

COURSE OUTLINE Nursing Process II

Course Description

NR 106. Nursing Process II: Health Promotion and Management of Common Altered Health States of Child and Family. 10 hours credit. Prerequisites: BS 260, NR 110 and NR 105 or NR 108 with a C or better. This course will enable the student to assess the child, adult and family who are seeking health promotion and/or experiencing common altered health states. The student will apply the American Nurses Association (ANA) Standards of Practice and the National League of Nursing (NLN) Associate Degree Nurse (ADN) Core Components in analyzing assessment findings based on client needs to plan, implement and evaluate care for the child, adult and family, promoting health and competently performing nursing skills in a caring manner. The student will communicate therapeutically, professionally and collaborate effectively as a member of the health care team. The student will demonstrate ANA Standards of Professional Performance appropriate to the first level of nursing practice. Classroom: 98 hours, Clinical hours: 180 hours

Course Relevance

The skills and principles learned in this course add to the foundation for a lifelong career in nursing practice and provide the basis for nursing courses which follow. The student continues to develop in their professional nursing role.

Required Materials

Gahart, B., and Nazareno, A., (2010) *Intravenous medications* (26th ed.). St. Louis, MO: Mosby

Ackley, B. and Ladwig, G., (2008). *Nursing diagnosis handbook: an evidence based guide to planning care* (8th ed.). St. Louis, MO: Mosby Elsevier

American Nurses Association. (2004). *ANA's foundation of nursing package*. Silver Spring, MD: nursebooks.org

Black, J.M. & Hawks, J.H. (2009). *Medical surgical nursing: Clinical management for positive outcomes*. (8th ed.). St. Louis: Elsevier Saunders Inc.

Course manual, by Course Faculty.

McKinney, E.S., James, S.R., Ashwill, J.W. & Murray, S.S. (2009). *Maternal-child nursing*. (3rd ed.). St. Louis: Saunders Elsevier.

McKinney, E.S. (2009). *Virtual clinical excursions* (3rd ed.). St. Louis, MO: Saunders Elsevier.

Varcarolis, E. M. (2005). *Foundations of psychiatric mental health nursing* (5th ed.). Philadelphia: W. B. Saunders.

Whitehead, D.K., Tappen, R.M., & Weiss, S.A. (2007) *Essentials of nursing leadership and management*. (4th ed.). Philadelphia: F.A. Davis.

Online Resources:

ANGEL course web page: webcourses.butlercc.edu

Supplies:

A stethoscope, penlight, watch and black pen are required for clinical in addition to the uniform described in the student handbook.

http://www.butlercc.edu/nursing/h_intro.htm

Required Materials

Personal Data Assistant (PDA) either Palm OS or Windows OS and software package purchased through the bookstore or online. Listed below are PDA programs:

- Davis's Drug Guide for Nurses
- Mosby's PDA Dictionary of Medicine, Nursing & Health Professions
- Davis's Comprehensive handbook of laboratory and diagnostic tests with nursing implications

An online vendor for PDA software is Skyscape

<http://www.skyscape.com/estore/BrowseByNursing.aspx>

Supplementary Materials

Curren, A. & Munday, L. (2005). *Dimensional analysis for meds* (3 rd ed.). Albany, NY: Delmar Thomas Learning.

Sublett, C. & Blair, M. (2009). *Study guide for medical- surgical nursing*. (8 th ed.). St. Louis: Elsevier Saunders Inc.

Learning Outcomes

The intention is for the student to be able to:

1. Apply the ANA Standards of Practice and the NLN ADN Core Components while caring for the child, adult and family who are seeking health promotion and/or experiencing common altered health states.
 - A. Perform systematic physical / psychosocial assessments based on client needs
 - B. Analyze assessment findings to plan implement and evaluate care
 1. Promote health and perform nursing skills in a caring manner
 2. Apply basic principles of therapeutic nutrition
 3. Apply principles of pharmacology
 4. Incorporate cultural, religious and spiritual influences on health care
 5. Apply principles of teaching / learning for individuals

- C. Communicate
 1. Therapeutically with the child, adult and family
 2. Professionally with the health care team
 3. Accurately while documenting application of nursing process
 4. Using computer technology
2. Apply the ANA Standards of Professional Performance and the NLN ADN Core Components while caring for the child, adult and family who are seeking health promotion and/or experiencing common altered health states.
 - A. Collaborate effectively as a member of the health care team to
 1. Identify the roles of unlicensed assistive personnel, LPN's and RN's in specialized areas
 2. Identify hospital and community resources
 3. Engage actively in teamwork with peers recognizing principles of conflict resolution
 4. Plan nursing care with positive quality outcomes
 5. Identify leadership styles
 - B. Demonstrate professional behaviors appropriate to the first level of practice in order to:
 1. Practice within the ethical, legal, regulatory frameworks of nursing
 2. Perform accountably
 3. Demonstrate a spirit of inquiry
 4. Practice self awareness and evaluation
 5. Utilize the best available evidence to guide practice decisions

Learning PACT Skills that will be DEVELOPED and/or documented in this course

Through involvement in this course, the student will develop ability in the following PACT skill area(s):

Personal Development Skills

1. Interpersonal interaction
 - Through reflection on experiences with individuals or families who represent significantly different cultural backgrounds and/or life situations than their own, the student will develop an appreciation for the value in differences among people. Through interactions with adults and children, the student will develop effective interaction techniques.

Analytical Thinking Skills

1. Critical thinking
 - Through assessing clients and analyzing assessments, the student will discern nursing diagnoses, develop plans of care, implement the plans and evaluate their effectiveness.

Technology Skills

1. Discipline-specific technology
 - Through performance in the simulated laboratory and/or clinical setting, the student will develop selected nursing skills.

Major Summative Assessment Task(s)

These learning outcomes and the primary Learning PACT skills will be demonstrated by

1. Administering an intravenous medication in a simulated clinical environment. (Tskill rubric).
2. Presenting a health promotion teaching project for children which includes considerations related to age, religion, and culture. (P skill rubric, A skill rubric, and T skill rubric).
3. Practicing the ANA Standards of Practice, Standards of Professional Performance and the NLN ADN Core Components and Competencies with a summative score in all clinical outcomes of 95% or greater in the clinical setting. Each clinical nursing outcome must be satisfactorily attained at a minimum of 80%. (T skill rubric).

Course Content

- I. Skills/Competencies - Actions that are essential to achieve the course outcomes:
 - A. Demonstrate professional behaviors
 - B. Communication effectively
 1. Therapeutic
 2. Charting
 3. Established standards for written communication
 - C. Perform client assessments
 1. Physical
 - a. Pediatric assessment
 - b. Newborn assessment
 - i. APGAR
 - c. High risk pregnancy assessment
 - i. Fetal heart tones
 - d. Obstetric assessment
 - i. Fetal assessment / fetal monitoring
 2. Psychosocial
 - a. Erickson's stages of development
 - b. Carter and McGolderick
 - c. Developmental assessment (Denver II)
 - d. Cultural and spiritual assessment of the family
 - D. Participate in clinical decision making
 1. Use evidenced based practice / research
 2. Critical thinking in making clinical judgments
 - E. Perform caring Interventions
 1. Medication administration – oral, parenteral and intravenous
 2. Application of all previously learned cognitive/psychomotor skills
 3. Provide therapeutic nutrition for child, adult and family
 4. Incorporate cultural, religious and spiritual influences on health care
 - F. Apply teaching/learning principles incorporating developmental considerations
 - G. Collaborate with members of the health care team

