



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Nursing Division

COURSE: NUR 2201 Holistic Nursing II

Date: Fall, 2019

Credit Hours: 5.0

Prerequisite(s): NUR 1201, 1202, 1210, 1211; BIO 1007, 1008, 1009; ALH 1000, 1002; PSY 1000. Concurrent enrollment in or completion of NUR 2200; ENG 1001; SOC 1000; and NUR 2200. A minimum grade of C is required for each prerequisite course.

Delivery Method:	<input checked="" type="checkbox"/> Lecture	3 Contact Hours (1 contact = 1 credit hour)
	<input checked="" type="checkbox"/> Seminar	1 Contact Hours (1 contact = 1 credit hour)
	<input type="checkbox"/> Lab	0 Contact Hours (2-3 contact = 1 credit hour)
	<input checked="" type="checkbox"/> Clinical	3.75 Contact Hours (3 contact = 1 credit hour)
	<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 module is the holistic nursing care across the life span of patients with problems related to the biliary, digestive, hematologic and reproductive systems, cancer, burns, and HIV/AIDS. The student is provided the opportunity to utilize critical thinking, the nursing process, nursing skills, theoretical knowledge, and management skills in various health care settings. Lecture, three hours per week; clinical, six hours per week, including clinical conferences and discussion of related topics.

GENERAL EDUCATION GOALS ADDRESSED

[See last page for Course Competency/Assessment Methods Matrix.]

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

[Choose up to three goals that will be formally assessed in this course.]

- To apply analytical and problem solving skills to personal, social, and professional issues and situations.
- To communicate successfully, both orally and in writing, to a variety of audiences.
- To construct a critical awareness of and appreciate diversity.
- To understand and use technology effectively and to understand its impact on the individual and society.
- To develop interpersonal capacity.
- To recognize what it means to act ethically and responsibly as an individual and as a member of society.
- To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.
- To connect learning to life.

EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

[Outcomes related to course specific goals. See last page for more information.]

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

Outcome 1 – Students will be able to use the nursing process as a framework to compose and implement a plan of care for clients with selected health conditions.

Competency 1.1 – Students will be able to identify abnormal assessment findings in relation to specific health conditions such as clients with oncology, hematology, burns, reproductive and GI and biliary disorders and communicable disorders.

Competency 1.2 – Students will be able to determine appropriate nursing diagnosis for clients with a variety of health conditions.

Competency 1.3 – Students will be able to utilize evidenced based practice to develop a plan of care for clients with select health conditions.

Competency 1.4 – Students will be able to implement a plan of care for clients within specified parameters as overseen by licensed care providers.

Competency 1.5 – Students will be able to evaluate a plan of care for clients with select health care need.

Competency 1.6 - Students will be able to analyze legal /ethical situations pertinent to clients with specific health conditions.

Competency 1.7 - Students will be able to gain an understanding of the ethical issues involved in caring for clients with specific health conditions.

Competency 1.8 - Students will be able to explain the law regarding the rights of clients and their significant others to refuse or withdraw treatment.

Outcome 2 – Students will be able to demonstrate therapeutic communication techniques when interacting with clients, their aggregates, and health care team members in acute care settings.

Competency 2.1- Students will be able to discuss appropriate psychosocial support of the client with select health conditions and their aggregates.

Competency 2.2- Students will be able to role model effective communication with peers in clinical and classroom settings.

Competency 2.3- Students will be able to collaborate effectively with clients in the clinical setting.

Competency 2.4- Students will be able to demonstrate a nonjudgmental attitude when communicating with diverse populations.

Competency 2.5 - Students will be able to incorporate principles of nursing informatics to document all patient information sequentially, legally, concisely and accurately.

Outcome 3– Students will be able to integrate the client’s biopsychosocial adaptation in response to various therapies used for health promotion, maintenance, and restoration.

Competency 3.1- Students will be able to identify alterations in immune system response related to biopsychosocial changes in clients with specific health conditions.

Competency3.2-Describe the pathophysiology, clinical manifestations, diagnostic abnormalities, therapeutic, pharmacological, and nursing management of clients with specific health conditions.

Competency 3.3 – Describe the purpose of and the nursing responsibilities related to a client with a central venous access device

Competency 3.4 - Describe the purpose for and nursing responsibilities related to caring for a client receiving a blood transfusion.

Outcome 4- Students will be able to integrate quality and safety initiatives into the patient plan of care.

Competency 4.1- Demonstrate safe client care practices in the clinical setting.

Competency 4.2 - Value the use of data to support and improve the quality and safety of client care outcomes.

