

QUINSIGAMOND COMMUNITY COLLEGE
NURSE EDUCATION PROGRAM
Transition: *Nursing IV - NUR 212*

Course Description

Fall 2008

This 10-credit course is based upon Orem's Theory of Self-Care and Erickson's Human Development Theory. It focuses on care of clients who experience health care deviations, who have self-care needs requiring partly compensatory, wholly compensatory, and supportive-educative nursing systems. Principles of rehabilitation, teaching, and management are incorporated into each unit. Specific topics include health care deviations related to oxygen, nutrition, elimination, and safety needs in adult patients. Students participate in clinical experiences with clients in acute and long-term care settings who are experiencing self-care deficits. The clinical experience emphasizes application of nursing process and beginning leadership skills.

Pre-requisites: ENG 102, any HST, NUR 211, SOC 101 or SOC 111

Co-requisites: NUR 221, Humanities Elective

OBJECTIVES:

Upon completion of this nursing course, the student will:

1. Apply knowledge of pathophysiology and psychosocial/cultural principles in the care of selected clients with health care deviations who require partly compensatory, wholly compensatory and supportive educative nursing systems.
2. Administer selected medications including intravenous medication to clients by applying principles of pharmacodynamics.
3. Assess client's capacity to engage in self-care and wellness through use of critical thinking skills.
4. Apply the nursing process to the care of clients with multiple health care deviations related to oxygenation, nutrition/metabolism, urinary elimination, and hazards to life.
5. Demonstrate satisfactory clinical performance as outlined in the clinical evaluation tool.
6. Relate knowledge of ethical-legal standards of practice to selected client care situations.
7. Demonstrate use of therapeutic communication techniques with clients, families and health care professionals.
8. Assume personal and professional accountability for providing nursing care reflective of the client's rights including issues of confidentiality.
9. Apply the supportive-educative nursing system when caring for clients and families.
10. Integrate discharge planning, including principles of teaching and learning, into care of clients in a variety of health care settings.
11. Examine and implement learning experiences to address self-identified strengths and weaknesses.
12. Utilize principles of gerontological nursing to care for elderly clients in a variety of clinical settings.
13. Working with a peer group, presents research related to well elder groups at senior centers.
14. Relate Orem's self-care framework to the care of clients/families experiencing chronic conditions.
15. Discover and illustrate beginning management and leadership skills in caring for groups of patients.
16. Identify the roles of nurses in a variety of settings and situations (Long term care, rehab, acute care, disaster, occupational health...).
17. Examine the relationship between the client's developmental level and his/her response to medical and psychosocial challenges.

**NURSING IV - NUR 212
TOPICAL OUTLINE***

Unit	Content
Unit I: Geriatric Client/Normalcy/Solitude & Social Interaction	
I-A	Concepts and considerations related to the Geriatric Client Dementia End of Life Care
I-B	Safety factors/Polypharmacy
I-C	Chronic Illness and Rehabilitation
I-D	Community Health Topics
Unit II: Health Care Deviations: Air	
II-A	The Nursing Process: Pulmonary, Cardiovascular, Hematology: <u>Assessment</u> Promoting Healthy Lifestyles <u>Intervention</u> : Upper Airway Issues Blunt Trauma: Thoracic Surgery/Chest Tubes Tracheostomy/Endotracheal Tubes Mechanical Ventilation
II-B	Hypertension
II-C	Coronary Artery Disease
II-D	Peripheral Vascular Disease
II-E	Arrhythmias
II-F	Congestive Heart Failure
II-G	Hematological Deviations: Anemia/Leukemia/Hodgkin's
II-H	Cancer of the Lung/Larynx Lower Airway Deviations: Tuberculosis/Occupational Lung Disease
II-I	Lower Airway Deviations: Pneumonia/COPD
Unit III / IV: Health Care Deviations: Food and Water	
III / IV-A	The Nursing Process; Gastrointestinal, Biliary and Exocrine Pancreas System Assessment Mouth and Esophagus Deviations Stomach and Duodenal Deviations Exocrine Pancreas
III / IV-B	Gallbladder and Exocrine Pancreas Deviations Hepatic System Assessment and Deviations

Unit V:	Health Care Deviations: Elimination/Male Reproduction
V-A	The Nursing Process; Renal and Male Reproductive/Testes Prostate: Infections/Inflammation: Cystitis/Pyelonephritis Urolithiasis
V-B	Renal Failure: Chronic Vs. Acute Hemodialysis vs. Peritoneal Dialysis
V-C	Urinary Tract Cancer Prostate/Testicular Cancer Benign Prostatic Hyperplasia
Unit VI:	*Activity, Rest, Sleep
Unit VII:	*Solitude and Social Interaction
Unit VIII:	Health Care Deviations: Protection from Hazards (Neurological Deviations)
VIII-A	The Nursing Process: Assessment
VIII-B	Traumatic and Neoplastic Deviations of the Brain
VIII-C	Vascular and Degenerative: Neurologic Deficits: Cerebrovascular Disease Degenerative Diseases Organ/Tissue Donation
VIII-D	Disorders affecting The Spine: Low Back Pain
VIII-E	Spinal Cord Injury/Disability Awareness
VIII-F	Occupational Health Principles/ Principles of Disaster Nursing/Bioterrorism Resilience

- Of the eight universal self-care requisites described by Dorothea Orem, the two areas which have been designated with a * are incorporated into lecture content with topics listed under each of the other six self-care requisites.

**Nursing Faculty reserves the right to introduce changes in sequence and content as needed*

BIBLIOGRAPHY

Required Texts and other materials:

Abrams, Anne Collins, Clinical Drug Therapy, 8th ed. Philadelphia: J. B. Lippincott Co.; 2007.

Brunner and Suddarths, Medical Surgical Nursing, 11th edition, Lippincott, 2008.

Brunner and Suddarths Study Guide to accompany Textbook of Medical Surgical Nursing, Lippincott, 2008.

Carpenito, Lynda Juall, Handbook of Nursing Diagnosis, 10th ed. Philadelphia: J. B. Lippincott.2004.

Pagana Kathleen; Deska and Pagana, Timothy James. Diagnostic and Laboratory Test Reference; 8th ed. Mosby; 2007.

Winningham and Preusser. Critical Thinking in Medical Surgical Settings, 3rd ed. St. Louis; Mosby; 2007

***ATI Testing Package: REQUIRED

Medical Surgical: Review volumes 1 and 2

Proctored and Non-Proctored Assessment tests

DVD

Pharmacology: Review

Proctored and Non-Proctored Assessment Tests

Comprehensive Predictor, Community and Leadership Tests

Comprehensive Non-Proctored Assessment Test

RN-Readiness Test

- See Grading/Course Requirements for Mandatory Score Results for Non-Proctored Pharmacology Assessment Test,
- Proctored Comprehensive Predictor Assessment, Community and Leadership Tests: is a Required Test

COURSE REQUIREMENTS

Adhere to program policies as described in QCC Nursing Student Handbook.

Academic Honesty: Refer to QCC Student Handbook

Attendance and participation in pre- and post-clinical conferences.

Attendance in clinical seminars on campus AND all clinical days

Completes assigned readings, audio-visual and computer simulations.

Participate in group discussions in class and seminars.

Take tests, and final examinations.

Satisfactorily completes all written assignments and deadlines as designated by the clinical instructors.

Take proctored ATI Comprehensive Predictor Test

*Achieve Grade of 95% on Pharmacology and Medical Surgical Nursing (2.0 version)

ATI Non-Proctored, by 11/21/08

Participation and Presentation of clinical group project: (see clinical evaluation guidelines): Senior Center Project/Community Presentation

Completion of on-line NUR 212 course evaluation before Final Exam

Completes grade acceptance and confidentiality agreement forms

Satisfactory clinical performance as outlined in clinical evaluation guide.

See attached: Ten Steps to Promote Classroom Etiquette

TEACHING METHODOLOGIES

Written Exams

Lecture/Class Discussion

Case Study Analysis/Critical Thinking Scenarios

Group Work/Collaborative Discussions

Client Clinical Care Plan Analysis

Clinical Discussion: Pre-post/conferences

Audiovisual materials: Pathophysiology for Nurses: Series

Coronary Artery Disease, Angina, Congestive Heart Failure,

Arrhythmias, Congestive Heart Failure, Renal Failure:

Chronic and Acute

Computer Assisted Learning Activities

Clinical experiences

Journals/ Reflection

Seminars/Clinical Class Days on campus: Management/Leadership Delegation group

Tissue/Organ Donation

CLASSROOM ETIQUETTE

The QCC Task Force developed the following classroom etiquette guidelines for Classroom Etiquette to provide faculty and students with a positive and respectful learning environment to foster teaching and learning. The Nursing 212 faculty believe the implementation of these guidelines will create a positive atmosphere and promote honesty and integrity in the classroom. Students are expected to:

1. Attend all scheduled classes
2. Be in class on time. Door will be closed 5 minutes after class starts. You must wait until break to enter class after that time.....
3. Remain in class for the entire instructional period
4. Remain alert throughout the entire instructional period
5. Come to class free of alcohol or drugs
6. Be respectful of opposing opinions
7. Do not interrupt a faculty member or other students when they are speaking
8. Address student specific concerns prior to or after the instructional period
9. Use respectful language throughout the instructional period
10. Receive the faculty's permission prior to using cell phones, laptops, or other electronic equipment

METHODS OF EVALUATION

Tests (4) 15% for each test

60% of course grade

Final exam: Comprehensive

40% of course grade

**Must complete Non-Proctored ATI Pharmacology and Medical Surgical Nursing version 2.0 test with 95% to pass this course by November 21, 2008

See other Course requirements

***CLINICAL EVALUATIONS ARE PASS/FAIL. YOU MUST PASS CLINICAL TO PASS THE COURSE. REFER TO QCC STUDENT NURSE HANDBOOK**

A grade of C (73) or better is required in the theory component of Nur 212. All students will take all tests, mid-term, and final examinations. Tests will be given as listed on the day-by-day projection sheet and will include material from lectures, assigned readings, seminar discussions and pre-requisite knowledge including math calculations. If a student is absent on a day on which a test is to be given, he/she must contact a full-time instructor on the test day. At this time, arrangements will be made for a make-up test that must occur within one week of original test date. The make-up test may be multiple choice, short or long essay, oral, or combination of all. If a student is absent for a mid-term or final, then he/she must make arrangements for a make-up within two days. Tests #1 through #4 must be reviewed within two weeks after receiving grades. There will be no reviewing after this time frame. Final exam grades and review time is optional and will be determined by faculty.

There will be NO make-up quizzes or examinations because of failure or low grades.

Full time faculty:

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