NURS-1451: SELF-CARE NEEDS: ADULT LIFE SPAN

Cuyahoga Community College

Viewing: NURS-1451: Self-Care Needs: Adult Life Span

Board of Trustees:
2016-05-26

Academic Term:
2016-08-22

Subject Code
NURS - Nursing

Course Number:
1451

Title:
Self-Care Needs: Adult Life Span

Catalog Description:
Study of basic nursing care of adults through the adult life span, using Orem’s self-care deficit theory. Specialized care of the elderly is included. Introduces major nursing curriculum themes: nursing process, communication, human development, cultural diversity, critical thinking and role of the associate degree nurse. Basic concepts of pharmacology and normal nutrition presented. Note: Laboratory hours includes both on-campus and clinical experiences.

Credit Hour(s):
7

Lecture Hour(s):
4

Lab Hour(s):
2

Other Hour(s):
7

Other Hour Details:
7 Clinical Lab hours per week

Requisites

Prerequisite and Corequisite
BIO-1100 Introduction to Biological Chemistry, BIO-2331 Anatomy and Physiology I or concurrent enrollment; and ENG-1010 College Composition I, MATH-1240 Contemporary Mathematics, NURS-1300 Health Assessment or concurrent enrollment; and PSY-1010 General Psychology; and PSY-2020 Life Span Development, or concurrent enrollment; and departmental approval: admission to Nursing Program.

I. ACADEMIC CREDIT

Academic Credit According to the Ohio Department of Higher Education, one (1) semester hour of college credit will be awarded for each lecture hour. Students will be expected to work on out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. For laboratory hours, one (1) credit shall be awarded for a minimum of three laboratory hours in a standard week for which little or no out-of-class study is required since three hours will be in the lab (i.e. Laboratory 03 hours). Whereas, one (1) credit shall be awarded for a minimum of two laboratory hours in a standard week, if supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following up the laboratory experience (i.e. Laboratory 02 hours). Credit is also awarded for other hours such as directed practice, practicum, cooperative work experience, and field experience. The number of hours required to receive credit is listed under Other Hours on the syllabus. The number of credit hours for lecture, lab and other hours are listed at the beginning of the syllabus. Make sure you can prioritize your time accordingly. Proper planning, prioritization and dedication will enhance your success in this course.

The standard expectation for an online course is that you will spend 3 hours per week for each credit hour.
II. ACCESSIBILITY STATEMENT

If you need any special course adaptations or accommodations because of a documented disability, please notify your instructor within a reasonable length of time, preferably the first week of the term with formal notice of that need (i.e. an official letter from the Student Accessibility Services (SAS) office). Accommodations will not be made retroactively.

For specific information pertaining to ADA accommodation, please contact your campus SAS office or visit online at http://www.tri-c.edu/accessprograms/. Blackboard accessibility information is available at http://access.blackboard.com.

Eastern (216) 987-2052 - Voice
Metropolitan (216) 987-4344 – Voice. (216) 987-4048 – TTY.
Western (216) 987-5079 – Voice. (216) 987-5117 – TTY.
Westshore (216) 987-3900 – Voice. (216) 987-4048 – TTY.
Brunswick (216) 987-5079 – Voice. (216) 987-5117 – TTY.
Off-Site (216) 987-5079 - Voice

III. ATTENDANCE TRACKING

Regular class attendance is expected. Tri-C is required by law to verify the enrollment of students who participate in federal Title IV student aid programs and/or who receive educational benefits through other funding sources. Eligibility for federal student financial aid is based in part on enrollment status.

Students who do not attend classes for the entire term are required to withdraw from the course(s). Additionally, students who withdraw from a course or stop attending class without officially withdrawing may be required to return all or a portion of their financial aid based on the date of last attendance. Students who do not attend the full session are responsible for withdrawing from the course(s).

Tri-C is responsible for identifying students who have not attended a course before financial aid funds can be applied to students’ accounts.

