

COURSE OUTLINE **Nursing Process I**

Course Description

NR 105. Nursing Process I: Health Promotion and Management of Common Altered Health States of Adults. 10 hours credit. Prerequisites: BI 240 or BI 226 and BI 227, BS 160, EG 101, MA 120 or above with a C or better. This course will enable the student to assess the adult who is 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 individual, 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 provide the foundation for a lifelong career in nursing practice and the basis for nursing courses to follow. The professional aspects of the nursing role are also introduced in this course.

Required Materials

Black, J.M. & Hawks, J.H. (2005). *Medical surgical nursing: Clinical management for positive outcomes*. (7 th ed.). St. Louis: Elsevier Saunders Inc.

Course manual, by Course Faculty.

Cox, H.C., Hinz, M.D., Lubno, M. A., Scott-Tilley, D., Newfield, S. A., Slater, M.M. & Sridaromont. K.L. (2007). *Clinical applications of nursing diagnosis*. (5 th ed.). Philadelphia: F.A. Davis

Deglin, J.H. & Vallerand, A.H. (2007). *Davis's drug guide for nurses*. (10 th ed.). Philadelphia: F.A. Davis.

LeFever-Kee, J. (2005). *Laboratory and diagnostic tests with nursing implications*. (7 th ed.). Norwalk: Appleton & Lange.

Potter, P.A. & Perry, A.G. (2007). *Basic Nursing: Essentials for practice*. (6 th ed.). St. Louis: Elsevier Mosby.

2006. *Mosby's medical and nursing dictionary*. (7 th ed.). St. Louis: Elsevier Mosby.

Online Resources:

Course web page: <http://instructors.butlercc.edu/nr105/nr105main.htm>

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

Supplementary Materials

Castaldi, P.A. (2007). *Basic nursing: Essentials for practice*. (study guide). (6 th ed.). St. Louis: Elsevier Mosby.

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

Grinslade, S., Singel, L. & Keys, P. (2005). *Medical-surgical nursing: Clinical management for positive outcomes*. (Study guide for Black and Hawks). St. Louis: Elsevier Saunders.

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 adult who is 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 adult seeking health/experiencing common altered health states
 - 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 Core Components while caring for the adult who is 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
- 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

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

Through the student's involvement in this course, he/she will develop his/her ability in the following PACT skill areas:

1. Health Management
 - Through reflection on his/her own health management, the student will identify areas of strength and areas in which behavior change is recommended. A plan of health enhancing behavior will be developed and implemented followed by reflection on implementation.
2. 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.
3. Field-Related Technology
 - Through performance in the simulated laboratory and/or clinical setting, the student will develop selected nursing skills.

Secondary skills (developed but not documented):

Time Management
 Teamwork
 Ethical Conduct
 Problem Solving
 Reading
 Writing
 Listening
 Nonverbal Communication
 Computer Literacy
 Internet Use

Major Summative Assessment Tasks

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

1. Performing and documenting a basic physical assessment on an individual in the clinical setting (*discipline specific rubric*)
2. Performing and documenting vital signs on an individual in the clinical setting (*field-related technology rubric*)

3. Documenting return demonstration of selected skills in the laboratory/clinical setting (*Field-related technology rubric; discipline specific rubrics*)
4. Writing an essay demonstrating identification of a beneficial health behavior change, a plan to make such a change and reflection on the progress in making the change (*Critical thinking rubric and health management rubric*)
5. 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% (*discipline specific rubric*)

Course Content

- I. 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. ANA Standards of Professional Performance
 - E. Wellness – illness continuum
- II. 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
- III. 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
- IV. Skills/Competencies - Actions that are essential to achieve the course outcomes:
 - A. Demonstrate professional behaviors
 - B. Communication effectively
 1. Therapeutic
 2. Professional
 3. Charting
 4. Established standards for written communication

5. Oral
6. Nonverbal
- C. Perform assessment of clients
 1. Physical
 - a. Systematic
 - b. Vital signs
 - c. Pulse oximetry
 - d. Neurological assessment
 - e. Glasgow Coma Scale
 2. Psychosocial
 - a. Erickson's stages of development
 - b. Mini-mental
 - c. Developmental assessment (Denver II)
 - d. Cultural and spiritual assessment of the family
 3. Pain assessment
- D. Participate in clinical decision making
 1. Use evidenced based practice/research
 2. Critical thinking in making clinical judgments
- E. Perform caring interventions
 1. Provide therapeutic nutrition for clients seeking health promotion and with common altered health states
 2. Incorporate cultural, religious and spiritual influences on health care
 3. Medication administration – oral, intramuscular, subcutaneous, transdermal, aerosol
 4. Urinary catheterization
 5. Oxygen administration/incentive spirometry
 6. Ambulation of patient
 7. Positioning and other mobility needs
 8. Body mechanics
 9. Anti-embolism stockings
 10. Restraints
 11. Activities of daily living/personal hygiene
 12. Aseptic/sterile technique
 13. Wound care/dressing change
 14. Standard precautions/transmission based precautions
 15. Nasogastric intubation and care
 16. Enteral feeding
 17. Colostomy care
 18. Enemas
 19. Intake and output
 20. Blood glucose monitoring
 21. Obtaining a specimen
- F. Apply teaching/learning principles
- G. Collaborate with members of health care team
- H. Managing care of clients

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
 - 3. 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
 - 1. Group process
 - 2. Web search post conference presentation
 - E. Collaboration
 - F. Ethics
 - 1. Bioethical concepts
 - 2. Confidentiality
 - 3. Code of Ethics
 - 4. Advocacy
 - G. Research: Evidence based practice
 - H. Resource utilization
 - 1. Safety
 - 2. Cost effectiveness
 - I. Leadership
 - 1. Team building
 - 2. Delegation

- III. Client need: Safe and effective care environment
 - A. Management of care
 - 1. Advanced directives
 - 2. Advocacy
 - 3. Client rights
 - 4. Collaboration with interdisciplinary team
 - 5. Concepts of management
 - 6. Confidentiality

- 7. Continuity of care
- 8. Delegation
- 9. Ethical practice
- 10. Information technology
- 11. Legal rights and responsibilities
- 12. Referrals
- 13. Resource management
- B. Safety and infection control
 - 1. Accident prevention
 - 2. Ergonomic principles
 - 3. Error prevention
 - 4. Handling hazardous and infectious materials
 - 5. Injury prevention
 - 6. Medical and surgical asepsis
 - 7. Reporting of incident/event/irregular occurrence/variance
 - 8. Safe use of equipment
 - 9. Security plan
 - 10. Standard/transmission based precautions/other precautions
 - 11. Use of restraints/safety devices

IV. Client Need: Health promotion and maintenance

- A. Aging process – adults and older adults
- B. Developmental stages and transitions
- C. Disease prevention
- D. Expected body image changes
- E. Growth and development
- F. Health and wellness
- G. Health promotion programs
- H. High risk behaviors
- I. Human sexuality
- J. Immunizations
- K. Life style choices
- L. Principles of teaching/learning
- M. Self care
- N. Techniques of physical assessment

V. Client Need: Psychosocial integrity

- A. End of life
- B. Coping mechanisms
- C. Cultural diversity
- D. Mental health concepts
- E. Situational role changes
- F. Stress management
- G. Therapeutic communications
- H. Unexpected body image changes

VI. Client Need: Physiological integrity

- A. Basic comfort and care
 - 1. Assistive devices
 - 2. Complementary and alternative therapies
 - 3. Elimination
 - 4. Mobility/immobility
 - 5. Nonpharmacological comfort measures
 - 6. Nutrition and oral hydration
 - 7. Personal hygiene
 - 8. Rest and sleep
- A. Pharmacological and parenteral therapies
 - 1. Adverse effects/contraindications and side effects
 - 2. Dosage calculation
 - 3. Expected effects and outcomes
 - 4. Medication administration
 - 5. Pharmacological agents/actions
 - 6. Pharmacological interactions
 - 7. Pharmacological pain management
- B. Reduction of risk potential
 - 1. Diagnostic tests
 - 2. Laboratory values
 - 3. Potential for alterations in body systems
 - 4. Potential for complications of diagnostic tests/treatments/procedures
 - 5. Potential for complications from surgical procedures and health alterations
 - 6. System specific assessment
 - 7. Therapeutic procedures
 - 8. Vital signs
- C. Physiological adaptation
 - 1. Alterations in body systems
 - a. Basic concepts of disease process
 - 1) Inflammation and healing
 - 2) Infection
 - 3) Fluid balance disorders
 - 4) Altered cellular growth
 - 5) Pain
 - b. Integumentary system
 - 1) Infectious/inflammatory
 - a) Fungal
 - b) Viral
 - c) Bacterial
 - d) Psoriasis
 - e) Infestation
 - f) Cellulitis
 - 2) Altered cellular growth
 - a) Actina keratosis
 - b) Basal/squamous cell

- c) Melanoma
- 3) Trauma
 - a) Pressure sore
- c. Cardiovascular system
 - 1) Alterations in blood flow
 - a) Alterations in arterial blood flow
 - i. Atherosclerosis
 - ii. Hyperlipidemia
 - b) Alterations in venous blood flow
 - i. DVT
 - ii. Chronic venous
 - 2) Alterations in blood pressure
 - a) Hypertension
 - b) Orthostatic hypotensions
 - 3) Alterations in cardiac function
 - a) Coronary artery disease
- d. Respiratory system
 - 1) Infectious and inflammatory
 - a) Tuberculosis
 - b) Pneumonia
- e. Renal and urinary tract system
 - 1) Alterations in urinary elimination
 - a) Urinary incontinence
 - b) Urinary retention
 - c) Neurogenic bladder disorders
 - 2) Obstructive
 - a) Renal
 - b) Urinary
 - 3) Infectious and inflammatory
 - a) Urinary tract infection
- f. Gastrointestinal and Hepatic system
 - 1) Structural alterations of gastrointestinal system
 - a) Hernia
 - b) GERD - adult
 - 2) Inflammatory stomach and intestinal disorders
 - a) Gastroenteritis
 - b) Peptic ulcer disease
 - c) Inflammatory bowel disease
 - d) Diverticular disease
 - 3) Alterations in intestinal motility
 - a) Diarrhea
 - b) Constipation
 - c) Intestinal obstruction
 - 4) Altered cellular growth
 - a) Colon
 - b) Upper and lower GI

- 5) Infectious and Inflammatory and obstructive gall bladder disorders
 - a) Hyperbilirubemia
 - b) Hepatitis
- g. Endocrine system
 - 1) Diabetes mellitus
 - a) Type 1
 - b) Type 2
- h. Nervous system
 - 1) Chronic alterations of brain function
 - a) Self care deficit
 - b) Altered thought process
- i. Musculoskeletal system
 - 1) Alterations in bone mass and structure
 - a) Osteoporosis
- 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.