Outcome 5 – Students will be able to employ principles of leadership and management to organize nursing care for clients/aggregates with complex health problems.

Competency 5.1- Students will be able to analyze an acute care clients needs and report which needs take priority in providing care.

Competency 5.2- Students will be able to identify appropriate therapeutic treatment for clients with select health care needs.

Competency 5.3- Students will be able to care for client(s) according to established clinical guidelines.

Competency 5.4- Students will be able to describe the nurse’s role in prevention of disease.

Competency 5.5- Students will be able to define the role of the nurse regarding complementary, alternative, and unproven methods of treatment.

Competency 5.6- Students will be able to compare the role of the nurse/physician in caring for the client with a variety of health care needs.

Competency 5.7- Students will be able to discuss appropriate nursing management for clients with selected health needs.

Competency 5.8- Students will be able to observe and analyze leadership behaviors noted in fellow students, instructors, and health care workers in the community and health care settings.

Outcome 6 – Students will be able to apply the referral process to meet the needs of client(s) with health related issues.

Competency 6.1- Students will be able to identify appropriate support services to meet the specific needs of a client and their aggregates, effectively utilizing health care resources.

Competency 6.2- Students will be able to explain the referral process.

Competency 6.3- Students will be able to recognize the impact of socioeconomic and cultural factors in the client’s utilization of health care resources.

Outcome 7 – Students will be able to integrate attributes of professional behavior.

Competency 7.1 - Students will practice within the scope of practice of a student nurse in accordance with the nurse practice act.

Competency 7.2 -Students will conduct both their personal and professional lives with integrity.

Competency 7.3 - Students will demonstrate accountability to clients, their aggregates, professional peers and the community.

Competency 7.4 – Students value characteristics of life-long learning.

MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS

[For each of the goals selected above, indicate which outcomes align with the goal.]

Goals	Outcomes
First Goal	
To apply analytical and problem solving skills to personal, social, and professional issues and situations.	Students will be able to use the nursing process as a framework to compose and implement a plan of care for clients with selected health conditions.

COURSE TOPICS AND CONTENT REQUIREMENTS:

- Unit I Malignant Neoplasms
- Unit II Hematology/Leukemia
- Unit III Skin Cancer/Burns
- Unit IV HIV/AIDS/STD’s
- Unit V Reproductive Disorders
- Unit VI Gastrointestinal/Biliary Disorders

INSTRUCTIONAL METHODS:

- Lecture
- Discussion
- Assigned Readings
- Videos
- Demonstrations
- Return Demonstrations
- Clinical – Direct Client Care
- Clinical Laboratory Practice and Evaluation
- Case Studies
- Clinical Correlation Projects
- Written Assignments
- Reflective Journaling
- Student Oral Presentations
- Special Projects as assigned

INSTRUCTIONAL MATERIALS:

Required Textbooks:

Nursing Med/Surg Fall Custom Package (includes the following texts)

- Harding, Snyder & Preusser (2016). *Winningham's Critical Thinking Cases in Nursing*, 6th edition. Elsevier.
- Lewis, Dirksen, Heitkemper & Bucher (2017). *Clinical companion for Medical-Surgical Nursing*, 10th edition. Elsevier.
- Lewis, Dirksen, Heitkemper & Bucher (2017). *Medical Surgical Nursing*, 10th edition. Elsevier. (Comes in 2 volume set and includes e-book)
- Lewis, Dirksen, Heitkemper, Bucher & Elsevier (2017). *Medical Surgical Nursing with Adaptive Learning and Adaptive Quizzing*, 10th edition. Elsevier.

Additional purchase required.

- Class notes/Handouts available for purchase in the bookstore based on section and lecture instructor for Med/Surg Nursing.

Additional Required Texts From 1st year.

- LaCharity, Kumagai, & Bartz (2019). *Prioritization, Delegation, and Assignment*, 4th edition. Elsevier.
- Ackley, B.J., & Ludwig, G.B. (2017). *Nursing Diagnosis Handbook*, 11th edition. Mosby.
- Pagana & Pagana (2014). *Manual of Diagnostic and Laboratory Tests*, 4th edition. Mosby.
- Wilson & Giddens (2013). *Health Assessment for Nursing Practice*, 5th edition. Mosby.
- Hockenberry, M.J., & Wilson, D. (2014). *Wong's Essentials of Pediatric Nursing*, 8th edition. Elsevier.
- Lilley, L.L., Rainforth-Collens, S., & Snyder, J.S. (2017). *Pharmacology and the Nursing Process*, 8th edition. Elsevier.

Additional Resources From 1st year.