Therefore, attendance is recorded in the following ways:

• For in-person and blended-learning courses, students are required to attend the course by the 15th day of the semester (or equivalent for terms shorter than five weeks) to be considered attending. Students who have not met all attendance requirements for in-person and blended courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

• For online courses, students are required to login at least two times per week and submit one assignment per week for the first two weeks of the semester, or equivalent to the 15th day of the term. Students who have not met all attendance requirements for online courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

At the conclusion of the first two weeks of a semester or equivalent, instructors report any registered students who have “Never Attended” a course. Those students will be administratively withdrawn from that course. However, after the time period in the previous paragraphs, if a student stops attending a class or wants or needs to withdraw, for any reason, it is the student’s responsibility to take action to withdraw from the course. Students must complete and submit the appropriate Tri-C form by the established withdrawal deadline.

Tri-C is required to ensure that students receive financial aid only for courses that they attend and complete. Students reported for not attending at least one of their registered courses will have all financial aid funds held until confirmation of attendance in registered courses has been verified. Students who fail to complete at least one course may be required to repay all or a portion of their federal financial aid funds and may be ineligible to receive future federal financial aid awards. Students who withdraw from classes prior to completing more than 60 percent of their enrolled class time may be subject to the required federal refund policy.

If illness or emergency should necessitate a brief absence from class, students should confer with instructors upon their return. Students having problems with coursework due to a prolonged absence should confer with the instructor or a counselor.

IV. LEARNING OUTCOMES ASSESSMENT

Occasionally, in addition to submitting assignments to their instructors for evaluation and a grade, students will also be asked to submit completed assignments, called ‘artifacts,’ for assessment of course and program outcomes and the College’s Essential Learning Outcomes (ELOs). The artifacts will be submitted in Blackboard or a similar technology. The level of mastery of the outcome demonstrated by the artifact DOES NOT affect the student’s grade or academic record in any way. However, some instructors require that students submit their artifact before receiving their final grade. Some artifacts will be randomly selected for assessment, which will help determine improvements and support needed to further student success. If you have any questions, please feel free to speak with your instructor or contact the Learning Outcomes Assessment office.

V. CONCEALED CARRY STATEMENT

College policy prohibits the possession of weapons on college property by students, faculty and staff, unless specifically approved in advance as a job-related requirement (i.e., Tri-C campus police officers) or, in accordance with Ohio law, secured in a parked vehicle in a designated parking area only by an individual in possession of a valid conceal carry permit.

As a Tri-C student, your behavior on campus must comply with the student code of conduct which is available on page 29 within the Tri-C student handbook, available athttp://www.tri-c.edu/student-resources/documents/studenthandbook.pdf. You must also comply with the College’s Zero Tolerance for Violence on College Property available athttp://www.tri-c.edu/policies-and-procedures/documents/3354-1-20-10-zero-tolerance-for-violence-policy.pdf.
Outcomes

Course Outcome(s):
Identify principles of delegations related to management of individual’s care.

Objective(s):
1. Safely perform nursing skills as they apply to the elderly. Interpret subjective and objective data in providing nursing care for individuals across the adult life span, with selected health deviations.
2. Discuss the legal aspects related to elderly with specific health care deviations.
3. Explain the law regarding the safety of individuals across the adult life.
4. Describe legal aspects associated with the role of the associated degree nurse.

Course Outcome(s):
Practice within the legal/ethical framework of the nursing profession according to the student’s level of learning.

Objective(s):
1. Define pharmacological factors related to individuals across the adult life span.
2. Discuss the legal aspects related to elderly with specific health care deviations.
3. Explain the law regarding the safety of individuals across the adult life.
4. Identify basic nursing interventions related to infection control, hygiene and immobility to maintain individual’s safety across the adult life span.
5. Describe legal aspects associated with the role of the associated degree nurse.
6. Follow essential principles when administering medications to adults across the adult life span.
7. Correctly calculate and administer subcutaneous, intra dermal, intramuscular, tube feedings, ears, eyes, nose drop medications.

