This course focuses on the nursing care for adults of all ages with common acute/chronic problems. Students will be introduced to Women's Health and Newborn Care. The nursing process will be utilized as a tool to direct nursing care. 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 (or community) facilities are required.
COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:

1. 1. Apply the nursing process to provide direct care to meet physical and psychosocial needs of the newborn and perinatal/adult/geriatric patient with common health problems that adheres to legal, ethical, and professional standards.

2. 2. Incorporate knowledge of cultural differences to provide safe evidence-based perinatal/adult/geriatric care.

3. 3. Perform advanced psychomotor skills safely for the newborn and perinatal/adult/geriatric patient.

4. 4. Apply knowledge of pathophysiology of common acute/chronic health problems of the perinatal/adult/geriatric patient of all ages to develop a patient-centered collaborative plan care.

5. 5. Utilize information technology in collaboration with nursing and healthcare teams to facilitate communication and to coordinate patient care.

COURSE OBJECTIVES:

1. Demonstrate newborn and perinatal/adult/geriatric assessment using nursing judgment and evidence-based practice. (cSLO 1)

2. Demonstrate application of assessment findings for identification of potential health problems to promote quality care. (cSLO 1)

3. Organize safe evidence-based nursing care, based on the nursing process framework, that is patient-centered and meets the patient’s physical and psychosocial needs. (cSLO 1)

4. Implement quality patient care based on the nursing process to meet the patient’s physical and psychosocial needs. (cSLO 1)

5. Identifies and participates in one clinical agency quality improvement activity in a health care or community setting. (cSLO 1)

6. Demonstrate adherence to legal, ethical, and professional standards of practice to provide nursing care for the newborn and perinatal/adult/geriatric patient. (cSLO 1)

7. Assess cultural needs of the patient and family (cSLO 2)

8. Demonstrate patient-centered care while implementing advanced psychomotor skills according to the skills rubric (cSLO 3)

9. Demonstrate the application of patients’ pathophysiology as the basis for development of safe, evidence-based nursing process and patient care. (sCLO 4)

10. Collaborate with other interdisciplinary teams when providing patient care for the newborn and perinatal/adult/geriatric patient. (cSLO 5)

11. Incorporate the use of informatics and technology, including electronic health records, to collect and document patient care for the newborn and perinatal/adult/geriatric patient. (cSLO 5)

COURSE CONTENT:

LECTURE CONTENT:

1. 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 datagathering 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 newborn, perinatal, adult, and geriatric patients:

A. **Elimination:** The secretion and excretion of bodily waste.
   1. Teaching to establish proper elimination patterns
   2. Nursing interventions to maintain proper elimination patterns in adult/geriatric patients with obstructive diseases

B. **Fluid & Electrolytes/Acid-base:** The physiological mechanisms that maintain fluid and electrolyte balance.
   1. Nursing interventions to maintain fluid balance
   2. Nursing care of patients with common electrolyte imbalances

C. **Health and Wellness:** A subjective perception of what makes life meaningful and manageable and is a result of adaptation to life’s immediate experiences to maintain physical psychological social and cultural harmony.
   1. Nurses’ role in developing an individualized plan of care to progress patient to a state of wellness focusing on post-partum teaching
   2. Nursing assessment of antepartum patients
   3. Nursing care of patients and their families during the perinatal period
   4. Nursing assessment of newborns

D. **Infection:** Infection or infectious disease is a state of tissue destruction resulting from invasion of microorganisms into the body.
   1. Nurse’s role in prevention of infections, focusing on patients with alterations in the GU system
   2. Nursing assessment to detect infections
   3. Nursing care of patients with infections

E. **Inflammation:** The physiologic response to injury infection or allergens-Inflammatory response.
   1. Nursing assessment to identify patients at risk for/with inflammatory response
   2. Nursing interventions to treat patients with inflammation related to the GI system

F. **Metabolism:** All biochemical processes that occur within the body.
   1. Nursing assessment of metabolic and nutritional needs of patients
   2. Nursing care of patients with alteration in metabolic and nutritional needs
   3. Nursing interventions for patients with chronic alterations in metabolism

