

## STANDARDIZED COURSE OUTLINE

### SECTION I

**SUBJECT AREA AND COURSE NUMBER:** Nursing 210

**COURSE TITLE:** Family Health Nursing IV

**COURSE CATALOG DESCRIPTION:** This course introduces the student to the concept of cellular deprivation. Student learning focuses on providing care for a group of hospitalized family members representative of diverse cultural groups whose basic human needs have been affected by the stressors: failure of oxygen transport and competition of cells for nutrients. Medical-surgical intervention, pharmacological and nutritional therapies are integrated throughout the course. Clinical experience in a general hospital setting are selected for students to care for a group of hospitalized family members requiring complex nursing assistance on cardiopulmonary, genito-urinary and oncological units with a focus on restorative care. The student is provided opportunity to improve organizational and technical skills in the management of multiple patient assignments. Selected community experiences enable the student to observe the role of the nurse and/or other health professionals in providing care to family members experiencing the effects of cellular deprivation.

**LECTURE HOURS PER WEEK:** 4

**CREDIT HOURS:** 9

**LAB HOURS PER WEEK (if applicable):** 15

**PREREQUISITE (S):** successful completion of Nursing 206 & Psy 204 with a minimum grade of C and English 102.

### SECTION II

- A. **SCOPE:** Students focus on the effects of the stressors: “failure of oxygen transport” and “competition of cells for nutrients” on the basic human needs of individuals and their families. Students initially learn principles related to the care of individuals with cardiopulmonary disorders. The student advances to the study of nephrology and gastroenterology. The latter half of the course is focused on utilizing the nursing process to meet the complex needs of individuals and families who have a medical diagnosis of cancer. Students in Nursing 210 gain knowledge and experience in the role transition from student nurse to graduate nurse. Through simulated critical thinking laboratories, focused small group discussion and clinical practice, students learn how to manage multiple patient assignments and practice independently in providing complex nursing care within a multi-disciplinary health team. Students are provided with faculty advisement, seminars, and simulated testing opportunities to prepare them to sit for RN licensure examinations upon ADN completion.

**B. REQUIRED WORK:**

1. Completion of required readings for each class period.
2. Submission of written clinical assignments (for example: care plans, work sheets, reflective journals) on a weekly basis.
3. A final grade is based on adherence to policies within the Division of Nursing and Health Careers and includes:

a. Examinations

Quizzes (5)	
Quiz I	15%
Quiz II	15%
Quiz III	15%
Quiz IV	15%
Quiz V	15%
Final	25%
Total	100%

- b. Satisfactory performance in clinical laboratory by satisfactory achievement of all behaviors identified on the clinical evaluation tool.
- c. Completion of standardized nursing examinations.

**SUCCESSFUL COMPLETION OF THIS COURSE IS BASED ON A MINIMUM GRADE OF “C” IN THEORETICAL PERFORMANCE AND SATISFACTORY “S” PERFORMANCE IN THE CLINICAL LABORATORY.**

**THE COURSE GRADE WILL BE “INCOMPLETE” IF STANDARDIZED EXAMINATIONS ARE NOT COMPLETED.**

Students with disabilities (learning or otherwise) who may require accommodation should contact the Disabilities Coordinator, at the beginning of each semester. The students must self-identify and provide documentation of their specific disability to the Disabilities Coordinator in order for accommodations to be provided by instructors. The Disabilities Coordinator will notify the instructor/course leader that the student has filed and discuss recommended accommodations. It is also the students’ responsibility to discuss what the needed accommodations are with the instructor. Instructors in conjunction with appropriate college officials will provide assistance and/or accommodations only to these students who have completed this process.

- C. **ATTENDANCE AND PARTICIPATION:** It is expected that student will attend all scheduled learning activities. The faculty believes that clinical and classroom attendance is critical to progress in the Nursing Program.
- a. If unable to attend simulated or clinical laboratory, the student must assume the responsibility for notifying the nursing laboratory, hospital unit or community agency to which he/she is assigned before the experience is scheduled to begin.
  - b. Faculty will review clinical and simulated lab attendance in relation to student's consistent progress in meeting weekly clinical objectives.
  - c. An assignment will be required for any clinical absence.
- D. **METHODS OF INSTRUCTION:** The methods of instruction are determined by course faculty and may include but are not limited to lecture, lecture/discussion, small group collaborative learning, experimental/exploration, distance learning, students presentations, or use of technologies such as audio-visual materials, computer, language laboratory, and calculator.

