

# ILLINOIS VALLEY COMMUNITY COLLEGE



## Course Outline

**DIVISION: Health Professions**

**Course: NUR 1221– Holistic Medical/Surgical  
Nursing for the Practical Nurse**

Date: Summer 2009

Semester Hours: 5

Prerequisite(s): NUR 1201, 1202, 1210, 1211; Completion or current enrollment in NUR 1220; ENG 1001; PSY 1000; ALH 1200 (or ALH 1000 and BIO 1009); ALH 1002;

Delivery Method:

<input checked="" type="checkbox"/> Lecture	3 Credit Hours
<input checked="" type="checkbox"/> Seminar	.5 Credit Hours
<input type="checkbox"/> Lab	0 Credit Hours
<input checked="" type="checkbox"/> Clinical	1.5 Credit Hours
<input type="checkbox"/> Online	
<input type="checkbox"/> Blended	

Offered:  Fall  Spring  Summer

IAI Equivalent –**Only for Transfer Courses**–go to <http://www.itransfer.org>:

### CATALOG DESCRIPTION:

The focus of this course is the nursing care of patients with the most commonly experienced conditions and problems of the reproductive, nervous, musculoskeletal, and immunological systems across the life span. Care of the child-bearing client/family, including normal pregnancy and common complications, is also covered. Students are provided an opportunity to utilize critical thinking, the nursing process, nursing and communication skills, and knowledge of theory and community in a clinical setting.

## GENERAL EDUCATION GOALS ADDRESSED

*[See the last page of this form for more information.]*

### Upon completion of the course, the student will be able:

[Choose those goals that apply to this course. ]

- To apply analytical and problem solving skills to personal, social and professional issues and situations.
- To communicate orally and in writing, socially and interpersonally.
- To develop an awareness of the contributions made to civilization by the diverse cultures of the world.
- To understand and use contemporary technology effectively and to understand its impact on the individual and society.
- To work and study effectively both individually and in collaboration with others.
- To understand what it means to act ethically and responsibly as an individual in one's career and as a member of society.
- To develop and maintain a healthy lifestyle physically, mentally, and spiritually.
- To appreciate the ongoing values of learning, self-improvement, and career planning.

## EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

*[Outcomes related to course specific goals.]*

### Upon completion of the course, the student will be able to:

1. Use the nursing process as a framework to address basic concepts of health conditions related to the listed body systems.
  - 1.1 Describe the normal anatomy and physiology of conditions related to the listed body systems.
  - 1.2 Describe the pathophysiology of selected health problems covered in this course.
  - 1.3 Identify the signs and symptoms of the patient/family experiencing these selected health conditions and problems.
  - 1.4 Compare and contrast different medical and surgical modalities used in the treatment of course specific conditions and illnesses.
  - 1.5 Develop a nursing process paper for an individual/family with a health condition or problem identified within these course specific systems.
  - 1.6 Perform a head to toe assessment on an individual, identifying the signs and symptoms of course specific conditions or illnesses.
  - 1.7 Use the nursing process to select nursing diagnoses while caring for clients with these selected health conditions or problems in the acute care setting.
  - 1.8 Set measurable and realistic goals stemming from nursing diagnoses related to the course specific conditions or illnesses.
  - 1.9 Select the most significant nursing interventions to achieve these goals.
  - 1.10 Perform nursing interventions as selected and as ordered by the physician for these course specific conditions or illnesses.
  - 1.11 Evaluated the patient's progress after receiving the nursing care for these conditions or illnesses.
2. Identify legal/ethical behavior and practices within professional standards.
  - 2.1 Practice nursing in accordance with the guidelines set forth in the Illinois Nurse Practice Act.

3. Demonstrate the ability to organize and provide the prescribed plan of nursing care to clients/ aggregates in collaboration with other members of the health care team.
  - 3.1 Seek opportunities that will broaden the student's knowledge base and professional growth.
  - 3.2 Utilize goal-oriented communication to promote teaching and learning within the clinical and community arenas.
  - 3.3 Demonstrate correct documentation skills in the acute care setting.
  
4. Identify resources available for the client/family with selected health care needs related to the listed body systems.
  - 4.1 Identify through the internet system personal and collaborative health care systems and community referral agencies available for the client with selected health care conditions for the purpose of planning the continuity of health care.
  - 4.2 List the lifestyle factors that may influence course specific health conditions.
  - 4.3 List the means of preventing the course specific health conditions or problems.
  
5. Describe biopsychosocial adaptation to applied therapies used for health promotion, maintenance, and restoration of client(s) with selected health conditions related to the listed body systems.
  - 5.1 Describe the biopsychosocial adaptation responses of culturally diverse, aging, and pediatric clients to these health conditions or problems.
  - 5.2 Describe the diagnostic tests necessary in the care of these health conditions, and the nursing care associated with these tests.
  - 5.3 Demonstrate therapeutic nursing measures necessary to safely care for individuals and families with course specific conditions or illnesses receiving various surgical and medical interventions.
  - 5.4 Examine and apply therapeutic diet modifications for selected health conditions or problems.
  - 5.5 Examine and apply therapeutic diet modifications for selected health conditions or problems.
  - 5.6 During one shift, provide complete nursing care for at least two patients with selected health conditions or problems.
  - 5.7 Demonstrate the skills necessary for the assessment of the course specific body systems.
  