Course Outcome(s):
Identify requirements related to the professional development of the associate degree nurse

Objective(s):
1. Define pharmacological factors related to individuals across the adult life span.
2. Discuss the legal aspects related to elderly with specific health care deviations.
3. Explain the law regarding the safety of individuals across the adult life.
4. Describe legal aspects associated with the role of the associated degree nurse.
5. Describe the impact of cultural diversity and human growth and development when developing a nursing care plan for individuals across the adult life span.

Course Outcome(s):
Use the components of the nursing process, based on Orem’s self-care deficit theory, to maintain/restore health for individuals with selected health deviations.

Objective(s):
1. Safely perform nursing skills as they apply to the elderly. Interpret subjective and objective data in providing nursing care for individuals across the adult life span, with selected health deviations.
2. Select appropriate nursing interventions when caring for the individuals across the adult life span.
3. Identify basic nursing interventions related to infection control, hygiene and immobility to maintain individual’s safety across the adult life span.
4. Describe normal physiology and basic nursing care of individuals with selected alterations in urinary and bowel elimination, nutrition, breathing and circulation.

Course Outcome(s):
Identify core competencies of critical thinking

Objective(s):
1. Explain the nursing care of individuals with cardiovascular, chronic obstructive pulmonary disease, neurological, skin, musculoskeletal, and sensory deviations.
2. Safely perform nursing skills as they apply to the elderly. Interpret subjective and objective data in providing nursing care for individuals across the adult life span, with selected health deviations.
3. Define pharmacological factors related to individuals across the adult life span.
4. Identify basic nursing interventions related to infection control, hygiene and immobility to maintain individual’s safety across the adult life span.
5. Describe normal physiology and basic nursing care of individuals with selected alterations in urinary and bowel elimination, nutrition, breathing and circulation.
6. Follow essential principles when administering medications to adults across the adult life span.
7. Correctly calculate and administer subcutaneous, intradermal, intramuscular, tube feedings, ears, eyes, nose drop medications.
8. Interpret data and use critical thinking when caring for elderly with chronic obstructive pulmonary disease, cardiovascular, neurological, sensory and musculoskeletal disease.

Course Outcome(s):
Employ knowledge of human development in providing nursing care for individuals across the adult life span with selected health deviations.

Objective(s):
1. Discuss adaptations made by elderly in relation to environment, safety, learning, teaching, retirement and death.
2. Explain aging theories as they relate to developmental stages.
3. Identify demographics of aging.
4. Select appropriate nursing interventions when caring for the individuals across the adult life span.
5. Define pharmacological factors related to individuals across the adult life span.
6. Identify basic nursing interventions related to infection control, hygiene and immobility to maintain individual's safety across the adult life span.
7. Describe normal physiology and basic nursing care of individuals with selected alterations in urinary and bowel elimination, nutrition, breathing and circulation.
8. Describe the impact of cultural diversity and human growth and development when developing a nursing care plan for individuals across the adult life span.

Course Outcome(s):
Identify and use therapeutic communications essential to a professional, helping relationship.

Objective(s):
1. Discuss adaptations made by elderly in relation to environment, safety, learning, teaching, retirement and death.
2. Select appropriate nursing interventions when caring for the individuals across the adult life span.
3. Identify therapeutic techniques and barriers to communication when providing nursing care to individuals.

Course Outcome(s):
Identify and use teaching strategies appropriate to individual needs across the adult life span

Objective(s):
1. Safely perform nursing skills as they apply to the elderly. Interpret subjective and objective data in providing nursing care for individuals across the adult life span, with selected health deviations.
2. Discuss adaptations made by elderly in relation to environment, safety, learning, teaching, retirement and death.
3. Identify demographics of aging.
4. Select appropriate nursing interventions when caring for the individuals across the adult life span.
5. Identify therapeutic techniques and barriers to communication when providing nursing care to individuals.
6. Follow essential principles when administering medications to adults across the adult life span.
7. Correctly calculate and administer subcutaneous, intradermal, intramuscular, tube feedings, ears, eyes, nose drop medications.