E. OBJECTIVES, OUTCOMES and ASSESSMENT

Student's grades will be based on achievement of learning the objectives and outcomes listed below as measured by the course faculty's methods of assessment.

1 Determine the effects of cellular deprivation on basic human needs of hospitalized family members

LEARNING OBJECTIVES	LEARNING OUTCOMES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT METHODS
To demonstrate an understanding of:	Student will:			As measured by:
1. the effects of cellular deprivation on basic human needs of hospitalized family members.	<ul style="list-style-type: none"> <li>-explain cellular activity</li> <li>-analyse selected stressors affecting cellular activity</li> <li>-conceptualize response to altered life style</li> <li>-conceptualize response to fear of dying</li> <li>-explain epidemiologic considerations</li> </ul>	<p>Concepts Related to Cellular Deprivation</p> <ul style="list-style-type: none"> <li>-cellular activity</li> <li>-stressors affecting cellular activity-i.e. failure of oxygen transport, competition of cells for nutrients</li> <li>Effects of Failure of Oxygen Transport on Basic Human Needs.</li> <li>A. Psychosocial Needs               <ul style="list-style-type: none"> <li>1. Loving/Self Esteem</li> </ul> </li> <li>-response to altered life style-i.e. acute/chronic response, coping/adapting mechanisms, cultural considerations</li> <li>-response to fear of dying i.e. coping/adapting mechanisms, cultural considerations.</li> <li>B. Safety Needs               <ul style="list-style-type: none"> <li>1. Asepsis</li> </ul> </li> <li>-epidemiologic considerations-i.e. tuberculosis</li> </ul>	<p>Observation community based on going health care.</p> <ul style="list-style-type: none"> <li>-community agencies</li> <li>-outpatient departments</li> <li>-facility based ongoing health care.</li> </ul> <p>Small group discussion of:</p> <ul style="list-style-type: none"> <li>-community observations.</li> </ul> <p>Use of Pre-Clinical Data Card to describe effects of failure of oxygen transport on basic human needs.</p> <ul style="list-style-type: none"> <li>-psychosocial</li> <li>-safety</li> <li>-physiological</li> </ul> <p>Observation in:</p> <ul style="list-style-type: none"> <li>-outpatient departments</li> <li>-cardiovascular surgery</li> <li>-cardiac catheterization laboratory</li> <li>-stress test laboratory</li> <li>-hemodialysis unit</li> <li>-intensive care units</li> <li>-post transplant clinic</li> </ul> <p>Interactive Video: "Nursing Care of the Elderly Patient with Chronic Obstructive Pulmonary Disease"</p>	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

LEARNING OBJECTIVES	LEARNING OUTCOMES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT METHODS
To demonstrate an understanding of:	Student will:			As measured by:
1. the effects of cellular deprivation on basic human needs of hospitalized family members.	<p>-differentiate action of selected drugs</p> <p>-select nutritional therapy</p> <p>-forecast immune deficiency</p> <p>-examine altered sexuality</p> <p>-assess interferences with circulatory patterns</p> <p>-measure impairment of excretory function</p> <p>-differentiate techniques to promote excretory function</p>	<p>2. Prevention</p> <p>-action of selected drugs-i.e. cardiac drugs (beta blockers, vasodilators, anti-hypertensives, antiarrhythmics, inotropic agents, anti-coagulants, calcium channel blockers, diuretics, hematinics, fibrinolytics, coagulation factor replacements-i.e. respiratory drugs, antitussives, bronchodilators, expectorants, mucolytic agents, antitubercular agents, vitamins, enzyme supplements</p> <p>-nutritional therapy-i.e. low sodium, lipid and triglyceride restrictions, protein restrictions, fluid restriction, high caloric diet</p> <p>-immune deficiency-i.e. Aids</p> <p>C. Physiological Needs</p> <p>1. Sexuality</p> <p>-altered sexuality</p> <p>2. Nutrition/Fluid</p> <p>-interferences with circulatory patterns-i.e. congestive heart failure, (acute/chronic)</p> <p>3. Elimination</p> <p>-impairment of excretory function-i.e. renal failure (acute/chronic)</p> <p>-techniques to promote excretory function-i.e. dialysis, (peritoneal, hemo), transplant</p>		<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

LEARNING OBJECTIVES	LEARNING OUTCOMES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT METHODS
To demonstrate an understanding of:	Student will:			As measured by:
1. the effects of cellular deprivation on basic human needs of hospitalized family members.	<p>-analyse changing patterns of rest sleep -forecast cardio-pulmonary limitations/ restrictions -estimate modified activities of daily living. -assess mobility dependency</p> <p>-correlate interferences in oxygenation</p> <p>-differentiate techniques that promote oxygenation</p>	<p>4. Activity/Rest/Sleep -changing patterns-i.e. restlessness, sleeplessness -cardio-pulmonary limitations/restrictions -modified activities of daily living</p> <p>-mobility dependency i.e. altered center of gravity (prosthesis, amputation)</p> <p>5. Oxygen -interferences in oxygenation-i.e. blood dyscrasias (sickle cell, iron deficiency and pernicious anemias, hemophilia)-i.e. hypertension-i.e. cardiac dysrhythmias (atrial fibrillation, ventricular fibrillation, ventricular tachycardia, third degree block, cardiac arrest) obstructions (deep vein thrombosis, pulmonary embolus, peripheral vascular diseases, chronic obstructive pulmonary disease, tuberculosis)-i.e. vascular defects (congenital heart, valvular, aneurysms) -techniques that promote oxygenation-i.e. pacemaker, defibrillator, cardio-version, cardiopulmonary resuscitation, aorta-coronary artery bypass, peripheral revascularization, percutaneous transluminal angioplasty, ventricular assistive devices, transplant, mechanical ventilation</p>	<p>Small group discussion on: -phases of cardiac rehabilitation</p> <p>Experience in simulated laboratory with: -basic EKG interpretation</p> <p>Observation in clinical laboratory: -cardio-version -pacemaker insertion -electrophysiological studies -angioplasty -pulmonary function -arterial angiography -mechanical ventilation Pre/Post clinical conferences Interactive Video: "Nursing Care of Elderly Patients with Acute Cardiac Disorders"</p>	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

LEARNING OBJECTIVES	LEARNING OUTCOMES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT METHODS
To demonstrate an understanding of:	Student will:			As measured by:
1. the effects of cellular deprivation on basic human needs of hospitalized family members.	<ul style="list-style-type: none"> <li>-differentiate circulatory pain patterns</li> <li>-compare respiratory pain patterns</li> <li>-conceptualize responses to bodily disfigurement</li> <li>-conceptualize response to terminal illness</li> <li>-assess selected interruptions of skin integrity</li> <li>-verify alterations in immunity</li> <li>-differentiate action of selected drugs</li> </ul>	<p>6. Pain Avoidance</p> <ul style="list-style-type: none"> <li>-circulatory pain patterns-i.e. coronary (myocardial infarction, angina, anemias)</li> <li>-respiratory pain patterns</li> </ul> <p>Effects of Competition of Cells for Nutrients on Basic Human Needs</p> <p>A. Psychosocial Needs</p> <ol style="list-style-type: none"> <li>1. Loving/Self Esteem <ul style="list-style-type: none"> <li>-responses to bodily disfigurement-i.e. coping/adapting (radical surgery, esophageal speech)</li> <li>-response to terminal illness-i.e. coping/adapting cultural considerations, age, preparation for death, alternative therapies.</li> </ul> </li> </ol> <p>B. Safety Needs</p> <ol style="list-style-type: none"> <li>1. Asepsis <ul style="list-style-type: none"> <li>-interruptions of skin integrity-i.e. ostomy, melanoma</li> <li>-alterations in immunity-i.e. neutropenia</li> </ul> </li> <li>2. Prevention <ul style="list-style-type: none"> <li>-action of selected drugs- i.e. anti-neoplastic drugs (alkylating agents, antibiotics, antimetabolites, alkaloids, hormones) histamine antagonists</li> </ul> </li> </ol>	<p>Use of Pre Clinical Data Card to describe effects of competition of cells for nutrients on basic human needs.</p> <ul style="list-style-type: none"> <li>-psychosocial</li> <li>-safety</li> <li>-physiological</li> </ul> <p>Observation in:</p> <ul style="list-style-type: none"> <li>-outpatient departments</li> <li>-oncology clinics</li> <li>-operating room</li> <li>-home care</li> <li>-hospital care</li> </ul> <p>Guest speakers: American Cancer Society volunteers e.g. larygectomate, ileostomate, colostomate, reach for recovery</p>	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