6. Use therapeutic communication techniques to establish/maintain a nurse-client relationship in the community or acute care setting.

### **COURSE TOPICS AND CONTENT REQUIREMENTS:**

- A. Care of the child-bearing client/family.
  1. Review of anatomy and physiology of reproduction and fetal development.
  2. Components of antepartal assessment and diagnostic tests.
  3. Common complications of pregnancy.
  4. Medications and medical treatment.
  5. Nursing process with the client/family, in normal pregnancy or during complications.
  
- B. Care of the client with a neurological problem.
  1. Review of anatomy and physiology of the nervous systems across the life span.
  2. Components of the nervous system assessment and diagnostic tests.
  3. Congenital and degenerative neurological diseases.
  4. Infectious neurological diseases.
  5. Complications of traumatic brain injury.
  6. Medications and medical treatment.
  7. Nursing process with client/families in neurological disorders.
  
- C. Care of the client with a vision or hearing problem.

1. Review of anatomy and physiology of the special senses across the life span.
  2. Components of assessment of the special senses, including diagnostic tests.
  3. Congenital and degenerative diseases of the special senses.
  4. Infectious and traumatic diseases of the special senses.
  5. Medications and medical care.
  6. Nursing process with clients with problems with the special senses.
- D. Care of the client with a musculoskeletal problem.
1. Review of the anatomy and physiology of the musculoskeletal system.
  2. Congenital and degenerative disorders of the musculoskeletal system.
  3. Infectious and traumatic disorders of the musculoskeletal system.
  4. Medications and medical care.
  5. Nursing process for clients with disorders of the musculoskeletal system.
- E. Care of the client requiring rehabilitation nursing.
1. Philosophy of rehabilitation nursing.
  2. Disability adjustment.
  3. Major disabling conditions.
  4. Nursing process during rehabilitation.
- F. Care of the client with an immunological problem.
1. Purpose and types of immune responses across the life span.
  2. Treatments for altered immune response.
  3. Common alterations in immune response – hypersensitivity, immunosuppression, and immunodeficiency.
  4. Autoimmune disorders.
  5. Medications and medical care.
  6. Nursing process for the client with an immunological problem.
- G. Care of the client with an oncological problem.
1. Definition and typing of malignancies.
  2. Risk factors and warning signs of cancer.
  3. Diagnostic tests, grading and staging of cancer.
  4. Components of assessment of the client with cancer.
  5. Common types of cancer across the life span.
  6. Nursing process for the client with cancer.
  7. Specific nursing modalities for pain and nutritional problems in the client with cancer.
- H. Care of the client with a reproductive system problem.
1. Review of anatomy and physiology of the reproductive system across the life span.
  2. Human sexuality.
  3. Components of assessment and diagnostic tests for the reproductive system.
  4. Common reproductive cycle disorders.
  5. Male reproductive disorders – including cancer.
  6. Infectious and inflammatory disorders – male and female.
  7. Female structural disorders.
  8. Cancer of the female reproductive tract and breast.
  9. Sexually transmitted diseases.
  10. Medications and treatments.
  11. Nursing process for clients with disorders of the reproductive tract.
- I. Care of the client with HIV infection.
1. Definition of HIV, AIDS, ARC.
  2. Statistics and epidemiology.
  3. Medications and medical treatment.
  4. Nursing process for the client with HIV infection.

## **INSTRUCTIONAL METHODS:**

Lecture  
Discussions/seminars  
Demonstrations/return demonstrations  
Clinical observation  
Audio visuals – videotapes  
Computer Aided Instruction (CAI)  
Clinical Laboratory Practice  
Internet  
Independent reading/computer work  
Case Studies

## **INSTRUCTIONAL MATERIALS:**

- Ackley, B. & Ladwig, G. (2008). Nursing Diagnosis Handbook, 8<sup>th</sup> Ed., St. Louis, Mosby.
- Castaldi, P. & Valdes, M. (2006). Study Guide to accompany Christensen & Kockrow Foundations of Nursing , 5th Ed., St. Louis, Mosby.
- Christensen, B. & Kockrow, E. (2006.) Adult Health Nursing, 5th Ed., St. Louis, Mosby.
- Christensen, B. & Kockrow, E. (2006.) Foundations of Nursing, 5th Ed., St. Louis, Mosby.
- Eckenstein, R. (2003). Study Guide to accompany Christensen & Kockrow Adult Health Nursing, 4<sup>th</sup> Ed., St. Louis, Mosby.
- Gould, B. (2006). Pathophysiology for the Health Professions, 3<sup>rd</sup> Ed., Philadelphia, PA, Saunders.
- Kee, J. & Hayes, E. (2003). Pharmacology, a Nursing Process Approach, 4th Ed., St. Louis, Saunders.
- Key, J. & Hayes, E. (2003). Study Guide for Pharmacology, a Nursing Process Approach, 4th Ed, St. Louis, Saunders.
- Pagana, K. & Pagana, T. (2006). Mosby's manual of Diagnostic and Laboratory Tests, 3rd Ed., St. Louis, Mosby.
- Josephson, D. L. Intravenous Infusion Therapy for Nurses. Delmar, 2nd ed. 2004.
- Wilson, B. & Shannon, M. (2009). Nurse's Drug Guide. New Jersey, Prentice Hall.
- A current nutrition and diet therapy text.

