

COURSE OUTLINE **Nursing Process III**

Course Description

NR 202. Nursing Process III: Management of Common High Acuity Altered Health States. 9 hours credit. Prerequisites: BI 250, NR 106 or NR 108 with a C or better. This course will enable the student to assess the adult who is experiencing common high acuity medical-surgical and psychiatric 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, evaluate and prioritize care for the adult with common high acuity altered health states and competently perform 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 second level of nursing practice. Classroom: 80 hours; Clinical hours: 180 hours

Course Relevance

Skills and principles learned in this course and applied in high acuity medical-surgical and mental health environments build on the foundation for a lifelong career in nursing practice. Critical thinking and communication skills are further developed in preparation for professional practice.

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.

Varcarolis, E. M. (2006). *Psychiatric nursing clinical guide, assessment tools and diagnosis*. (3 rd ed.). Philadelphia: Elsevier Saunders.

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

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

Online Resources:

Course web page: <http://instructors.butlercc.edu/nr202/nr202main.htm>

ANGEL web page: <http://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

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 experiencing common high acuity medical-surgical and psychiatric 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 high acuity and mental health 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 and groups
 - C. Communicate
 1. Therapeutically with clients, their family and /or significant others
 2. Professionally with the health care team
 3. Accurately while documenting application of nursing process
 4. Using computer technology
2. Apply ANA Standards of Professional Performance and the NLN ADN Core Components while caring for the adult who is experiencing common high acuity medical-surgical and psychiatric altered health states.
 - A. Collaborate effectively as a member of the health care team to
 1. Develop delegation skills
 2. Make appropriate referral to hospital and other community resources
 3. Plan nursing care with positive quality outcomes

- B. Demonstrate professional behaviors 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. Effective Relationships
 - Through interactions with psychiatric clients, the student will develop her/his ability to build and maintain effective relationships.
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. Listening
 - Through the interaction with different psychiatric clients, the student will further develop her/his listening skills.
4. 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
Self Concept
Valuing Diversity
Reading
Writing
Nonverbal Communication

Major Summative Assessment Task(s)

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

1. Preparing a project using principles of relationship building that documents knowledge of therapeutic communication techniques. (*effective relationships and listening rubric*)
2. Developing a care plan for a client with high acuity alterations in health. (*critical thinking rubric*)
3. Composing an essay that reflects insight in ethical legal issue(s) encountered in the care of clients in high-acuity environments. (*critical thinking rubric*)
4. Applying critical thinking and mastery of selected technological skills in a simulated clinical environment. (*critical thinking rubric and field-related technology 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. Communicate effectively
 1. Therapeutic
 2. Professional
 3. Documentation
 - C. Perform client assessment
 1. Physical
 - a. In-depth physical assessment
 - b. Neurological assessment
 2. Psychosocial
 - a. Mental status

- b. Violence/suicide
- D. Participate in clinical decision making
 - 1. Use evidenced based practice / research
 - 2. Critical thinking in making clinical judgments
- E. Perform caring interventions
 - 1. Application of all previously learned cognitive/psychomotor skills
 - 2. Provide therapeutic nutrition for clients with common high acuity medical-surgical and mental health disorders.
 - 3. Incorporate cultural, religious and spiritual influences on health care
 - 4. Specific for the high acuity patient
 - A. Central vascular access device care
 - B. Monitoring telemetry
 - C. Ventilator care
 - D. Chest tube care
 - E. Neurological interventions
 - 5. Specific for the mental health patient
 - A. Crisis interventions
 - B. Suicide precautions
 - C. Elopement precautions
 - D. Psychotropic medication management
 - E. Substance abuse withdrawal monitoring
 - F. Milieu management
- F. Apply teaching/learning principles
- G. Collaborate with members of the health care team
- H. Manage care of clients
 - 1. Apply principles of prioritization to patient care
 - 2. Demonstrate understanding of high acuity technologies