LEARNING OBJECTIVES	LEARNING OUTCOMES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT METHODS
To demonstrate an understanding of:	Student will:			As measured by:
1. the effects of cellular deprivation on basic human needs of hospitalized family members.	<p>-explain radiation therapy</p> <p>-select nutritional therapy</p> <p>-examine altered sexuality</p> <p>-induce interferences with cellular nutrition</p> <p>-discriminate impairment of excretory function</p>	<p>-radiation therapy-i.e. teletherapy, brachy therapy (unsealed, sealed sources)</p> <p>-excessive radiation i.e. controlled over exposure, acts of terrorism.</p> <p>--diet therapy-i.e. restrictions (fat), i.e. supplements (protein, calories, vitamins, digestive enzymes)</p> <p>C. Physiological Needs</p> <p>1. Sexuality</p> <p>-altered sexuality-i.e. contraception, surgical intervention (hysterectomy, mastectomy, lumpectomy, reconstructive procedures, prostatectomy) imposed climacteric/menopause</p> <p>2. Nutrition/Fluid</p> <p>-interferences with cellular nutrition-i.e. malabsorption syndromes, (peptic ulcer), impaired metabolism (cirrhosis of liver)</p> <p>3. Elimination</p> <p>-impairment of excretory function-i.e. neoplasms of urinary tract, gastrointestinal tract</p>	<p>Small group discussion on:</p> <p>-diet therapy</p> <p>-radiation therapy</p> <p>-drug therapy</p> <p>-altered sexuality</p>	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>



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To demonstrate an understanding of:	Student will:			As measured by:
1. the effects of cellular deprivation on basic human needs of hospitalized family members.	<p>-critique significant alterations in energy reserve</p> <p>-predict post surgical limitations/ restrictions</p> <p>-correlate interference with gaseous exchange</p> <p>-conceptualize effects of intractable pain</p>	<p>4. Activity/Rest/Sleep -significant alterations in energy reserve-i.e. reduced tolerance level, fatigue, exhaustion -post surgical limitations/ restrictions</p> <p>5. Oxygen -interference with gaseous exchange-i.e. neoplasms of respiratory tract, blood forming organs, (leukemia, multiple myeloma), lymph nodes (Hodgkin;s, non-Hodgkin's lymphoma)</p> <p>6. Pain Avoidance -effects of intractable pain</p>	<p>Clinical Laboratory Experiences</p> <p>Pre-Post Conferences</p>	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

2. Prioritize nursing activities independently based on evaluation of physical and mental health principles to meet a group of hospitalized family members' basic human needs effected by cellular deprivation.

LEARNING OBJECTIVES	LEARNING OUTCOMES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT METHODS
To demonstrate an understanding of:	Student will:			As measured by:
2. Independent prioritization of nursing activities based on evaluation of physical and mental principles to meet a group of hospitalized family members' basic human needs affected by cellular deprivation.	<ul style="list-style-type: none"> <li>-support family members with altered life style</li> <li>-assist family members cope/adapt to the fear of dying</li> <li>-support coping/adapting to bodily disfigurement</li> <li>-assist family members cope/adapt to terminal illness</li> <li>-support family members during the dying process</li> <li>-utilize effective communication skills to sustain optimum independence</li> </ul>	<p>Nursing Activities to Meet Basic Human Needs</p> <p>A. Psychosocial Needs</p> <p>1. Loving/Self Esteem</p> <ul style="list-style-type: none"> <li>-measures to support family members with altered life style</li> <li>-measures to assist family members cope/adapt to the fear of dying</li> <li>-measures to support coping/adapting to bodily disfigurement-i.e. technical devices, prostheses</li> <li>-measures to assist family members cope/adapt to terminal illness</li> <li>-measures to support family members during dying process- i.e. death/after death i.e. post mortem care</li> <li>-effective communication skills to sustain independence</li> </ul>	<p>Clinical laboratory experience with:</p> <ul style="list-style-type: none"> <li>-the dying patient</li> <li>-relaxation techniques</li> <li>-communication skills</li> <li>-cardiac rehabilitation</li> </ul> <p>Guest speakers:</p> <ul style="list-style-type: none"> <li>-pain management</li> <li>-clinical nurse specialists</li> <li>-American Cancer Society lay volunteers</li> </ul> <p>Small group discussion on:</p> <ul style="list-style-type: none"> <li>-measures to assist family members to cope/adapt to terminal illness</li> <li>-cultural influences on coping/ adapting to terminal illness</li> </ul> <p>Clinical laboratory experience with:</p> <ul style="list-style-type: none"> <li>-environmental controls</li> <li>-shunt care</li> <li>-ectomies/ostomies</li> <li>-closed drainage devices</li> <li>-pain management</li> </ul>	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

