the pediatric and adult medical-surgical patient
2. Analyze patient needs across the life span using the nursing process
3. Incorporate professional, legal, and ethical dimensions as a basis for decision making and delegation
4. Design and implement a plan of care that incorporates time management and organizational strategies
5. Through nursing practice scenarios, integrate knowledge of health deviation states and self-care requisites (Orem's Self-Care Deficit Model) into the nursing care of clients across the age span, in acute care and community-based care, with problems related to altered:
 - a. fluid and electrolyte balance
 - b. oxygenation and perfusion requirements

- c. regulation processes
- d. nutrition and elimination
- e. perioperative care needs

II. Professional Clinical Practice Based on Theoretical Concepts

A. Professional Growth Objectives

At the completion of the course, the student will practice professional nursing by demonstrating the ability to:

1. Apply critical thinking concepts to develop and implement nursing care by incorporating in-depth information gathered through a systematic nursing assessment
2. Incorporate physiological, developmental, psychological, and adaptive potential concepts into the development of a nursing care plan.
3. Incorporate the findings from laboratory, physical, psychological and communication pattern assessments into the development and implementation of a nursing care plan.
4. Develop appropriate nursing diagnoses and interventions.
5. Perform selected nursing skills incorporating scientific, physiological and psychological concepts in a simulated skills laboratory.
6. Articulate the scientific rationale for selected nursing and medical interventions.
7. Evaluate to determine if expected outcomes were achieved.
8. Develop nursing care plans that include the concepts of:
 - a. normal and abnormal child growth and development
 - b. children with problems related to:
 - 1) oxygenation and nutrition
 - 2) blood production and circulation
 - 3) genitourinary function
 - 4) cerebral function
 - 5) endocrine function
 - 6) integumentary function
 - 7) mobility
 - c. adult medical-surgical clients with problems related to:
 - 1) fluid and electrolytes
 - 2) oxygenation
 - 3) regulation
 - 4) nutrition
 - 5) perioperative care
 - 6) self-care in home setting

B. Clinical Practice Objectives

When assigned a client in the clinical setting, the student will practice professional nursing incorporating Orem's Self-Care Deficit Model into the nursing process by demonstrating the ability to:

1. Use the nursing process as a basis for providing nursing care to the pediatric and the adult medical-surgical client.
2. Modify a nursing care plan to reflect a client's impaired ability to adapt to illness, injury, disability, loss, or grieving.
3. Refine verbal and written communication skills to reflect:
 - a. Client teaching in a wide variety of clinical settings

- b. Interaction with more members of the health care team
- 4. Incorporate characteristics of developmental stages of the pediatric and adult client in the development and implementation of a nursing care plan.
- 5. Explain the theoretical basis underlying all aspects of the nursing process as applied to each assigned client.
- 6. Incorporate into the writing and implementation of a nursing care plan significant theoretical concepts that apply to the pediatric and the adult medical-surgical client.
- 7. Differentiate practices that protect the client from environmental and psychological hazards from those that place the client in danger.
- 8. Demonstrate competency in the performance of nursing skills clustered in the following categories incorporating scientific, physiological and psychosocial principles:
 - a. Medical-Surgical
 - 1) Enteral/Parenteral Feeding
 - 2) EKG monitoring and interpretation
 - 3) Chest tube and Drainage
 - 4) Stump dressings
 - 5) Advanced assessment of heart and lung sounds
 - 6) Intermediate IV therapy and central line dressing changes
 - b. Pediatric
 - 1) Assessment
 - 2) Fluid and caloric maintenance
 - 3) Safety
 - 4) Use of respiratory equipment
 - 5) Medication administration

Topics and Scope:

I. Pediatric Nursing

- 1. Perspectives in the nursing care of the pediatric client
- 2. Assessment of child and family
- 3. Growth and development
 - a. General concepts of growth and development
 - b. Growth and development concepts of infant
 - c. Growth and development concepts of toddler and preschooler
 - d. Growth and development of school age child and adolescent
- 4. Child and family with special needs
- 5. Child with problems related to oxygenation and nutrition
- 6. Child with problem related to blood production and circulation of blood
- 7. Child with disturbance of regulating mechanisms
 - a. Genitourinary dysfunction
 - b. Endocrine and integumentary dysfunction
 - c. Cerebral dysfunction
- 8. Child with problems that interfere with physical mobility
- 9. Skill competencies required:
 - a. Pediatric assessment
 - b. Fluid and caloric maintenance of the pediatric client

- c. Safety/equipment used for pediatric clients
- d. Respiratory care/equipment used for pediatric clients
- e. Medication administration for pediatric clients

II. Intermediate Medical - Surgical Nursing

1. Fluid and electrolytes

- a. Pathophysiology of renal system
- b. Assessment - physical and interpreting laboratory/diagnostic studies
- c. Choosing and prioritizing appropriate nursing diagnoses for the client with renal dysfunction
- d. Planning, implementing and evaluating nursing care for the client with selected renal dysfunction

2. Oxygenation

- a. Applying the nursing process to the care of the client with chest trauma
- b. Assessment of cardiac disorders related to altered cardiac structures and rhythms.
- c. Applying the nursing process to the care of the client with altered peripheral tissue perfusion.
- d. Applying the nursing process to the care of the client with chest trauma
- e. Applying the nursing process to the care of the client with gastrointestinal bleeding

3. Regulation

- a. Nursing care of the client with abnormal cell growth
- b. Applying the nursing process to the assessment, diagnosis, planning, intervention, and evaluation of pain
- c. Nursing care of the client with various venous access devices
- d. Assessment, diagnosis, planning, intervention and evaluation of the client with pancreatitis and acid-base imbalances

4. Nutrition

- a. Nursing care of the client with alterations in nutritional balance
- b. Application of the nursing process to the assessment, diagnosis, planning, implementation, and evaluation of the client undergoing nutritional therapy
- c. Application of the nursing process to clients with lower gastrointestinal tract diseases

5. Home Care Nursing

- a. Comparing and contrasting the use of the nursing process in the home care setting versus the acute care setting

6. Perioperative Clients

- a. Applying the nursing process to the perioperative client using domains of fluid and electrolyte balance, oxygen requirements, regulation process, and nutritional elimination

7. Decision making and delegation

- a. Nursing decision making within legal and ethical policy guidelines

8. Skills development required:

- a. Bladder irrigation
- b. Care and maintenance of chest tubes

- c. Electrocardiogram
- d. Advanced heart sound assessment
- e. Stump dressings
- f. Perioperative assessment skills
- g. Intermediate IV skills including central line dressing changes

Assignment:

1. Preparation for clinical assignments by reviewing patient's chart, approximately 2-3 hours per week
2. Written Nursing Care Plans approximately 2-3/semester. Includes data collection, data analysis, assessment and development of plan for nursing care with specific interventions and evaluation of effectiveness
3. Completion of an assessment tool on every client in preparation for clinical using data base, medication sheet and pathophysiology form
4. Viewing selected videotapes in HLRC; 12-15 per semester
5. Viewing selected CAI program in HLRC; 8-12 per semester
6. Present patient situations for discussion in pre/post clinical conferences, approximately 1 hour presentation per student per semester
7. Analysis of patient care situations in group setting, approximately 8-12 per semester
8. Reading assignments, 70-100 pages per week
9. Completion of a weekly critical thinking journal
10. Completion of up to 12 CD ROM modules with an accompanying 20-point quiz

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, NCPs-Pass/Fail;growth & dev. paper

Writing 2 - 5%

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

None

Problem solving 0 - 0%

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

Exams 95 - 98%

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

None

Other Category
0 - 0%

Representative Textbooks and Materials:

Delmar, Beginning to Advanced Nursing Skills (2000)

Lewis, S. Heitkemper, M., and Dirksen, S. (2000.)

Medical - Surgical Nursing: Assessment of Clinical Problems.
(5th ed.), New York: Mosby.

McCance, K., and Huether, S. (1997.),

Pathophysiology: The Biologic Basis for Disease in Adults and Children
(3rd ed.), New York: Mosby.

Wilkinson, J. (1995.), Nursing Diagnosis and Intervention Pocket Guide.

(6th ed.), Menlo Park, CA: Addison - Wesley.

Whintingham, M., and Preusser, B. (1996.), Critical Thinking in Medical-
Surgical Settings: A Case Study Approach. New York: Mosby.

Wong, D., and Whaley, L. (1997.), Whaley and Wong's Essentials of
Pediatric Nursing. (5th ed.), New York: Mosby.