COURSE OUTLINE OF RECORD

Number: NURS G240  TITLE: Health and Illness 3

ORIGINATOR: Zhenghong Broyles  EFF TERM: Fall 2016
FORMERLY KNOWN AS:  DATE OF OUTLINE/REVIEW: 12-01-2015
CROSS LISTED COURSE:  TOP NO: 1230.10

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SEMESTER UNITS: 8.0
HRS LEC: 63.0  HRS LAB: 243.0  HRS OTHER: 0.0
CONTACT HRS TOTAL: 0.0
STUDY NON-CONTACT HRS RECOMMENDED: 126.0
CATALOG DESCRIPTION:

This course focuses on the collaborative care of patients with complex health problems across the life span in a variety of settings. Students will also provide family-centered care for pediatric patients experiencing acute and chronic health problems. Students will utilize best evidence as a basis for clinical judgment and the establishment of priorities. Concept-based curriculum provides the structure of the curriculum and is threaded throughout the course. Concurrent practice in the nursing laboratory and clinical experience in healthcare (and community) facilities are required.

JUSTIFICATION FOR COURSE:

PREREQUISITES:

- NURS G140: Health and Illness 2
- BIOL G225: Human Physiology

Human Physiology will prepare the NURS G240 student with the understanding of the physiological function of the basic systems of the human body. The nursing student will be able to relate normal physiological processes to the maintenance of internal homeostasis, identify normal versus abnormal physiological values, explain homeostatic mechanisms as they apply to the disease process, apply physiological functions and their anatomical structures, and relate cellular biochemistry with the physiological process of the body.

- SOC G100: Introduction To Sociology

The Introduction to Sociology will prepare the NURS G240 nursing student with the foundation to understand how individuals fit into larger patterns (e.g. the family), the influence of social expectations and traditions, and how sociological issues affect the well-being of children and their families. It will also provide the knowledge of and the ability to apply sociological constructs to a variety of contemporary social phenomena such as the definition of the family unit while providing patient and family-centered care. The nursing student will demonstrate the knowledge of the nursing process as it applies to human behavior as influenced by culture within social groups. Also, the nursing student will be able to analyze social inequalities pertaining to race, ethnicity, and culture while providing evidence-based practices for patients with complex problems across the lifespan.

COREQUISITES:

- NURS G241: Professional Nursing 2

ADVISORIES:

ASSIGNED DISCIPLINES:

Nursing

MATERIAL FEE: Yes [X] No [ ] Amount: $25.00
CREDIT STATUS: Noncredit [ ] Credit - Degree Applicable [X] Credit - Not Degree Applicable [ ]
GRADING POLICY: Pass/No Pass [ ] Standard Letter [X] Not Graded [ ] Satisfactory Progress [ ]
OPEN ENTRY/OPEN EXIT: Yes [ ] No [X]
TRANSFER STATUS: CSU Transferable[X] UC/CSU Transferable[ ] Not Transferable[ ]
BASIC SKILLS STATUS: Yes [ ] No [X]
LEVELS BELOW TRANSFER: Not Applicable
CALIFORNIA CLASSIFICATION CODES: Y - Not Applicable
NON CREDIT COURSE CATEGORY: Y - Not applicable, Credit Course
OCCUPATIONAL (SAM) CODE: C
REPEATABLE ACCORDING TO STATE GUIDELINES: No [X] Yes [ ] NUMBER REPEATS:
REQUIRED FOR DEGREE OR CERTIFICATE: No [ ] Yes [X]
Nursing-Registered Nurse (Associate of Science)
GE AND TRANSFER REQUIREMENTS MET:

COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:

1. Perform focused assessment based on patient's clinical status.
2. Collaborate with other interdisciplinary professionals to coordinate patient care and management
3. Utilize best current evidence to provide patient-centered care for complex health problems
4. Demonstrate clinical judgement to prioritize care for patient with complex health problems
5. Interpret pertinent assessment data to determine potential risk behaviors and promote patient safety.