G. **Mobility:** Mechanisms which affect the ability to move within an individual and living environment.
   1. Nursing actions to maintain patients’ mobility
   2. Nursing interventions to prevent complications of immobility
   3. Collaborative management of patients with impaired mobility

H. **Nutrition:** The process, by which the body ingests, absorbs, transports, and uses nutrition and food.
   1. Teaching the perinatal family about newborn nutrition

I. **Oxygenation:** The exchange of gases (oxygen and carbon dioxide) in cells.
   1. Nursing assessment of patient’s oxygenation
   2. Nursing interventions to promote optimal oxygenation
3. Nursing care of patients’ with impaired oxygenation
4. Collaborative management of patients with chronic oxygenation problems

J. **Perfusion**: The process of fluid nutritive and oxygen delivery to cells.
1. Introduction to the concept of perfusion as it relates to the care of patients
2. Nursing assessment to detect potential and actual patient problems with perfusion
3. Nursing interventions to prevent morbidity or mortality in patients with acute perfusion problems
4. Collaborative management of patients with pregnancy induced HTN

K. **Reproduction**: The process of conception, gestation and childbirth.
1. Introduction to the concept of reproduction as it relates to the care of patients
2. Teaching regarding reproduction issues
3. Collaborative management of high-risk intrapartum patients
4. Collaborative management of High-risk postpartum patients

L. **Sensory/Perception**: Factors contributing to receiving and interpreting internal and external stimuli
1. Nursing assessment to identify sensory/perception difficulty in patients
2. Nursing interventions of patients with deficits in senses/perception

M. **Sexuality**: Physiological psychological and sociological aspects of sexual behavior.
1. Introduction to the concept of sexuality as it relates to the care of patients
2. Nursing assessment of patients’ sexual function
3. Patient education regarding sexuality

N. **Stress and Coping**: Conditions which disturb physiological and/or psychological; equilibrium and the body's attempt to return to homeostasis following disequilibrium.
1. Nursing assessment to identify stress level and coping mechanisms
2. Identification of patients at high risk for abuse, focusing on women in the perinatal period, elders and dependent adults.
3. Legal requirements for Registered Nurse related to suspected abuse situations
4. Nursing interventions to assist patients’ attainment of equilibrium

O. **Tissue Integrity**: Mechanisms that facilitate intact skin and mucous membranes and their physiological functioning.
1. Nursing assessment of patient’s tissue integrity
2. Collaborative management of patient’s with tissue integrity problems

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 directly relating theory to the clinical setting in an interactive environment.

IV. **Nursing Education Simulation Technology (NEST) Center**: Practice and demonstrate competency in nursing skills.

V. **Skills**: Perform psychomotor skills and/or interventions for improved patient outcomes. Based on evidence-based practice and evaluated through use of a skills rubric.

A. **Medication Administration**:
   1. Intravenous injection (IVP): Adult
   2. Intramuscular injection (IM): Newborn

B. **Intravenous Fluids**: Starting an IV

C. **Tracheostomy Care** and suctioning
D. Central Line management
E. PICC Lines: Dressing change and line access
F. Managing chest drainage via closed chest drain system

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 for students

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 articles.
5. Outside assignments may include but not limited to nursing lectures or in-services offered by local health facilities independent exercises and community activities.

Writing Assignments
1. Concept map nursing care plans
2. Critical thinking exercises
3. Special project presentations
4. Short essays and/or professional papers
METHODS OF STUDENT EVALUATION:
- Short Quizzes
- Written Assignments
- Objective Examinations
- Projects (ind/group)
- Problem Solving Exercises
- Oral Presentations
- Skills Demonstration

Demonstration of Critical Thinking:
1. Human Patient Simulation scenario
2. Concept maps
3. Case studies

Required Writing, Problem Solving, Skills Demonstration:

Concept map nursing care plans, case studies and critical thinking associated problems as well as skills demonstrations both in the lab and in the clinical setting.

TEXTS, READINGS, AND RESOURCES:

TextBooks:

Software:

LIBRARY:

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

Comments:

Attachments:

Attached Files