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
 - E. Evaluation
- II. ANA Standards of Professional Performance
 - A. Quality of practice
 - B. Education
 - 1. Self regulation
 - 2. Portfolio
 - 3. Skill competency
 - 4. Utilize web resources

- C. Professional practice evaluation
 - 1. Cultural awareness
 - 2. Standards of Practice
 - 3. Standards of Professional Behaviors
 - D. Collegiality
 - E. Collaboration
 - F. Ethics
 - G. Research: Evidence based practice
 - H. Resource Utilization
 - I. Leadership
- III. Client Need: Safe and Effective Care Environment
- A. Management of care
 - 1. Client rights
 - 2. Establishing priorities
 - 3. Legal rights and responsibilities
 - B. Safety and infection control
 - 1. Injury prevention
 - 2. Use of restraints / safety devices
- IV. Client Need: Health promotion and maintenance
- A. Expected body image changes
 - B. Health promotion programs
 - C. High risk behaviors
 - D. Techniques of physical assessment
- V. Client Need: Psychosocial Integrity
- A. Behavioral interventions
 - B. Chemical and other dependencies
 - C. Coping mechanisms
 - D. Crisis intervention
 - E. Cultural diversity
 - F. Mental health concepts
 - G. Psychopathology
 - H. Sensory / perceptual alterations
 - I. Therapeutic communications
 - J. Therapeutic environment
- VI. Client Need: Physiological Integrity
- A. Basic comfort and care: Sleep apnea
 - B. Pharmacological and parenteral therapies
 - 1. Central venous access
 - 2. Total parenteral nutrition
 - C. Reduction of risk potential
 - 1. Monitoring unconscious sedation
 - 2. Diagnostic tests

3. Laboratory values
 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
 9. Vital signs (invasive monitoring)
- D. Physiological adaptation
1. Alterations in body systems
 - a. Basic concepts of disease process
 - 1) Acid-base
 - b. Alterations in immune response
 - 1) Anaphylactic shock
 - c. Hematological system
 - 1) Alterations in hemostasis
 - a) Disseminated intravascular coagulation
 - d. Cardiovascular system
 - 1) Alterations in blood flow
 - a) Alterations in arterial blood flow
 - i. Aneurysms
 - ii. Acute arterial occlusion
 - 2) Alterations in blood pressure
 - a) Hypovolemia
 - b) Shock
 - 3) Alterations in cardiac function
 - a) Acute coronary syndrome
 - b) Heart failure
 - c) Valvular disease
 - d) Myocardial trauma / surgery
 - 4) Alterations in cardiac rhythms
 - 5) Infectious cardiac disorders
 - e. Respiratory system
 - 1) Infectious and inflammatory
 - 2) Obstructive
 - a) Chronic bronchitis
 - b) Emphysema
 - 3) Vascular
 - a) Pulmonary embolism
 - 4) Restrictive
 - a) Respiratory trauma/surgery
 - b) Acute respiratory distress syndrome
 - 5) Altered cellular growth
 - a) Lung
 - 6) Alterations in respiratory process
 - a) Alterations in arterial blood gases
 - c) Respiratory failure

- f. Gastrointestinal and Hepatic system
 - 1) Inflammatory stomach and intestinal disorders
 - a) Acute abdomen – peritonitis
 - 2) Trauma
 - a) Abdominal
 - b) Spleen
- g. Nervous system
 - 1) Acute alterations of brain function
 - a) Stroke
 - b) Increased intracranial pressure
 - 2) Traumatic head and brain injury
 - a) Intracranial pressure monitoring
 - b) Diabetes insipidous
- 2. Alterations in mental health systems
 - a. Alterations in mood
 - 1) Mood disorders
 - b. Alterations in cognitive and perceptual processes
 - 1) Psychoses
 - 2) Dementia/delirium
 - c. Alterations in coping
 - 1) Anxiety disorders
 - 2) Substance abuse disorders
 - d. Alterations in self perceptions and relating
 - 1) Personality 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.