## STUDENT REQUIREMENTS AND METHODS OF EVALUATION:

Attendance: The guidelines in the Nursing Handbook regarding policies of the nursing program will be enforced. It is the responsibility of the student to contact the instructor personally on being absent.

Participation: Students are expected to attend class prepared by reading the assignments and unit objectives. Active participation in class discussions, seminar activities, and clinical experiences is expected.

## GRADING POLICIES

The grading scale is in accordance with the Nursing Handbook:

93-100	=	A
86-92	=	B
79-85	=	C
78-70	=	D
Below 70	=	F

### The student must attain the following:

79% average on theory exams.

Passing (satisfactory) grade on all assigned written work and/or projects (Ex: case studies; assigned clinical papers; class projects).

Passing (satisfactory) evaluation of clinical performance.

Passing grade of 90% on Math Quiz as outlined in the Nursing Handbook.

### Note:

A failure to attain any one of the above criteria will result in failure of the course. Evidence of unsafe, ineffective, unethical, or unreliable nursing care will result in failure of the course regardless of exam scores or written assignments.

### Grading Scale:

Students' final grade will be a percentage of the total points earned on theory exams.

$$\frac{\text{The sum of the \# of questions correct on theory exams}}{\text{The sum of the \# of questions on theory tests}} = \% \text{ of grade}$$

### 1. Assigned written work or projects:

One satisfactorily written Nursing Concept Map Project on a patient decided upon by both the student and the instructor. The instructor must approve the patient **prior** to completing the concept map project. **Concept Map Projects will be due as defined by your clinical nursing instructor. Late Concept Map Projects will not be accepted.** The faculty will assume NO responsibility for process papers or assignments that get lost in the mail or that pass the hands of people in between the student and the instructor. As a precaution, consider making a duplicate copy of assignments.

Students must maintain satisfactory status in the clinical area as outlined on the clinical evaluation form. The student's level of personal professionalism, ability to effectively implement the nursing process, and mature interaction with the health care team are evaluated by the clinical instructor. **Students are encouraged to make an appointment with their clinical instructor to periodically review their clinical progress.**

Each student is expected to participate in a class project, which will be evaluated on a pass/fail basis. See guidelines for details.

## 2. Exams:

Examinations are based on course objectives as they are applied to the course material in each unit. Study guides should be used as references to complete course objectives and study for exams. **Students who are unable to take examinations on the assigned dates must make arrangements with the instructor within 24 hours of the scheduled exam.** It is the student's responsibility to contact the instructor regarding rescheduling of the exam. See the handbook.

Due to the amount of the material to be learned, all unit objectives may not be addressed in class. However, all assigned content may be tested on during an exam. The student will be expected to independently complete or address objectives not discussed in class. **All assignments are important and pertinent to your learning needs.**

**Students are responsible for all materials covered during their absence.** It would be advisable to make arrangements to obtain notes from another student in advance of absence (possibly "buddy up" at the start of the eight week session).

If a student strongly disagrees with the answer to a specific test question, a written explanation of the answer that the student feels is correct, with 2 valid sources and page numbers must be given to the instructor for review. This must be presented to the instructor in writing within one week following the exam review.

**Grades will be posted on Blackboard.** Grades will *not* be given over the telephone.

## 3. Clinical performance:

Achievement of SATISFACTORY clinical performance is:

- a. Satisfactory demonstration of the nursing process and all the nursing skills necessary to provide holistic patient care.
- b. Personal growth and development for appropriate professional nursing behavior.
- c. Submission of satisfactory written assignments.

**Important:** Evidence of unsafe, ineffective, or unreliable nursing care will result in failure of the course regardless of exam scores or written assignments.

## 4. Grievances:

Note: Nursing Handbook policy should be followed for all grading & other problems.

**Discuss the issue first with the instructor, and then if necessary, proceed to the next step in the appeal process.**

**5. Plagiarism and Cheating:** Regarding policies on cheating and plagiarism refer to the Nursing handbook and the IVCC catalogue. **No cheating or plagiarism will be tolerated in this course and will result in disciplinary action as outlined in the Nursing Handbook and the IVCC catalogue.**

## Disability Statement

In an effort to create a classroom environment that maximizes the success of all students, I encourage you to make me aware of any barriers that may inhibit your learning. Feel free to speak to me at any time about concerns or questions you may have about assignments, activities, or assessments. The college provides several support services for students who have barriers to learning. They include, but are not limited to: Disability Services Office, Writing Center/Peer Tutoring, Counseling Center, and Project Success. Please see me if you want to learn more about any of these offices.

Form Revised: 3/2/05