COURSE OBJECTIVES:

1. Apply knowledge of principles of growth and development during the assessment of patients from infancy through adolescence. (cSLO 1)
2. Demonstrate a basic physical assessment on a pediatric patient, identifying pertinent norms and common deviations.(cSLO 1)
3. Compare and contrast assessment and diagnostic evaluation between pediatric patients and adults.(cSLO 1)
4. Develop and implement a plan of care based on the nursing process framework to provide safe and evidence based care across the lifespan. (cSLO 1)
5. Demonstrate the incorporation of clinical judgment while providing care to patients across the lifespan.(cSLO 1)
6. Develop evidence-based plans of care for patients across the lifespan using principles of quality and safety.(cSLO 2)
7. Perform a timely and focused assessment based on patient's priority problems. (cSLO 3)
8. Evaluate clinically significant assessment data pertinent to patient's priority problems.(cSLO 3)
9. Apply the concepts of collaboration when providing patient care with complex health problems across the lifespan.(cSLO 4)
10. Identify community and in-patient resources/services that influence patient care outcomes for pediatric populations. (cSLO 4)
11. Collaborate with other interdisciplinary teams when providing patient care for patients with complex problems across the lifespan. (cSLO 4)
12. Incorporate the use of informatics and technology, including electronic health records, to collect and document patient care for patients with complex problems across the lifespan. (cSLO 5)

COURSE CONTENT:
LECTURE CONTENT:

I. Overarching standards that will be addressed in each concept:

A. **Patient-centered Care**: Utilizing the nursing process to provide compassionate, culturally sensitive care that is based on the physiological, psychological, sociological, spiritual, and cultural needs, preferences, and values of the patient.

B. **Safety and Quality Improvement (QI)**: The minimization of risk factors that could cause harm while promoting quality care and maintaining a secure environment for patients, self and others in order to improve health care services and better meet the needs of patients.

C. **Nursing Judgment/Evidence Based Practice (EBP)**: The use of current knowledge from research and other credible sources, in consideration of the nurse’s clinical expertise and patient preferences, to make nursing clinical judgments and provide patient, family and community centered care.

D. **Teamwork and Collaboration**: The delivery of patient care in partnership with nursing and interdisciplinary teams to achieve continuity of care and promote patient outcomes.

E. **Informatics and Technology**: The use of information and technology as a communication and data gathering tool that supports clinical decision making and safe, scientifically based nursing practice.

F. **Professional Identity**: The adherence to legal, ethical, and professional standards of practice to provide nursing care for patients across the lifespan.

II. For the following concepts, apply the nursing process and collaborative management for improved patient outcomes, focusing on complex patients across the lifespan:

A. **Cellular Regulation**: The functions cells perform to maintain homeostasis.
   1. Introduction of concept of cellular regulation as it relates to patient care
   2. Nursing assessment to identify patients with alterations in cellular regulation
   3. Nursing care of patients with alterations in cellular regulation

B. **Cognition**: Thinking skills including language use calculations perception memory awareness reasoning judgment learning intellect social skills and imagination.
   1. Nursing interventions in the care of pediatric patients with processing disorders
   2. Collaborative management of pediatric patients with processing disorders

C. **Elimination**: The secretion and excretion of bodily waste.
   1. Nursing assessment of adult/geriatric patients with changes in elimination patterns
   2. Nursing interventions for the management of adult/geriatric patients with GU disease
   3. Nursing care of pediatric patients with alterations in GI function

D. **Fluid & Electrolyte/Acid-base**: The physiological mechanisms that maintain fluid and electrolyte balance.
   1. Collaborative management of the pediatric/adult/geriatric patient with chronic diseases related to fluid and electrolyte imbalance
   2. Nursing care of the pediatric/adult/geriatric patient with alterations in fluid and electrolytes

E. **Grief/Loss**: Facilitation of the grieving process while caring for patients and families.
   1. Nursing care of the family experiencing Sudden Infant Death Syndrome (SIDS)

F. **Health and Wellness**: A state of complete physical mental and social well-being.
   1. Nurses’ role in pediatric screening
   2. Nursing assessment of pediatric patients
   3. Nursing interventions based on growth and development needs of the pediatric patient, including communication techniques and play
   4. Nurses’ role in health screening of the adult/geriatric patient
**G. Immunity:** The body's protective response to infection and disease.
   1. Collaborative management of patients with complex problems related to immunity

**H. Infection:** Infection or infectious disease is a state of tissue destruction resulting from invasion of microorganisms into the body.
   1. Nursing care of patient with chronic infections
   2. Nursing interventions to treat pediatric patients with acute, life-threatening infections
   3. Nurses’ role in the prevention, detection and treatment of communicable diseases

