

COLLEGE OF THE DESERT

Course Code N-004

Course Outline of Record

1. Course Code: N-004
2. a. Long Course Title: Concepts of Nursing Practice for Acute Complex Alterations i
b. Short Course Title: NSG ACUTE ALT HLTH
3. a. Catalog Course Description:
In this course students gain knowledge and experience with clients whose optimum level of wellness is altered by acute and complex conditions. Students will gain experience as direct care providers in the acute/critical/emergent and home health care settings utilizing concepts of care management.
b. Class Schedule Course Description:
In this course students operationalize critical thinking and care management to further develop knowledge and experience in order to influence nursing care for clients whose optimum level of wellness is altered by emergent and complex conditions.
c. Semester Cycle (if applicable): N/A
d. Name of Approved Program(s):
 - REGISTERED NURSING-h AS Degree for Employment Preparation
4. Total Units: 9.50 Total Semester Hrs: 351.00
Lecture Units: 4.5 Semester Lecture Hrs: 81.00
Lab Units: 5 Semester Lab Hrs: 270.00
Class Size Maximum: 30 Allow Audit: No
Repeatability No Repeats Allowed
Justification 0
5. Prerequisite or Corequisite Courses or Advisories:
Course with requisite(s) and/or advisory is required to complete Content Review Matrix (CCForm1-A)
Prerequisite: N 003A
6. Textbooks, Required Reading or Software: (List in APA or MLA format.)
 - a. Sole, M., Klein, D., Moseley, M. (2013). *Introduction to Critical Care Nursing* (latest/e). St. Louis Elsevier.
College Level: Yes
Flesch-Kincaid reading level: 16.8
 - b. Cherry, B. & Jacob, S. (2014). *Contemporary nursing issues, trends & management*. (latest/e). Elsevier.
College Level: Yes
Flesch-Kincaid reading level: 12.00
 - c. Smith, S. and Duell, D. (2012). *Clinical Nursing Skills* (8th /e). Stamford, CT Appleton-Lange.
College Level: Yes
Flesch-Kincaid reading level: 12
 - d. Diepenbrock, N (2011). *Quick Reference to Critical Care* (latest/e). Philadelphia Wolters Kluwer.
College Level: Yes
Flesch-Kincaid reading level: 12
 - e. Dudek, S.G. (2014). *Nutrition Essentials for Nursing Practice* (latest/e). Philadelphia Wolters Kluwer Health.
ISBN: 9781451186123
College Level: Yes
Flesch-Kincaid reading level: 17.8
 - f. Clayton, B., Stock, Y., & Cooper, S. (2013). *Basic Pharmacology for Nurses* (Latest/e). St. Louis Mosby Elsevier.
College Level: Yes
Flesch-Kincaid reading level: 10

- g. Wilson, B., Shannon, M., Shields, K. (2016). *Pearson Nurse's Drug Guide* (latest/e). Pearson.
College Level: Yes
Flesch-Kincaid reading level: 26
- h. Osborn, K., Wraa, C., Watson, A., Holleran, R. (2014). *Medical Surgical Nursing Preparation for Practice* (latest/e). Pearson. ISBN: 9780132706698
College Level: Yes
Flesch-Kincaid reading level: 10.6
- i. Mullholand, J. (2015). *The Nurse, The Math, The Meds Drug Calculations Using Dimensional Analysis* (latest/e). Elsevier.
College Level: Yes
Flesch-Kincaid reading level: 11
- j. Pagana, K., Pagana, T (2014). *Mosby's Manual of Diagnostic & Laboratory Tests* (latest/e). Elsevier. ISBN: 9780323089494
College Level: Yes
Flesch-Kincaid reading level: 16.7

7. Entrance Skills: Before entering the course students must be able:

a. Strategize and implement communication modalities with clients while demonstrating therapeutic use of self. (COMMUNICATION)

- N 003A - Strategize and implement communication modalities with clients while demonstrating therapeutic use of self. [COMMUNICATION]

b. Apply critical thinking in the provision and management of competent care for clients in specialized populations with changes in health status. (NURSING ROLE)

- N 003A - Apply critical thinking in the provision and management of competent care for clients in specialized population. [NURSING ROLE]

c. Relate expanding knowledge of pharmacotherapy in administering medications to specialized client populations. (PHARMACOLOGY)

- N 003A - Relate expanding knowledge of pharmacotherapy in administering medications to specialized populations. [PHARMACOLOGY]

d. Specify and integrate nutritional interventions for special client populations. (NUTRITION)

- N 003A - Specify and integrate nutritional interventions for special client populations. [NUTRITION]

e. Incorporate sensitivity to cultural variations when implementing care for specialized client populations. (CULTURAL AWARENESS)

- N 003A - Incorporate sensitivity to cultural variations when implementing care for specialized client populations. [CULTURAL AWARENESS]

f. Strategize nursing interventions in the management of safety principles for special client populations. (SAFETY)

- N 003A - Strategize nursing interventions in the management of safety principles for special client populations. [SAFETY]

g. Correlate expanding knowledge of community resources with nursing intervention for clients from special populations. (COMMUNITY AWARENESS)

- N 003A - Correlate expanding knowledge of community resources with nursing interventions for clients from special populations. [COMMUNITY AWARENESS]

h. Integrate a comprehensive health teaching plan in caring for special client populations. (HEALTH TEACHING)

- N 003A - Integrate a comprehensive health teaching plan in caring for special client populations. [HEALTH TEACHING]

i. Integrate principles of growth and development in providing care for special client populations. (LIFE SPAN)

- N 003A - Integrate principles of growth and development in providing care for special client population. LIFE SPAN

j. Integrate theoretical knowledge in the performance of newly learned skills in providing care to special client populations. (PSYCHOMOTOR SKILLS)

- N 003A - Integrate theoretical knowledge in the performance of newly learned skills in providing care to special client populations. [PSYCHOMOTOR SKILLS]

8. Course Content and Scope:

Lecture:

- 1) Promoting Optimum Wellness in Clients Through The Use Of Management Concepts in Nursing
 - a) The role of the Registered Nurse as Supervisor
 - b) Health care team scope of practice and chain of command
 - c) Delegation, prioritization, time management, making assignments
 - d) Culturally sensitive care
 - e) Nursing care delivery models
 - f) Role of regulatory agencies
 - g) Quality Improvement and evidence based practice
 - h) Informatics
 - i) Conflict resolution
- 2) Promoting Optimum Wellness in Clients with Acute Alterations in Cardiovascular Function.
 - a) Review of Anatomy/physiology and pathophysiology.
 - b) Review of diagnostic exams/laboratory indicators related to acute cardiovascular alterations and nursing responsibility
 - c) Cultural and community concerns
 - d) Nursing management of acute and critical alterations in the cardiovascular system
 - e) Nursing management of clients undergoing cardiovascular therapeutic modalities
 - f) Nutritional considerations
 - g) Client/family teaching
 - h) Psychomotor skills
- 3) Promoting Optimum Wellness in the Critically-ill Client
 - a) Review of biologic, psychosocial, and environments stressors in ICU
 - b) Nursing responsibilities related to understanding hemodynamics and monitoring devices in the critically ill client.
 - c) Risk factors that influence infection control
 - d) Nursing assessment and management of clients in shock
 - e) Common nursing diagnoses
 - f) Nutritional considerations
 - g) Psychomotor skills
- 4) Promoting Optimum Wellness in Clients with Acute Alterations in Respiratory Function
 - a) Review of anatomy/physiology, acid/base and pathophysiology related to acute and critical alterations in respiratory function.
 - b) Nursing assessment and management in acute alterations in respiratory function
 - c) Common nursing diagnoses
 - d) Nursing management of clients with respiratory interventional therapy.
 - e) Utilization of health team members and communication skills
 - f) Psychomotor skills
- 5) Promoting Optimum Wellness in Clients with Acute Alterations in Neurological Function
 - a) Review of anatomy/physiology, pathophysiology of central and peripheral alterations in neurological function
 - b) Diagnostic tests/laboratory indicators and nursing responsibility
 - c) Nursing assessment and management of clients with central and peripheral alterations in neurological function.
 - d) Common nursing diagnoses
 - e) Cultural, community, home and age related issues
 - f) Role of multi-discipline approach to interventional therapy
 - g) Client/family teaching
- 6) Promoting Optimum Wellness in Clients with Acute Alterations in Renal Function
 - a) Review of anatomy/physiology, and pathophysiology
 - b) Diagnostic exams/laboratory indicators and nursing responsibility
 - c) Nursing assessment, management and interdisciplinary approach to interventional therapy.
 - d) Common nursing diagnoses

- e) Cultural/community/home considerations
 - f) Client/family teaching
- 7) Promoting Optimum Wellness in Clients with Acute Alterations in Endocrine and Metabolic Function
- a) Review of anatomy/physiology, pathophysiology
 - b) Diagnostic exams/laboratory indicators
 - c) Common nursing diagnoses
 - d) Nursing management in interventional therapy
 - e) Psychosocial, community, age related and cultural issues
 - f) Client/family teaching
- 8) Promoting Optimum Wellness in Clients with Acute Alterations Resulting from Trauma.
- a) Review of triage, primary and secondary injuries
 - b) Nursing assessment and management including burns
 - c) Cultural, community, legal and age related issues
 - d) Organ donation
 - e) Client/family teaching.

Lab: *(if the "Lab Hours" is greater than zero this is required)*

Lab activities in this course include 270 hours in the clinical setting, generally in an acute care facility caring for patients with the health alternatives currently being taught. Some lab hours are scheduled for on campus activities, such as skills days and clinical simulation time.

9. Course Student Learning Outcomes:

1.
Demonstrate attributes required for safe and effective entry level nursing practice, which include: (a) application of knowledge to practice, (b) critical thinking, (c) ethical and moral behavior, (d) competence in performance of clinical skills, (e) effective communication, (f) components of the nurse manager role.
2.
Provide holistic, caring, evidence based nursing care for all clients with acute alterations in health.

10. Course Objectives: *Upon completion of this course, students will be able to:*

- a. Effectively integrate written, verbal and non-verbal communication modalities in complex client and health team interactions for the purpose of promoting optimum wellness. (COMMUNICATION)
- b. Operationalize entry level critical thinking in the prioritization, provision, management and evaluation of collaborative, holistic care for clients with complex alterations in health status. (NURSING ROLE)
- c. Integrate knowledge of pharmacotherapy and drug interactions in caring for clients with complex alterations in health for the purpose of promoting optimum wellness. (PHARMACOLOGY)
- d. Critique clients' responses to nutritional interventions; collaborate with health care team members to promote and maintain nutritional therapy that supports optimum wellness. (NUTRITION)
- e. Designs culturally sensitive nursing interventions when caring for clients with complex alterations in health for the purpose of promoting optimum wellness. (CULTURAL AWARENESS)
- f. Analyze community health needs formulating a comprehensive plan of care for clients within a designated population group. (COMMUNITY AWARENESS)
- g. Critique and manage all aspects of safety for clients in health care settings. (SAFETY)
- h. Formulate and implement individualized holistic teaching for the purpose of promoting optimum wellness. Evaluate effectiveness and institute changes as identified. (HEALTH TEACHING)
- i. Incorporate principles of growth and development in providing and managing nursing care for the purpose of optimizing optimum wellness. (LIFE SPAN)
- j. Appraise complex client care situations and competently perform appropriate psychomotor skills for the purpose of

promoting optimum wellness. (PSYCHOMOTOR SKILLS)

11. Methods of Instruction: (*Integration: Elements should validate parallel course outline elements*)

- a. Clinical
- b. Collaborative/Team
- c. Demonstration, Repetition/Practice
- d. Discussion
- e. Journal
- f. Lecture
- g. Observation
- h. Participation
- i. Role Playing
- j. Supplemental/External Activity
- k. Technology-based instruction