LEARNING OBJECTIVES	LEARNING OUTCOMES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT METHODS
To demonstrate an understanding of:	Student will:			As measured by:
2. Independent prioritization of nursing activities based on evaluation of physical and mental principles to meet a group of hospitalized family members' basic human needs affected by cellular deprivation.	<p>-institute measures to promote epidemiologic control</p> <p>-maintain aseptic environment</p> <p>-administer selected drugs -monitor critical factors with administration of selected drug therapy</p> <p>-monitor effects of radiation therapy</p> <p>-propose measures to minimize fears related to altered sexuality</p>	<p>B. Safety Needs</p> <p>1. Asepsis -measures to promote epidemiologic control-i.e. hospital, (negative airflow, neutropenic precautions) community (mode of transmission) -measures to promote wound healing i.e. closed drainage (under water seal, self suction devices) -skin and mucous membranes integrity (i.e. mouth care, residual limb care, skin care)</p> <p>2. Prevention -selected drug therapy -critical factors in administration of selected drug therapy i.e. vital signs, special laboratory reports, intake/output -radiation therapy i.e. radiation precautions (individual environmental) side effects</p> <p>C. Physiological Needs</p> <p>1. Sexuality -measures to minimize fears related to altered sexuality i.e. sexual/reproductive counseling</p>	<p>Clinical laboratory experience with: -administration of selected drugs -selected nutritional therapy -positioning/body alignment -cardio-vascular exercises -post-mastectomy exercises -neutropenic precautions</p>	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

LEARNING OBJECTIVES	LEARNING OUTCOMES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT METHODS
To demonstrate an understanding of:	Student will:			As measured by:
2. Independent prioritization of nursing activities based on evaluation of physical and mental principles to meet a group of hospitalized family members' basic human needs affected by cellular deprivation.	<ul style="list-style-type: none"> <li>-ensure optimum nutrition</li> <li>-monitor intravascular volume</li> <li>-minimize fluid overload</li> <li>-measures to promote optimum elimination patterns</li> <li>-promote optimum patterns of daily activity</li> <li>-foster optimum cardiopulmonary function</li> <li>-promote post surgical restoration</li> <li>-facilitate optimum pulmonary ventilation</li> </ul>	<p>2. Nutrition/Fluid</p> <ul style="list-style-type: none"> <li>-measures to ensure optimum nutrition i.e. altered eating patterns (e.g. dumping syndrome)</li> <li>-measures to monitor intravascular volume i.e. central venous pressure</li> <li>-measures to minimize fluid overload i.e. fluid restriction</li> </ul> <p>3. Elimination</p> <ul style="list-style-type: none"> <li>-measures to foster optimum elimination patterns i.e. renal/intestinal (excretory devices)</li> </ul> <p>4. Activity/Rest/Sleep</p> <ul style="list-style-type: none"> <li>-measures to promote optimum patterns of daily activities i.e. progressive ambulation, positioning</li> <li>-measures to foster optimum cardiopulmonary function i.e. positioning, body alignment</li> <li>-post surgical restorative measures i.e. prostheses appliances, exercises</li> </ul> <p>5. Oxygen</p> <ul style="list-style-type: none"> <li>-measures to promote optimum pulmonary ventilation i.e. pulmonary exercises, respiratory hygiene, basic ventilator management</li> </ul>	<p>Clinical laboratory experience with:</p> <ul style="list-style-type: none"> <li>-exercises to promote circulation</li> <li>-fluid restrictions/challenge</li> <li>-Sengstaken-Blakemore tube</li> </ul> <p>Observation Experience with:</p> <ul style="list-style-type: none"> <li>-portal shunt procedures</li> </ul> <p>Clinical laboratory experience with:</p> <ul style="list-style-type: none"> <li>-pacemaker</li> <li>-cardiac monitor</li> <li>-pulmonary exercises</li> <li>-doppler ultrasonography</li> </ul>	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

LEARNING OBJECTIVES	LEARNING OUTCOMES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT METHODS
To demonstrate an understanding of:	Student will:			As measured by:
2. Independent prioritization of nursing activities based on evaluation of physical and mental principles to meet a group of hospitalized family members' basic human needs affected by cellular deprivation.	<ul style="list-style-type: none"> <li>-evaluate cardiopulmonary interferences</li> <li>-promote optimum cardiopulmonary circulation</li> <li>-assess circulatory function</li> <li>-support coping/adapting to pain</li> <li>-initiate measures to minimize/control pain</li> </ul>	<ul style="list-style-type: none"> <li>-measures to identify cardiopulmonary interferences i.e. cardiac monitors, (telemetry, EKG, Holter) i.e. apnea monitor</li> <li>-measures to promote optimum cardiopulmonary circulation i.e. cardiopulmonary resuscitation</li> <li>-measures to assess circulatory function, i.e. Doppler ultrasonography</li> </ul> <p>6. Pain Avoidance</p> <ul style="list-style-type: none"> <li>-measures to support coping/adapting to pain-i.e. circulatory pain, respiratory pain</li> <li>-measures to minimize/control pain-i.e. psychological, physical, chemical</li> </ul>	<p>Simulated learning laboratory experience in:</p> <ul style="list-style-type: none"> <li>-cardiopulmonary arrest</li> </ul> <p>Pre/Post clinical conference</p>	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

3. Utilize the nursing process to provide continuity in managing care for a group of hospitalized family members whose basic human needs have been affected by cellular deprivation.

LEARNING OBJECTIVES	LEARNING OUTCOMES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT METHODS
To demonstrate an understanding of:	Student will:			As measured by:
3. The nursing process to provide continuity in managing care for a group of hospitalized family members whose basic human needs have been effected by cellular deprivation.	<ul style="list-style-type: none"> <li>-formulate a nursing diagnosis utilizing selected data</li> <li>-take a nursing history</li> <li>-initiate nursing rounds</li> <li>-demonstrate skill in setting priorities</li> <li>-develop plan of restorative care</li> <li>-prepare the patient for discharge</li> <li>-utilize resource personnel in planning care</li> <li>-demonstrate flexibility and judgment in implementing care</li> <li>-utilize nursing care conference to implement plan of care</li> </ul>	<p>The Nursing Process</p> <p>A. Assess</p> <ul style="list-style-type: none"> <li>-laboratory reports relative to cellular deprivation</li> <li>-diagnostic tests relative to cellular deprivation i.e. invasive/non invasive</li> <li>-selection of relevant data</li> <li>-nursing history</li> </ul> <p>B. Plan</p> <ul style="list-style-type: none"> <li>-priority setting (individual vs. group) priority setting during a disaster i.e. principles of triage.</li> <li>-selective restorative measures i.e. short/long term goals, multidisciplinary plans of care (critical paths, care maps)</li> <li>-preparation of the patient for discharge-i.e. patient/family teaching</li> <li>-use of resource personnel i.e. community agencies, health team.</li> </ul> <p>C. Implement</p> <ul style="list-style-type: none"> <li>-flexibility and judgment</li> <li>-nursing care conference</li> </ul>	<p>Clinical laboratory experience with:</p> <ul style="list-style-type: none"> <li>-laboratory and diagnostic reports</li> <li>-hospital/community resources</li> <li>-functional medication administration</li> <li>-multiple patient assignments</li> <li>-nursing care conferences</li> <li>-nursing rounds</li> <li>-taking a nursing history</li> <li>-observing a home care visit</li> </ul> <p>Small group discussion: “Role and Responsibilities of the Beginning Practitioner” Role playing: Nursing History</p> <p>Simulated learning laboratory experience with:</p> <ul style="list-style-type: none"> <li>-problem solving hypothetical situations</li> <li>-setting priorities</li> <li>-mock disaster triage</li> <li>-organizing written work sheets</li> <li>-taping nursing report</li> <li>Pre/Post nursing conference</li> </ul>	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