- H. Managing care of clients
 - 1. Demonstrate understanding with current technologies
 - 2. Identify appropriate delegation principles
- II. Themes - Key recurring concepts that run throughout this course:
 - A. Client needs
 - B. NLN ADN Core Components and Competencies
 - C. ANA Standards of Practice (nursing process)
 - D. C. ANA Standards of Professional Performance
 - E. Wellness – illness continuum
- III. Issues - Key areas of conflict that must be understood in order to achieve the intended outcome:
 - A. Legal / ethical
 - B. Confidentiality
 - C. Accountability
 - D. Cultural diversity
 - E. Religious and spiritual influences on health
 - F. Nurse's versus client's values
 - G. Scope of practice
 - H. Health care delivery system
- IV. Concepts – Key concepts that must be understood to address the issues:
 - A. Safe and effective care environment
 - 1. Management of care
 - 2. Safety and infection control
 - B. Health promotion and maintenance
 - C. Psychosocial integrity
 - D. Physiological integrity
 - 1. Basic care and comfort
 - 2. Pharmacological and parenteral therapies
 - 3. Reduction of risk potential
 - 4. Physiological adaptation

Learning Units

- I. ANA Standards of Practice
 - A. Assessment
 - B. Diagnosis
 - C. Outcomes identification
 - D. Planning
 - E. Implementation
 - 1. Coordination of care
 - 2. Health teaching and health promotion
 - F. Evaluation
- II. ANA Standards of Professional Performance

- A. Quality of practice
- B. Education
 - 1. Self regulation
 - 2. Portfolio
 - 3. Skill competency
- C. Professional practice evaluation
 - 1. Cultural awareness
 - 2. Standards of Practice
 - 3. Standards of Professional Behaviors
- D. Collegiality
- E. Collaboration
- F. Ethics
 - 1. Bioethical concepts
 - 2. Confidentiality
 - 3. Code of Ethics
 - 4. Advocacy
- G. Research: Evidence based practice
- H. Resource Utilization: Safety
- I. Leadership
 - 1. Concepts of leadership
 - 2. Concepts of management

III. Client need: Safe and effective care environment

- A. Management of care
 - 1. Informed consent
 - 2. Concepts of management
 - 3. Concepts of leadership
 - 4. Information technology
 - 5. Role of the LPN
- B. Safety and infection control
 - 1. Accident prevention
 - 2. Home safety
 - 3. Injury prevention
 - 4. Safe use of equipment
 - 5. Security plan

IV. Client Need: Health promotion and maintenance

- A. Aging process – infants through 18 years
- B. Antepartum, intrapartum, postpartum and newborn care
- C. Developmental stages and transitions
- D. Disease prevention
- E. Expected body image changes
- F. Family planning
- G. Family systems

- H. Growth and development
- I. Health and wellness
- J. Health promotion programs
- K. High risk behaviors
- L. Human sexuality
- M. Immunizations
- N. Life style choices
- O. Principles of teaching / learning
- P. Self care
- Q. Techniques of physical assessment

V. Client Need: Psychosocial Integrity

- A. Abuse / neglect
- B. Behavioral interventions
- C. Cultural diversity
- D. Family dynamics
- E. Grief and loss
- F. Psychopathology
- G. Religious and spiritual influences on health
- H. Therapeutic communications

VI. Client Need: Physiological Integrity

- A. Basic comfort and care
 - 1. Mobility / immobility
 - 2. Nutrition and oral hydration
- B. Pharmacological and parenteral therapies
 - 1. Blood and blood products
 - 2. Medication administration
 - 3. Parenteral / intravenous therapy
 - 4. Pharmacological pain management
- C. Reduction of risk potential
 - 1. Diagnostic tests
 - 2. Laboratory values
 - 3. Monitoring conscious sedation
 - 4. Potential for alterations in body systems
 - 5. Potential for complications of diagnostic tests/treatments/procedures
 - 6. Potential for complications from surgical procedures and health alterations
 - 7. System specific assessment
 - 8. Therapeutic procedures
- D. Physiological adaptation
 - 1. Alterations in body systems
 - a. Basic concepts of disease process
 - 1. Genetics
 - b. Integumentary system