Other Methods:

a. Simulation b. Case Studies c. Integrated Testing

12. Assignments: (*List samples of specific activities/assignments students are expected to complete both in and outside of class.*)

In Class Hours: 351.00

Outside Class Hours: 162.00

a. In-class Assignments

- a. Attend and participate in class and clinical
- b. Participate in simulation and skills lab activities

b. Out-of-class Assignments

- a. Complete reading, computer, and multimedia assignments
- b. Complete Community Health and assessment papers
- c. Complete community agency visit
- d. Complete management assignment
- e. Complete team leadership assignment
- f. Reflective journal

13. Methods of Evaluating Student Progress: *The student will demonstrate proficiency by:*

- Guided/unguided journals
 - Term or research papers
 - Field/physical activity observations
 - Presentations/student demonstration observations
 - Group activity participation/observation
 - True/false/multiple choice examinations
 - Mid-term and final evaluations
 - Behavior assessment
 - Organizational/timelines assessment
 - Other
- a. Quizzes b. Unit exams c. Clinical evaluation

14. Methods of Evaluating: Additional Assessment Information:

15. Need/Purpose/Rationale -- *All courses must meet one or more CCC missions.*

PO - Career and Technical Education

Fulfill the requirements for an entry- level position in their field.

Apply critical thinking skills to execute daily duties in their area of employment.

Display the skills and aptitude necessary to pass certification exams in their field.

IO - Personal and Professional Development

Self-evaluate knowledge, skills, and abilities.

Develop realistic goals.

Demonstrate an understanding of ethical issues to make sound judgments and decisions.

Value the feedback of others.

16. Comparable Transfer Course

University System	Campus	Course Number	Course Title	Catalog Year
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17. Special Materials and/or Equipment Required of Students:

Stethoscope, scissors, goggles, watch with a second hand, nursing uniform and patch

18. Materials Fees: Required Material?

Material or Item	Cost Per Unit	Total Cost
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19. Provide Reasons for the Substantial Modifications or New Course:

Due for course review

20. a. Cross-Listed Course (Enter Course Code): N/A

b. Replacement Course (Enter original Course Code): N-004A,N-004B

21. Grading Method (choose one): Letter Grade Only

22. MIS Course Data Elements

a. Course Control Number [CB00]: CCC000547333

b. T.O.P. Code [CB03]: 123010.00 - Registered Nursing

c. Credit Status [CB04]: D - Credit - Degree Applicable

d. Course Transfer Status [CB05]: B = Transfer CSU

e. Basic Skills Status [CB08]: 2N = Not basic skills course

f. Vocational Status [CB09]: Clearly Occupational

g. Course Classification [CB11]: Y - Credit Course

h. Special Class Status [CB13]: N - Not Special

i. Course CAN Code [CB14]: N/A

j. Course Prior to College Level [CB21]: Y = Not Applicable

k. Course Noncredit Category [CB22]: Y - Not Applicable

l. Funding Agency Category [CB23]: Y = Not Applicable

m. Program Status [CB24]: 1 = Program Applicable

Name of Approved Program (if program-applicable): N/A

Attach listings of Degree and/or Certificate Programs showing this course as a required or a restricted elective.)

23. Enrollment - Estimate Enrollment

First Year: 30

Third Year: 60

24. Resources - Faculty - Discipline and Other Qualifications:

a. Sufficient Faculty Resources: Yes

b. If No, list number of FTE needed to offer this course: N/A

25. Additional Equipment and/or Supplies Needed and Source of Funding.

N/A

26. Additional Construction or Modification of Existing Classroom Space Needed. (Explain:)

N/A

27. FOR NEW OR SUBSTANTIALLY MODIFIED COURSES

Library and/or Learning Resources Present in the Collection are Sufficient to Meet the Need of the Students Enrolled in the Course: Yes

28. Originator Sarah Fry Origination Date 10/28/16