**I. Inflammation:** The physiologic response to injury, infection or allergens-inflammatory response.
   1. Collaborative management of adult/geriatric patients with inflammatory diseases.
   2. Nursing care of pediatric patients experiencing acute inflammatory processes requiring surgical interventions
   3. Nursing interventions to treat pediatric patients with inflammatory processes involving the integumentary system

**J. Metabolism:** All biochemical processes that occur with the body.

**K. Mobility:** Mechanisms which affect the ability to move within an individual and living environment.
   1. Collaborative management of adult/geriatric patients with chronic conditions effecting mobility
   2. Nursing interventions to prevent complications associated with long-term immobility

**L. Mood/Affect:** Mechanisms that influence the emotional state of an individual and its outward manifestations.
   1. Collaborative management of pediatric patients with attention deficits

**M. Nutrition:** The process by which the body ingests absorbs transports uses and eliminates nutrients and foods.
   1. Nursing care of patients with chronic alterations in nutrition

**N. Oxygenation:** Detection of potential and actual alterations in oxygenation.
   1. Nursing care of pediatric patients with acute diseases affecting oxygenation
   2. Collaborative management of pediatric patients with chronic disease causing alterations in oxygenation

**O. Perfusion:** The process of fluid nutritive and oxygen delivery to cells.
   1. Collaborative management of pediatric patients with chronic alterations in perfusion
   2. Nurses’ role in the care of pediatric patient with congenital heart disease
   3. Nursing interventions in the care of pediatric/adult/geriatric patients with acute alterations in perfusion

**P. Sensory/Perception:** Factors contributing to receiving and interpreting internal and external stimuli
   1. Nursing care of children with alterations in receiving and/or interpreting stimuli
   2. Nursing interventions to assist adult/geriatric patients with chronic deficits in processing and/or interpreting stimuli

**Q. Stress and Coping:** Conditions which disturb physiological and/or psychological; equilibrium and the body's attempt to return to homeostasis following disequilibrium. Assess stress levels and coping mechanisms.
   1. Identification of pediatric patients at high risk for abuse
   2. Nursing interventions to assist the family decrease stress and foster coping skills

**LABORATORY CONTENT:**

**I. Clinical Evaluation Tool** is used to evaluate students' performance during healthcare and community experiences. (See attachment)

**II. Healthcare and community experiences:** Students experience hands-on activities weekly

**III. Human Patient Simulation (HPS):** Simulated scenarios enhance learning through relating theory to
the clinical setting in an interactive environment.

IV. Nursing Education Simulation and Technology (NEST) Center: Continue to practice skills

METHODS OF INSTRUCTION:
A. Lecture:
B. Lab:
C. Video One Way – Audio Two Way:
D. Field Experience:

INSTRUCTIONAL TECHNIQUES:
1. Seminar style instruction
2. Class participation and discussion
3. Group and individual presentation
4. Case Studies
5. Exams
6. Pop quizzes
7. Calculation exam

COURSE ASSIGNMENTS:
Reading Assignments
1. Textbook
2. Interactive software

Out-of-class Assignments
1. Reading assignments from required textbooks and online resources.
2. Practice nursing skills and interventions in the skills lab (NEST).
3. View audio-visual material as assigned.
4. Internet research for evidence-based interventions.
5. Outside assignments may include, but not limited to nursing lectures or inservices offered by local health facilities, independent exercises and community activities.

Writing Assignments
1. Concept map nursing care plans.
2. Outpatient clinic assignments.
3. Critical thinking exercises.
4. Presentations.

METHODS OF STUDENT EVALUATION:
Short Quizzes
Written Assignments
Objective Examinations
Report
Projects (ind/group)
Problem Solving Exercises

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Oral Presentations

**Demonstration of Critical Thinking:**

1. Human Patient simulation scenarios
2. Concept maps
3. Case studies

**Required Writing, Problem Solving, Skills Demonstration:**

1. Concept map nursing care plans
2. Case study scenarios

**TEXTS, READINGS, AND RESOURCES:**

**TextBooks:**


**LIBRARY:**

**Adequate library resources include:** Print Materials
Non-Print Materials
Online Materials

**Comments:**

**Attachments:**

[Attached Files]