- Evolve RN Case Studies
- Mosby's Nursing Skills Videos
- Recent Drug Guide
- NCLEX Review Book/Online Review
- Recent Nutrition Book

****All of these texts will be required for you to be successful in all of your second year classes. If you have an edition that is older, please consult with your instructor

Study guides

Computer/Lab materials
Assignment handouts
Videos

STUDENT REQUIREMENTS AND METHODS OF EVALUATION:

A= 93-100
B= 86-92
C= 80-85
D= 70-79
F= Below 70

Course Competency/Assessment Methods Matrix

(Dept/# Course Name)		Assessment Options																														
For each competency/outcome place an "X" below the method of assessment to be used.	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation/Clinical	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment
	Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D	D				D
1.0	Students will be able to use the nursing process as a framework to compose and implement a plan of care for clients with selected health conditions.		X			X			X					X				X	X							X					X	X
1.1	Students will be able to identify abnormal assessment findings in relation to specific health conditions such as clients with oncology, hematology, burns, reproductive and GI and biliary disorders and communicable disorders.		X			X			X					X				X	X							X					X	X
1.2	Students will be able to determine appropriate nursing diagnosis for clients with a variety of health conditions.		X			X			X					X				X	X							X					X	X
1.3	Students will be able to utilize evidenced based practice to develop a plan of care for clients with select health conditions.		X			X			X					X				X	X							X					X	X

1.4 Students will be able to implement a plan of care for clients within specified parameters as overseen by licensed care providers.			X		X		X			X			X	X						X			X	X
1.5 Students will be able to evaluate a plan of care for clients with select health care needs.			X		X		X			X			X	X						X			X	X
1.6 Students will be able to analyze legal /ethical situations pertinent to clients with specific health conditions.			X		X		X			X			X	X						X			X	X
1.7 Students will be able to gain an understanding of the ethical issues involved in caring for clients with specific health conditions			X		X		X			X			X	X						X			X	X
1.8 Students will be able to explain the law regarding the rights of clients and their significant others to refuse or withdraw treatment.			X		X		X			X			X	X						X				
2.0 Students will be able to demonstrate therapeutic communication techniques when interacting with clients, their aggregates, and health care team members in acute care settings.			X		X		X			X			X	X						X				
2.1 Students will be able to discuss appropriate psychosocial support of the client with select health conditions and their aggregates.			X		X		X			X			X	X						X			X	X
2.2 XStudents will be able to role model effective communication with peers in clinical and classroom settings.					X					X			X	X						X				
2.3 Students will be able to collaborate effectively with clients in the clinical setting.					X					X			X	X										
2.4 Students will be able to demonstrate a nonjudgmental attitude when communicating with diverse populations.			X		X		X			X			X	X						X			X	

5.1 Students will be able to analyze an acute care clients needs and report which needs take priority in providing care.			X			X			X																																X	X	
5.2 Students will be able to identify appropriate therapeutic treatment for clients with select health care needs.			X			X			X																																X	X	
5.3 Students will be able to care for client(s) according to established clinical guidelines.			X			X			X																																X	X	
5.4 Students will be able to describe the nurse’s role in prevention of disease.			X			X			X																																X	X	
5.5 Students will be able to define the role of the nurse regarding complementary, alternative, and unproven methods of treatment.			X			X			X																																X	X	
5.6 Students will be able to compare the role of the nurse/physician in caring for the client with a variety of health care needs.			X			X			X																																X	X	
5.8 Students will be able to observe and analyze leadership behaviors noted in fellow students, instructors, and health care workers in the community and health care settings.			X			X			X																																X	X	
5.7 Students will be able to discuss appropriate nursing management for clients with selected health needs.			X			X			X																																X	X	
6.0 Students will be able to apply the referral process to meet the needs of client(s) with health related issues.			X			X			X																																X	X	
6.1 Students will be able to identify appropriate support services to meet the specific needs of a client and their aggregates, effectively utilizing health care resources.			X			X			X																																X	X	
6.2 Students will be able to explain the referral process.			X			X			X																																		

6.3 Students will be able to recognize the impact of socioeconomic and cultural factors in the client's utilization of health care resources.			X			X							X				X						X							X	X
7.0 Students will be able to integrate attributes of professional behavior.			X			X							X				X						X								
7.1 Students will practice within the scope of practice of a student nurse in accordance with the nurse practice act.						X							X				X						X								
7.2 Students will conduct both their personal and professional lives with integrity.						X							X				X						X								
7.3 Students will demonstrate accountability to clients, their aggregates, professional peers and the community.			X			X							X				X						X								X
7.4 Students value characteristics of life-long learning.			X			X							X				X						X								