1. Infectious / inflammatory
 - a. Bacterial
- c. Hematological system
 1. Alterations in oxygen transport
 - a. Hemolytic anemias
 - b. Deficiency in red blood cell production
 2. Alterations in white blood cells and lymphoid tissue
 - a. Leukemias
 - b. Lymphomas
 3. Alterations in hemostasis
 - a. Platelet disorders
 - b. Coagulation deficits
- d. Cardiovascular system
 1. Alterations in cardiac function
 - a. Heart failure
 2. Infectious cardiac disorders
 - a. Rheumatic fever
 - b. Infective carditis
 3. Congenital malformations
 4. Acquired
 - a. Kawasaki
- e. Respiratory system
 1. Infectious and inflammatory
 - a. Bronchiolitis
 - b. Laryngotracheobronchitis
 2. Obstructive
 - a. Asthma
 - b. Cystic fibrosis
 3. Restrictive disorders
 - a. RDS – neonatal
- f. Renal and urinary tract system
 1. Obstructive
 - a. Hydronephrosis
 - b. Vesicoureteral reflux
 2. Infectious and inflammatory
 - a. Glomerulonephritis
 - b. Nephrotic syndrome
 3. Congenital
 - a. Wilm's tumor
- g. Gastrointestinal and Hepatic system
 1. Structural alterations of gastrointestinal system
 - a. GERD
 - b. Pyloric stenosis
 2. Inflammatory stomach and intestinal disorders

- a. Gastroenteritis
 - b. Pyloric stenosis
 - 3. Alterations in intestinal motility
 - a. Necrotizing enterocolitis
 - b. Intussusception
 - 4. Congenital
 - a. Cleft lip and palate
 - b. Upper and lower GI
 - 5. Infectious and Inflammatory hepatic disorders
 - a. Hyperbilirubemia
 - b. Hepatitis
- h. Endocrine system
 - 1. Alterations in pituitary and growth hormone function
 - 2. Diabetes mellitus
 - a. Diabetic ketoacidosis
 - i. Nervous system
 - 1. Acute alterations of brain function
 - a. Meningitis
 - b. Headache
 - 2. Chronic alterations of brain function
 - a. Seizure disorders
 - b. Hydrocephalus
 - c. Cerebral palsy
 - 3. Traumatic head and brain injury
 - a. Increased intracranial pressure
 - b. Head injury – concussion/contusion/hematoma
 - 4. Congenital
 - a. Spina bifida
- j. Musculoskeletal system
 - 1. Injury and trauma
 - a. Fractures
 - b. Soft tissue injuries
 - 2. Infections / tumors of the bone
 - a. Osteosarcoma
 - b. Osteomyelitis
 - 3. Alterations in bone mass and structure
 - a. Scoliosis
 - b. Legg-Calve-Perthes
 - 4. Congenital
 - a. Club foot
 - b. Congenital hip dysplasia
 - 5. Alterations in joint function
 - a. Muscular dystrophy
- k. Reproductive system

1. Altered cellular growth
 - a. Female
 - b. Male
2. Infectious and inflammatory
 - a. Sexually transmitted diseases
 - b. Pelvic inflammatory disease
3. Alterations in pregnancy
 - a. Spontaneous abortion
 - b. Premature rupture of membranes
 - c. Gestational diabetes
 - d. Eclampsia
 - e. Rh alloimmunization
4. Alterations in childbirth
 - a. Dysfunctional labor
 - b. Preterm labor
 - c. Intrapartum emergencies
5. Alterations in postpartum
 - a. Postpartum hemorrhage
 - b. Subinvolution of the uterus
 - c. Thromboembolic disorders
 - d. Puerperal infection
6. Congenital
 - a. Infant / child defects
5. Alterations in joint function
2. Alterations in mental health systems
 - a. Alterations in cognitive and perceptual processes
 1. Autism
 - b. Alterations in attention and behaviors
 1. Child / adolescent disorders
 - c. Alterations in coping
 1. Abuse/neglect of the individual and the family
 2. Eating disorders
3. Electrolyte imbalances
4. Illness management
5. Infectious disease
6. Pathophysiology
7. Unexpected response to therapies

Learning Activities

Learning activities will be geared toward achieving the intended course outcomes through textbook and nursing journal readings, classroom activities, case studies, online learning materials, computer assisted programs, laboratory, simulation and clinical experiences.

Grade Determination

The student will be graded on assessment tasks, written assignments, exams and other methods of evaluation at the discretion of the instructor.