LEARNING OBJECTIVES	LEARNING OUTCOMES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT METHODS
To demonstrate an understanding of:	Student will:			As measured by:
3. The nursing process to provide continuity in managing care for a group of hospitalized family members whose basic human needs have been effected by cellular deprivation.	<ul style="list-style-type: none"> <li>-manage multiple patient assignments</li> <li>-differentiate components of a home care visit</li>   <li>-evaluate care plan</li> <li>-modify written care plan</li> <li>-initiate techniques to effect change</li> </ul>	<ul style="list-style-type: none"> <li>-multiple patient assignments</li> <li>-the home visit i.e. pre visit preparation, visit, post visit activities</li> <li>-safety assessment i.e. home safety, nurse safety, emergency management</li> <li>-modifications to equipment, procedures</li> <li>-maintenance of asepsis</li>   <li>D. Evaluate</li> <li>-identification of patient outcomes</li> <li>-modification of written plan</li> <li>-theory of change i.e. types, process, characteristics of the agent, resistance</li> </ul>	<p>Small group discussion of:</p> <ul style="list-style-type: none"> <li>-critical pathways/care maps</li> <li>-measurable patient outcomes</li> <li>-community based ongoing health care with home care agencies, VNA</li> <li>-viewing of “Home Care Nursing Procedures, “Safety in the Home” written assignment at completion of home care visit.</li> </ul>	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

4. Function independently in the nursing role in managing care for a group of hospitalized family members whose basic human needs have been affected by cellular deprivation.

LEARNING OBJECTIVES	LEARNING OUTCOMES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT METHODS
To demonstrate an understanding of:	Student will:			As measured by:
4. Independent functioning in the nursing role to manage care for a group of hospitalized family members whose basic human needs have been effected by cellular deprivation.	<p>-summarize current cultural, ethical, legal issues influencing the delivery of health care</p> <p>-illustrate current cultural, ethical legal issues influencing the role of the nurse</p> <p>-evaluate community response to disaster</p> <p>-explain legal/ethical responsibilities of the home care nurse</p> <p>-function within scope of practice of an associate degree nurse</p> <p>-distinguish the role of the nurse as a manager of care</p>	<p>The Nursing Role on the Health Team</p> <p>A. Influence of current cultural/legal/ethical issues</p> <p>-health care delivery-i.e. advanced directives (living wills, aggressive vs. non-aggressive interventions)</p> <p>-role of the nurse-i.e. pertinent statutes (Good Samaritan, respondent superior) i.e. accountability (common law vs civil law vs. statutory law) i.e. protection (professional liability insurance) i.e. delegation (unlicensed personnel)</p> <p>-role of the nurse in response to disaster* (i.e. disaster readiness)</p> <p>-stress management during a disaster (nurse, families, community)</p> <p>-documentation for reimbursement evaluation procedures/protocols</p> <p>-coordination of disaster response local, state, federal</p> <p>B. Evaluation of responsibilities</p> <p>-scope of practice i.e. competency expectations</p> <p>-functions of management i.e. management vs. leadership</p> <p>-principles of delegation i.e. unlicensed personnel, home health aides</p> <p>-principles of autonomy</p> <p>-clinical pathways in the community</p> <p>-principles of conflict/conflict resolution</p>	<p>Clinical laboratory experience with:</p> <p>-participation in multidisciplinary conference</p> <p>-delegation of tasks to unlicensed personnel</p> <p>-performance in role of Assoc. Degree nurse</p> <p>-peer review</p> <p>Small Group Discussion:</p> <p>-cultural/legal/ethical issues</p> <p>-contemporary professional issues</p> <p>-panel discussion of Community/Health Care Readiness for Disaster</p> <p>-Homeland Security guidelines</p> <p>-viewing of "Legal Issues in Home Care Risk Management &amp; Patient Care."</p> <p>Written Project/Seminar Presentation:</p> <p>"Roles and Responsibilities of the Assoc. Degree Registered Nurse"</p> <p>Alumni Panel Discussion of role transition: Student to graduate</p>	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>