Course Outcome(s):
List cultural, spiritual and/or socioeconomic influenced affecting individuals across the adult life span with selected health care deviations to meet self-care needs.

Objective(s):
1. Explain the nursing care of individuals with cardiovascular, chronic obstructive pulmonary disease, neurological, skin, musculoskeletal, and sensory deviations.
2. Safely perform nursing skills as they apply to the elderly. Interpret subjective and objective data in providing nursing care for individuals across the adult life span, with selected health deviations.
3. Discuss adaptations made by elderly in relation to environment, safety, learning, teaching, retirement and death.
4. Explain social and cultural issues related to adults across the life span.
5. Select appropriate nursing interventions when caring for the individuals across the adult life span.
6. Identify basic nursing interventions related to infection control, hygiene and immobility to maintain individual's safety across the adult life span.
7. Describe the impact of cultural diversity and human growth and development when developing a nursing care plan for individuals across the adult life span.
8. Interpret data and use critical thinking when caring for elderly with chronic obstructive pulmonary disease, cardiovascular, neurological, sensory and musculoskeletal disease.

Course Outcome(s):
Identify biopsychosocial and nursing knowledge while safely performing technical skills in assisting individuals with selected health care deviations.

Objective(s):
1. Explain the nursing care of individuals with cardiovascular, chronic obstructive pulmonary disease, neurological, skin, musculoskeletal, and sensory deviations.
2. Safely perform nursing skills as they apply to the elderly. Interpret subjective and objective data in providing nursing care for individuals across the adult life span, with selected health deviations.
3. Define pharmacological factors related to individuals across the adult life span.
4. Identify basic nursing interventions related to infection control, hygiene and immobility to maintain individual’s safety across the adult life span.
5. Describe normal physiology and basic nursing care of individuals with selected alterations in urinary and bowel elimination, nutrition, breathing and circulation.
6. Interpret data and use critical thinking when caring for elderly with chronic obstructive pulmonary disease, cardiovascular, neurological, sensory and musculoskeletal disease.

Course Outcome(s):
Identify roles of members of the multi disciplined health care team.

Objective(s):
1. Explain the nursing care of individuals with cardiovascular, chronic obstructive pulmonary disease, neurological, skin, musculoskeletal, and sensory deviations.
2. Discuss adaptations made by elderly in relation to environment, safety, learning, teaching, retirement and death.
3. Select appropriate nursing interventions when caring for the individuals across the adult life span.
4. Follow essential principles when administering medications to adults across the adult life span.
5. Interpret data and use critical thinking when caring for elderly with chronic obstructive pulmonary disease, cardiovascular, neurological, sensory and musculoskeletal disease.

Methods of Evaluation:
1. Final examination
2. Satisfactory passing of clinical lab
3. Satisfactory passing of college lab/skills

Course Content Outline:
1. Nursing
   a. Definition
   b. Historical Background
      i. Early civilization
      ii. Nursing prior to the nineteenth century
      iii. Development of Modern Nursing
         1. Florence Nightingale
         2. Other nursing theorists
         3. Nursing Organizations
   c. Nursing As A Profession and A Discipline
   d. Expanded Role of the Nurse
      i. General
      ii. Life Span
   e. Associate Degree Nurse Role
      i. Type of Nursing Program
         1. Technical
         2. Professional
      ii. Components
      iii. Competencies
   f. Licensure
   g. Accountability
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h. Standards of Care
   i. Ohio Nurse Practice Act
   ii. Role of the RN/LPN
   iii. Delegation
   i. Code of Ethics
j. Multidisciplinary Team Members

2. Philosophy of the Nursing Program
   a. Themes
      i. Organizing Framework
      ii. Cultural Diversity
      iii. Communication
      iv. Critical thinking
      v. Nursing Process
      vi. Role of the associate degree nurse
   b. Organizing Framework: Orem's Self Care Deficit Theory
      i. Nursing Care
      ii. Universal Self Care Requisites
      iii. Developmental Self Care Requisites
      iv. Health Deviation Self Care Requisites

3. Legal, Economic, and Societal Impact On Care Delivery
   a. Civil and Criminal Law
   b. Legal Aspects of Care
      i. Informed Consent
      ii. Assault and Battery
      iii. Defamation
      iv. False Imprisonment
      v. Malpractice/Negligence
      vi. Professional liability/insurance
      vii. Risk Management
     viii. Incident Reports
      ix. Good Samaritan Laws
     x. Restraints
    xi. Advance Directives
     xii. Abuse and Neglect
    xiii. Legal Guidelines for recording and reporting
   c. Regulatory Agencies

4. Nursing Process
   a. Description of the Process/origins
   b. Steps of the Nursing Process
      i. Assessment
      ii. Analysis
      iii. Setting goals
      iv. Interventions with Rationale
      v. Evaluation of Goals
   c. Techniques of preparing a written care plan
      i. Traditional methods
      ii. Computer generated
      iii. Alternative presentations

5. Critical Thinking
   a. Definition
   b. Core competencies
      i. Interpretation
      ii. Analysis
      iii. Evaluation
      iv. Explanation
      v. Self regulation
   c. Content versus process
   d. Self regulation

6. Developmental Care Requisites
a. Human Development
   i. Basics concepts of growth and development
   ii. Developmental theorists
   iii. Developmental tasks
   iv. Maslow's hierarchy of needs
b. Normal Development and Aging Changes
   i. Theories of Aging
   ii. Demographics
   iii. Attitudes Toward Aging
   iv. Psychological Changes
   v. Physical Changes
   vi. Health Deviation Requisite: Signs of Illness In the Elderly
c. Cultural Diversity
   i. Hospital As A Culture
   ii. Meaning of Illness
   iii. General time focus
   iv. Practices to maintain health or prevention
   v. Folk remedies and healers
   vi. Poverty
   vii. Cultural perspectives toward aging and the aged

7. The Nurse In the Supportive-Educative Role
a. Communication
   i. Culture
   ii. Empathy
   iii. Helping vs. Social Relationships
   iv. Interpersonal Skills
   v. Verbal/non-verbal communication
   vi. Rapport
   vii. Semantics
   viii. Touch
   ix. Phases of helping relationships
   x. Conversation skills
   xi. Environmental influences
   xii. Strategies to communicate with the elderly
   1. reality orientation
   2. memory enhancement
   3. reminiscing
   4. validation
b. Documentation and Reporting
   i. Purposes of Medical Records
   ii. Education
   iii. Assessment
   iv. Research
   v. Standards
   vi. Quality assurance

c. Teaching/Learning Process
   i. Domains
   ii. Assessment
   1. Needs
   2. Abilities
   3. Barriers
   iii. Analysis
   iv. Learning goals
   1. Methods
   2. Tools
   v. Evaluation
   vi. Documentation
   vii. teaching/learning strategies for elderly
8. Universal Care Requisite – Prevention of Hazards to Life, functioning, and well being
   a. Maintaining Safety In the Environment
      i. Fire Safety
      ii. Prevention of Infection
      iii. Environmental lung hazards
      iv. Promotion of safety for well elderly
   b. Hygiene
      i. Principles
      ii. Interventions
         1. Bathing
         2. Grooming
         3. Turning/repositioning
      iii. Health Deviation Requisite: Integument Issues
         1. Pressure ulcers
         2. Wound care/dressings
      iv. Health Deviation Requisite: Immobility
         1. effect on body systems accross adult life span
         2. assessment
         3. nursing interventions
   c. Safe Administration of Medications
      i. Pharmacology theory
      ii. Pharmacokinetics
      iii. Pharmacodynamics
      iv. Developmental Care Requisite Affects of Aging on Pharmacodynamics
      v. Issues of polypharmacy
      vi. Health Deviation Requisite: Adverse Drug Reactions
      vii. Legal Considerations
      viii. Physician orders
   ix. Drug Administration
   x. Techniques of Administration
      1. Oral medications
      2. Buccal/sublingual medications
      3. Topical
      4. Nose drops and sprays
      5. Suppositories
      6. