COURSE OUTLINE

Course Number: NSG 232

Course Title: Concepts of Nursing V

Credits: 9

Hours: Lecture 90
Clinical 180

Pre-requisite: NSG 234 and Microbiology
Co-requisite: None

Implementation: Spring 2016

Catalog description (2006-2009 Catalog): [Note: All revisions to the course description in the catalog require the submission of a memo to the Curriculum Committee.]

Develop knowledge and skills to care for patients (individual and groups) with multiple needs requiring complex interventions. Stresses mastery of intricate psychomotor techniques and explores complex patient problems resulting in alteration of homeostatic mechanisms. Provides clinical learning experiences in a variety of critical care areas. Integrated content: Nutrition, Pharmacology, Professional Issues, Cultural aspects of care and Interdisciplinary Communication.

Is course New, Revised, or Modified? [Modified courses are those which have a new prefix or course number]
Revised

Required texts/other materials:


Revision date: April 2013

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MCCC Course Outline; Approved by the Curriculum Committee 12/6/07
**Information resources:** (Describe the primary information resources that support the course, including books, videos, journals, electronic databases, websites, etc. To request new materials for your course, use the library request form at: www.mccc.edu/student_library_course_form.shtml)

Textbooks, Library resources, Angel Learning Online Resources

**Other learning resources:** (Describe any other student learning resources that are specific to this course, including any special tutoring or study group support, learning system software, etc.)

ATI Learning Systems software
Evolve HESI Systems software

**Course Competencies/Goals:** [List the most important 5-8 overall student learning outcomes for your course. Course-level student learning outcomes (or Course Competencies/Goals) are statements that describe the specific, measurable knowledge, skills, and/or values that the student is expected to demonstrate, perform or exhibit after completion of the course. Student learning outcomes should focus on what the students will learn (rather than what the instructor will teach) and must include verbs (explain…, demonstrate…, analyze…) that reflect lower-order and higher-order learning goals.]

*The student will be able to:*
1. Integrate concepts from the sciences and evidenced-based nursing practice into the care of diverse patients, families and communities.
2. Effectively communicates and collaborates as a member of the health care team to deliver quality patient centered care.
3. Practice within the legal and ethical parameters of the profession.
4. Function competently and safely incorporating professional standards into the delivery of patient centered care.
5. Employ leadership and management skills in the delivery of patient centered care.
6. Exhibit responsible behavior that is self-directive and encompasses personal and professional growth.

**Course-specific General Education Knowledge Goals and Core Skills.** [To an extent consistent with its primary purposes, each course in every program is expected to reflect the college’s commitment to general education, as affirmed in the 2005 General Education Policy. A General Education Course is one whose primary purposes and overall design coincide strongly with one or more of the approved general education goals and objectives. For any approved (or proposed) General Education Course, the General Education Goals and Objectives form (the form identified as the “Gen Ed Attachment”) should be completed and attached to the course outline. Below is a complete list of Mercer’s General Education Knowledge Goals and Core Skills. Retain on this course outline the Goals and Skills that pertain to your course and delete those that are not a central part of the course.]

**General Education Knowledge Goals**
- **Goal 1. Communication.** Students will communicate effectively in both speech and writing.
- **Goal 2. Mathematics.** Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
- **Goal 3. Science.** Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
**Goal 4. Technology.** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

**Goal 8. Diversity.** Students will understand the importance of a global perspective and culturally diverse peoples.

**Goal 9. Ethical Reasoning and Action.** Students will understand ethical issues and situations.

**MCCC Core Skills**

**Goal A. Written and Oral Communication in English.** Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

**Goal B. Critical Thinking and Problem-solving.** Students will use critical thinking and problem solving skills in analyzing information.

**Goal C. Ethical Decision-Making.** Students will recognize, analyze and assess ethical issues and situations.

**Goal D. Information Literacy.** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

**Goal E. Computer Literacy.** Students will use computers to access, analyze or present information, solve problems, and communicate with others.

**Goal F. Collaboration and Cooperation.** Students will develop the interpersonal skills required for effective performance in group situations.

**Goal G. Intra-Cultural and Inter-Cultural Responsibility.** Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

**Units of study in detail.** [Each unit should center around a topic, theme or skill that supports the Course Competencies/Goals (the course-level student learning outcomes [SLOs]) and general education student learning outcomes. For each unit, identify specific student learning outcomes that focus on content knowledge or process skills. Units of study are not simply the chapters of the textbook; they are independent of the selected textbook. Unit-level student learning outcomes should state (in terms that can serve as the frame of reference for ongoing assessment of both student achievement and of the course’s effectiveness) what successful students will be able to demonstrate, perform or exhibit at the end of the unit. Connect the unit-level SLOs back to the course-level SLOs and the General Education and Core Skills SLOs either by cross-referencing them by number or by explaining the connections in a brief narrative. It is not expected that every unit-level SLO will connect to the General Education and Core Skills SLOs; each unit-level SLO, however, must connect to at least one course-level SLO. See the attached examples.]

**Unit I**

**COURSE OBJECTIVES 1, 4, 6**

**Lesson Objectives:**
1. Identify the relationship of course, level and school goals. (Gen Ed Goal 2; Core Skill B)
2. Correctly calculate drug dosages used in the clinical setting. (Gen Ed Goal 2; Core Skill B)
3. Apply study skills and test taking strategies to course work. (Gen Ed. Goal 4; Core Skill E)

**Unit II**

**Course Objectives 2 – 6**

**Lesson Objectives:**
1. Identify the key focus of quality improvement. (Gen Ed Goal 1, 3, 4; Core Skill A, B, D, E, F)
2. List three drivers of quality. (Gen Ed Goal 1, 3, 4; Core Skill B, D, E)
3. Discuss two models of performance improvement. (Gen Ed Goal 1, 3, 4; Core Skill B, D, E)
4. Identify three clinical outcome measures. (Gen Ed Goal 1, 3, 4; Core Skill B, D, E)
5. Discuss the current major patient safety goals. (Gen Ed Goal 1, 3, 4; Core Skill B, D, E)
6. Implement a clinical quality improvement survey. (Gen Ed Goal 1, 3, 4; Core Skill A, B, D, E)

**Unit III**

**COURSE OBJECTIVES 1 - 6**

**Lesson Objectives:**
1. Describe the pathophysiology of selected cardiac disorders. (Gen Ed. Goal 3; Core Skill B)
2. Identify the clinical manifestations of CAD. (Gen Ed. Goal 3; Core Skill A & B)
3. Discuss the various diagnostic procedures and related nursing care. (Gen Ed. Goal 3 & 4; Core Skill B)
4. Apply nursing process in providing care for adults with CAD. (Gen Ed. Goal 3, 4 & 8; Core Skill B, C & E)
5. Discuss the role of Lifestyle Choices in CAD. (Gen Ed. Goal 3 & 8; Core Skill A, D & E)
6. Discuss the pharmacologic agents used in the treatment of CAD. (Gen Ed. Goal 3 & 4; Core Skill B, D)
7. Apply nursing process in the provision of care for clients having a Myocardial Infarction. (Gen Ed. Goal 3, 4, & 8; Core Skills A, B, C, D, E, F & G)
8. Discuss nutrition and diet therapy in CAD. (Gen Ed. Goal 1, 3, & 8; Core Skill A, B, E, & F)

Unit IV
COURSE OBJECTIVES 1-6
Lesson Objectives:
1. Describe the pathophysiology in heart failure. (Gen Ed. Goal 3; Core Skill B)
2. Identify the clinical manifestations, signs and symptoms of heart failure. (Gen Ed. Goal 3; Core Skill A & B)
3. Apply nursing process in the provision of nursing care to clients in heart failure. (Gen. Ed. Goal 3,4 & 8; Core Skill A, B, C, D, E, F & G)
4. Discuss the role of lifestyle choices, including diet, in CHF. (Gen Ed. Goal 3 & 8; Core Skill A, D, & E)
5. Discuss the pharmacologic agents used in the treatment of heart failure. (Gen Ed. Goal 3 & 4; Core Skill B, D)

Unit V
COURSE OBJECTIVES 1-6
Lesson Objectives:
1. Discuss the pathophysiology underlying the various cardiac dysrhythmias. (Gen Ed. Goal 3 & 4; Core Skill B)
2. Identify clinical manifestations of cardiac dysrhythmias. (Gen Ed. Goal 3; Core Skill A & B)
3. Apply nursing process to clients experiencing cardiac dysrhythmias. (Gen. Ed. Goal 3,4 & 8; Core Skill A, B, C, D, E, F, & G)
4. Discuss the pharmacologic agents used in the treatment of dysrhythmias. (Gen Ed. Goal 3 & 4; Core Skill B, D)
5. Discuss the use of pacemakers in the treatment of cardiac dysrhythmias. (Gen Ed. Goal 3 & 4; Core Skill B)
6. Discuss the patient education for the client with a pacemaker or AICD. (Gen Ed. Goal 1, 3, 4, & 8; Core Skills A, B, D)

Unit VI
COURSE OBJECTIVES 1-6
Lesson Objective:
1. Discuss the pathophysiology in infectious disease of the heart. (Gen Ed. Goal 3; Core Skill B)
2. Discuss the pathophysiology in valve diseases of the heart. (Gen Ed. Goal 3; Core Skill B)
3. Apply nursing process to the care of the client with endocarditis. (Gen. Ed. Goal 3,4 & 8; Core Skill A, B, C, D, E, F, & G)
4. Describe the changes that occur with age to heart tissue and valves. (Gen Ed. Goal 3 & 4; Core Skill B)
5. Apply nursing process to the client with endocarditis. (Gen. Ed. Goal 3,4 & 8; Core Skill A, B, C, D, E, F, & G)
6. Discuss the patient education related to clients with endocarditis and valve disorders. (Gen Ed. Goal 1, 3, 4, & 8; Core Skills A, B, D)

Unit VII
COURSE OBJECTIVES 1-6
Lesson Objectives:
1. Discuss the pathophysiology of the client with an arterial and venous disorder. (Gen Ed. Goal 3; Core Skill B)
2. Describe the clinical manifestations associated with these disorders. (Gen Ed. Goal 3; Core Skill A & B)
3. Apply nursing process to the care of a client with an alteration in blood pressure and blood vessel integrity. (Gen. Ed. Goal 3,4 & 8; Core Skill A, B, C, D, E, F, & G)
4. Discuss the pharmacologic agents used in the treatment of vascular disorders. (Gen Ed. Goal 3 & 4; Core Skill B, D)
5. Discuss the role of lifestyle changes, including smoking and diet, in vascular disorders. (Gen Ed. Goal 3 & 8; Core Skill A, D, & E)

Unit VIII
COURSE OBJECTIVES 1-6
Lesson Objectives:
1. Discuss the pathophysiology in selected U.R.T. disorders. (Gen Ed. Goal 3; Core Skill B)
2. Identify the clinical manifestations of U.R.T. disorders. (Gen Ed. Goal 3; Core Skill A & B)
3. Apply nursing process to the client with a laryngectomy. (Gen Ed. Goal 3,4 & 8; Core Skill A, B, C, D, E, F, & G)
4. Discuss alternative sources of nutrition for the post-op client with a laryngectomy. (Gen Ed. Goal 3, 4; Core Skills A, B,D,F)
5. Discuss discharge planning and client education. (Gen Ed. Goal 1, 3, 4, & 8; Core Skills A, B, D)
Unit IX
COURSE OBJECTIVES 1-6
Lesson Objectives:
1. Discuss the pathophysiology of selected lower respiratory track disorders (LRT). (Gen Ed. Goal 3; Core Skill B)
2. Identify the clinical manifestations in LRT disorders. (Gen Ed. Goal 3; Core Skill A & B)
3. Apply nursing process to the client with COPD. (Gen Ed. Goal 3,4 & 8; Core Skill A, B, C, D, E, F, & G)
4. Discuss the role of lifestyle choices in COPD. (Gen Ed. Goal 3 & 8; Core Skill A, D,& E)
5. Discuss nutrition and diet therapy in COPD. (Gen Ed. Goal 1, 3, & 8; Core Skill A, B, E, & F)
6. Discuss the pharmacologic agents used in the treatment of COPD. (Gen Ed. Goal 3 & 4; Core Skill B, D)
7. Discuss and describe the nursing role in discharge planning and patient education necessary in COPD. (Gen Ed. Goal 1, 3, 4, & 8; Core Skills A, B, D)
8. Applying nursing process to the client having thoracic surgery. (Gen. Ed. Goal 3,4 & 8; Core Skill A, B, C, D, E, F, & G)

Unit X
COURSE OBJECTIVES 1-6
Lesson Objectives:
1. Discuss the pathophysiology in AID’s - HIV Disease. (Gen Ed. Goal 3; Core Skill B)
2. Identify the clinical manifestations of HIV disease. (Gen Ed. Goal 3; Core Skill A & B)
3. Apply nursing process to the client with HIV. (Gen. Ed. Goal 3,4 & 8; Core Skill A, B, C, D, E, F, & G)
4. Discuss the client/family teaching. (Gen Ed. Goal 1, 3, 4, & 8; Core Skills A, B, D)
5. Discuss the role of lifestyle choices in HIV disease. (Gen Ed. Goal 3 & 8; Core Skill A, D,& E)
6. Discuss nutrition and diet therapy in HIV. (Gen Ed. Goal 1, 3, & 8; Core Skill A, B, E, & F)
7. Discuss the pharmacologic agents used in the treatment of HIV disease. (Gen Ed. Goal 3 & 4; Core Skill B, D)
8. Identify the three types of organ rejection. (Gen Ed. Goal 3, 4; Core Skills B, D)
9. Discuss the pharmacologic agents used in the management of organ transplant and rejection. (Gen Ed. Goal 3 & 4; Core Skill B, D)
10. Discuss and describe the four types of hypersensitivity. (Gen Ed. Goal 3, 4; Core Skills B, D)
11. Apply nursing process to the client with a Type 1 hypersensitivity reaction. (Gen. Ed. Goal 3,4 & 8; Core Skill A, B, C, D, E, F, & G)
12. Discuss the pharmacologic agents used in the treatment of Type 1 hypersensitivity reaction. (Gen Ed. Goal 3 & 4; Core Skill B, D)

Unit XI
COURSE OBJECTIVES 1-6
Lesson Objectives:
1. Discuss the pathophysiology in selected autoimmune disorders. (Gen Ed. Goal 3; Core Skill B)
2. Identify the clinical manifestations of R.A. and S.L.E. (Gen Ed. Goal 3; Core Skill A & B)
3. Apply nursing process to the client with R.A. (Gen. Ed. Goal 3,4 & 8; Core Skill A, B, C, D, E, F, & G)
4. Discuss the pharmacologic agents used in the treatment of R.A. (Gen Ed. Goal 3 & 4; Core Skill B, D)
5. Describe the patient-family teaching related to R.A. (Gen Ed. Goal 1, 3, 4, & 8; Core Skills A, B, D)

Unit XII
COURSE OBJECTIVES 1-6
Lesson Objectives:
1. Discuss the pathophysiology in cell growth in cancer. (Gen Ed. Goal 3; Core Skill B)
2. Discuss the prevention and early detection of cancer. (Gen Ed. Goal 3, 4; Core Skills B, D, E)
3. Discuss health promotion and the role of lifestyle choices in the development of cancer. (Gen Ed. Goal 3 & 8; Core Skill A, D,& E)
4. Discuss the chemo agents used in the management of cancer. (Gen Ed. Goal 3 & 4; Core Skills B, D)
5. Describe the role of radiation therapy in the treatment of cancer. (Gen Ed. Goal 3, 4; Core Skills D, E)
6. Discuss surgery as an intervention in cancer. (Gen Ed Goal 3, 9 Core Skills B, D)
7. Apply nursing process to the client with cancer of the breast. (Gen. Ed. Goal 3,4 & 8; Core Skill A, B, C, D, E, F, & G)
8. Discuss the chemo agents used in the treatment of breast cancer. (Gen Ed. Goal 3 & 4; Core Skill B, D)
9. Describe and discuss pre and post-op care for the client with a mastectomy. (Gen. Ed. Goal 3, 4 & 8; Core Skill A, B, C, D, E, F, & G)

10. Describe and discuss the various oncologic emergencies. (Gen Ed. Goal 3, 4; Core Skills A, B, D, E)

11. Apply nursing process to the client with SIADH. (Gen Ed. Goal 3, 4 & 8; Core Skill A, B, C, D, E, F, & G)

12. Discuss the pharmacologic agents used in the treatment of SIADH. (Gen Ed. Goal 3 & 4; Core Skill B, D)

13. Discuss the philosophy and nursing role in hospice. Gen Ed. Goal 1, 3, 4 & 8; Core Skills A, B, C, D, F & G)

Unit XIII
COURSE OBJECTIVES 1-6
Lesson Objectives:
1. Discuss and describe the pathophysiology in renal failure. (Gen Ed. Goal 3; Core Skill B)
2. Discuss associated diagnostic procedures. (Gen Ed. Goal 3, 4; Core Skills D, E)
3. Identify clinical manifestations of renal failure. (Gen Ed. Goal 3; Core Skill A & B)
4. Apply nursing process to the care of the client with renal failure. (Gen. Ed. Goal 3, 4 & 8; Core Skill A, B, C, D, E, F, & G)
5. Discuss the pharmacologic agents used in renal failure. (Gen Ed. Goal 3 & 4; Core Skill B, D)
6. Describe and discuss the process of hemodialysis. (Gen Ed. Goal 3, 4; Core Skills D, E)
7. Discuss the care of the client undergoing kidney transplant. (Gen. Ed. Goal 3, 4 & 8; Core Skill A, B, C, D, E, F, & G)

Unit XIV
COURSE OBJECTIVES 1-9
Lesson Objectives:
1. Discuss the physiological changes that occur with burns. (Gen Ed. Goal 3; Core Skill B)
2. Discuss the preparation, teaching and follow-up care for clients having diagnostic testing after burn injury. (Gen Ed. Goal 1, 3, 4, & 8; Core Skills A, B, D)
3. Describe common clinical manifestations of burn injury. (Gen Ed. Goal 3; Core Skill A & B)
4. Apply the nursing process to clients with various types of burn injury. (Gen. Ed. Goal 3, 4 & 8; Core Skill A, B, C, D, E, F, & G)
5. Discuss nutritional issues for the client with burns. (Gen Ed. Goal 1, 3, & 8; Core Skill A, B, E, & F)
6. Discuss selected pharmacologic agents used to treat burn injury. (Gen Ed. Goal 3 & 4; Core Skill B, D)
7. Discuss nursing considerations for surgical clients with burns. (Gen. Ed. Goal 3, 4 & 8; Core Skill A, B, C, D, E, F, & G)
8. Discuss age related issues with burns. (Gen Ed. Goal 3, 4, & 8; Core Skills B, C, D)
9. Discuss the role of the nurse in discharge planning. (Gen Ed. Goal 1, 3, 4, & 8; Core Skills B, D, E, G)

Evaluation of student learning: [Describe general guidelines for examinations, required work, course work, assignments, and tests. Explain how assignments evaluate student achievement of course competencies/goals (course-level SLOs). Multiple measures ( quizzes, tests, essays, projects, portfolios, practicums, etc.) are recommended.]

Evaluation Methods: Theory: 3 Evolve case study = SU
4 Unit Exams = 70% (17.5% ea)
1 Final Exam = 30%
1 Phys Whiz CAI = SU

Clinical: Clinical Performance = SU
Nursing Process Papers = SU
ER Topic Paper = SU
Process Recording = SU
Evolve Case Studies = SU
Cardiac Cath Questions = SU
Pharmacology Study Guide = SU

The following grading system is the method of evaluation recognized by the St. Francis Medical Center School of Nursing:
A  (93-100)  4.0 grade points
A- (90-92)  3.7 grade points
B+ (87-89)  3.4 grade points
B  (83-86)  3.0 grade points
B- (80-82)  2.7 grade points
F - (Below 80)  0  grade point

In order to pass the course an 80% based on exams alone must be achieved. The 80% will be calculated prior to other supplement graded assignments.

**Academic Integrity Statement:** [Include a statement affirming the college’s Academic Integrity policy and any specific implications for the course. See http://mlink.mccc.edu/omb/OMB210.pdf]

We affirm the college’s Academic Integrity Policy as indicated below:

MCCC

ACADEMIC INTEGRITY POLICY

Mercer County Community College is committed to Academic Integrity -- the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work, and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty.

The college recognizes the following general categories of violations of Academic Integrity, with representative examples of each. Academic Integrity is violated whenever a student:

A. Uses or obtains unauthorized assistance in any academic work.
   • copying from another student's exam.
   • using notes, books, electronic devices or other aids of any kind during an exam when prohibited.
   • stealing an exam or possessing a stolen copy of an exam.

B. Gives fraudulent assistance to another student.
   • completing a graded academic activity or taking an exam for someone else.
   • giving answers to or sharing answers with another student before, during or after an exam or other graded academic activity.
   • sharing answers during an exam by using a system of signals.

C. Knowingly represents the work of others as his/her own, or represents previously completed academic work as current.
   • submitting a paper or other academic work for credit which includes words, ideas, data or creative work of others without acknowledging the source.
   • using another author's words without enclosing them in quotation marks, without paraphrasing them or without citing the source appropriately.
   • presenting another individual's work as one's own.
   • submitting the same paper or academic assignment to another class without the permission of the instructor.
D. Inappropriately or unethically uses technological means to gain academic advantage.
• inappropriately or unethically acquiring material via the Internet or by any other means.
• using any electronic or hidden devices for communication during an exam.

Each instructor and academic support service area is authorized to establish specific guidelines consistent with this policy.

CONSEQUENCES FOR VIOLATIONS OF ACADEMIC INTEGRITY

For a single violation, the faculty member will determine the course of action to be followed. This may include assigning a lower grade on the assignment, assigning a lower final course grade, failing the student in the course, or other penalty appropriate to the violation. In all cases, the instructor shall notify the Chair of the Academic Integrity Committee of the violation and the penalty imposed.

When two (or more) violations of academic integrity are reported on a student, the Academic Integrity Committee (AIC) may impose disciplinary penalties beyond those imposed by the course instructors. The student shall have the right to a hearing before the AIC or a designated AIC subcommittee.

APPEALS

The student has a right to appeal the decision of the instructor or the Academic Integrity Committee. Judicial procedures governing violations of Academic Integrity are contained in the Student Handbook.

Approved: Board of Trustees
May 19, 1983

Revised: May 18, 2000
March 18, 2004