LEARNING OBJECTIVES	LEARNING OUTCOMES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT METHODS
To demonstrate an understanding of:	Student will:			As measured by:
4. Independent functioning in the nursing role to manage care for a group of hospitalized family members whose basic human needs have been effected by cellular deprivation.	<ul style="list-style-type: none"> <li>-participate in peer review</li> <li>-evaluate self in the nursing role</li>   <li>-categorize factors influencing competency of care providers</li>   <li>-propose responses to incompetent colleagues</li>     <li>-validate significance of participating in professional organizations</li> <li>-justify professional development as an ethical issue</li> </ul>	<ul style="list-style-type: none"> <li>-peer/self i.e. transition student to graduate</li>   <li>C. Influence of Ethical Issues incompetent colleagues-i.e. chemical impairment, conduct, competence</li> <li>-responses to incompetence-i.e. official (data collection, notification of supervisor, agency action, committee action, peer review i.e. unofficial (e.g. informal communication systems role of state board of nurse examiners) Professional organization</li>   <li>-ongoing professional development i.e. Certification, organizational participation</li> <li>-maintaining competencies and accountability</li> </ul>	<ul style="list-style-type: none"> <li>Small group discussion of: <ul style="list-style-type: none"> <li>-factors influencing clinical competency</li> <li>-scope of practice for unlicensed personnel</li> <li>-impact of trends on health care delivery</li> </ul> </li>   <li>-Panel presentation with representation from professional organizations, advanced practices, higher education.</li> </ul>	<ul style="list-style-type: none"> <li>Achievement of a minimum grade of C (75%).</li>   <li>Achievement of satisfactory performance in the clinical laboratory.</li> </ul>

F. Text(s) and Materials:

Adams, M., et. al. *Pharmacology for Nurses, a pathophysiologic approach*. Prentice Hall, 2004

Altman, Buchsel, Coxon. *Delmar's Fundamental and Advanced Nursing Skills*. 2<sup>nd</sup> ed. Delmar. 2004.

Black, J. & Hawks, J. *Medical-Surgical Nursing, Clinical Management for Positive Outcomes*. 7<sup>th</sup> ed. Elsevier Saunders, 2005.

\*Cherry, B. & Jacob, S. *Contemporary Nursing: Issues, Trends, and Management* 3<sup>rd</sup> ed. Elsevier Mosby, 2005.

Doenges, M. & Moorehouse, M. *Nurse's Pocket Guide/ Nursing Diagnoses, Interventions, and Rationales*. 9<sup>th</sup> ed. F.A. Davis Co. 2004

Grodner, Anderson, DeYoung. *Foundations and Clinical Applications of Nutrition: A Nursing Approach*. 3<sup>rd</sup> ed. Mosby. 2003

Hockenberry-Eaton, et. al. *Whaley & Wong's Nursing Care of Infants and Children*. 7<sup>th</sup> ed. Mosby, 2003.

Keltner, Schwecke, Bostrom. *Psychiatric Nursing*. 4<sup>th</sup> ed. Mosby, 2003

Lowdermilk, D. L. *Maternity Nursing* 6<sup>th</sup> ed. Mosby, 2003.

Morris, D. G. *Calculate with Confidence*. 3<sup>rd</sup> ed. Mosby. 2002

Pagana, K. & Pagana, T. *Mosby's Diagnostic and Laboratory Test Reference*. 7<sup>th</sup> ed. Elsevier Mosby, 2005.

Potter & Perry. *Fundamentals of Nursing*. 6<sup>th</sup> ed. Mosby 2004

Saunders *Nursing Drug Handbook 2005*. Elsevier Saunders, 2005.

Taber's Cyclopedic Medical Dictionary. 19<sup>th</sup> Ed. F.A. Davis Col. 2001.

G. INFORMATION TECHNOLOGY:

Students are expected to access Web CT Vista on a regular basis. Faculty will utilize this media to communicate with students both individually and as a group/class. Written assignments can be submitted via this method, including reflective journals.

Revised 1/06