This course focuses on the care of multi-system, critically ill patients as well as those with psychological health problems for adults of all ages in a variety of settings. 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 G240: Health and Illness 3
- BIOL G210: General Microbiology After taking General Microbiology, the NURS G270 student will be able to apply how the human immune response is affected by microbial pathogens and how these pathogens affect adults of all ages. The nursing student will also relate the understanding of metabolic pathways, regulation of metabolism, and protein synthesis to the psychological health problems for adults of all ages.

**COREQUISITES:**
- NURS G271: Professional Nursing 3

**ADVISORIES:**

**ASSIGNED DISCIPLINES:**
Nursing

**MATERIAL FEE:** Yes [X] No [ ] Amount: $15.00

**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 in Science)

**GE AND TRANSFER REQUIREMENTS MET:**
COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:

1. Integrate understanding of the nursing process using informatics and technology to provide safe evidence-based care to patients with multi-system, critically-ill, emergent and/or psychological health problems.

2. Participate in clinical collaborative care with other members of the healthcare team.

3. Apply nursing judgment to provide safe care of patients with multi-system, critically-ill, emergent and/or psychological health problems that adheres to legal, ethical, and professional standards.

COURSE OBJECTIVES:

1. Complete a nursing history and physical that includes psychological, developmental, sociocultural and physiological functioning on a patient with multi-system, critically-ill, emergent and/or psychological health problems that reflects current evidence-based nursing practice using informatics and technology in applying the nursing process. (cSLO 1)

2. Evaluate patient assessment data to establish priority nursing care. (cSLO 1)

3. Formulate a SMART goal(s) based on assessment data that could be accomplished through evidence-based nursing intervention(s). (cSLO 1)

4. Distinguish the need for healthcare team involvement and the immediate nursing action required during a patient emergency. (cSLO 2)

5. Formulate a conclusion as to whether or not the application of patient care met the established patient goal for improvement. (cSLO 2)

6. Differentiate the role of healthcare team members to initiate action to provide definitive safe patient care. (cSLO 2)

7. Participate in collaborative patient care by giving on-going patient care report and e-documentation. (cSLO 2)

8. Initiate contact with a healthcare team member—not directly nursing (social worker, pharmacy, physical therapy etc.) to discuss a patient problem and form an intervention. (cSLO 2)

9. Delegate appropriate nursing tasks to other healthcare team members i.e. LVN, CNA, EMT. (cSLO 2)

10. Justify the design of priority care on a complex care patient with multi-system, critically-ill, emergent and/or psychological health problems that adheres to legal, ethical, and professional standards. (cSLO 3)

11. Differentiate the types of potential healthcare problems that may emerge from multi-system, critically-ill, emergent and/or psychological health problems if a timely intervention is not provided. (cSLO 3)

12. Analyze the ramification(s) if the priority patient is not addressed in an efficient and timely manner. (cSLO 3)

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 adult, geriatric and mental health patients.**

A. **Cognition**: Thinking skills including language use calculations perception memory awareness reasoning judgment learning intellect social skills and imagination.
   1. Nursing assessment to identify patients at risk/with cognitive deficits
   2. Nursing interventions to care for patients with cognitive deficits
   3. Collaborative management of geriatric patients with cognitive deficits

B. **Fluid & Electrolytes/Acid/base**: The physiological mechanisms that maintain fluid and electrolyte balance.
   1. Collaborative management of patients with acute, complex alterations in fluid and electrolyte balance
   2. Nurses care of patient with chronic disease experiencing complex alterations in fluid and electrolytes/acid base balance

C. **Grief and Loss**: A series of responses that occur following a physical and/or psychological insult with a goal of returning to homeostasis
   1. Nurses role in care of families experiencing a situational loss

D. **Immunity**: The body's protective response to infection and disease.
   1. Collaborative care of adult/geriatric patient with severe alteration in protective response to infection
   2. Nursing interventions to minimize complications of altered immune response.

E. **Infection**: Infection or infectious disease is a state of tissue destruction resulting from invasion of microorganisms into the body.
   1. Collaborative care of adult/geriatric patients with multi-system infections
   2. Nursing interventions to minimize complications of severe infections

F. **Metabolism**: All biochemical processes that occur within the body.
   1. Collaborative care of adult/geriatric patient with chronic alterations in metabolism
   2. Teaching regarding chronic alterations in metabolism

G. **Mood/Affect**: Mechanisms that influence the emotional state of an individual and its outward manifestations.
   1. Collaborative care of adult/geriatric patients with severe mood/affect disorders
   2. Nurses’ role in the care of patients with chronic alterations in their emotional state

H. **Nutrition**: The process by which the body ingests absorbs transports and uses nutrients and food.
   1. Collaborative care of patients with severe, chronic eating disorders
   2. Nurses’ role in the care of patients with severe nutritional deficits

I. **Oxygenation**: The exchange of gases (oxygen and carbon dioxide) in cells.
   1. Collaborative care of patients with severely compromised oxygenation
   2. Nursing interventions for patients with acute oxygenation compromise.

J. **Perfusion**: The process of fluid nutritive and oxygen delivery to cells.
1. Collaborative care of patients with acute, life-threatening alterations in perfusion
2. Nursing interventions to minimize complications of diseases that compromise perfusion

K. Sensory/Perception: Factors contributing to receiving and interpreting internal and external stimuli

L. Stress and Coping: Conditions which disturb physiological and/or psychological; equilibrium and the body's attempt to return to homeostasis following disequilibrium.
   1. Collaborative care of patients' with severe disruptions in psychological equilibrium
   2. Nursing interventions in chronic psychological disorders to assist patient to achieve homeostasis
   3. Nurses' role in caring for the victims of domestic violence.

M. Tissue Integrity: Mechanisms that facilitate intact skin and mucous membranes and their physiological functioning.
   1. Collaborative care of patients with severe destruction of skin integrity
   2. Nursing interventions to minimize complications of major skin integrity problems

LABORATORY CONTENT:

I. Clinical Evaluation Tool: Used to evaluate students' performance during hospital, clinical, and community experiences. (See attachment)

II. Hospital and Clinic Experiences: Students experience hands-on activities weekly.

III. Community Experiences: Students will be assigned community experiences to meet course objectives.

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

V. 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 presentations
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 texts 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 articles.
5. Outside assignments may include but are 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. Presentations
4. Critical thinking exercises
5. Short essays and/or professional papers

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

Demonstration of Critical Thinking:
1. Human Patient Simulation scenarios
2. Concept maps

Required Writing, Problem Solving, Skills Demonstration:
1. Concept map nursing care plans
2. Critical thinking exercises
3. Case studies
4. Nursing skills in the clinical setting

TEXTS, READINGS, AND RESOURCES:

TextBooks:

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

Comments:
Attachments: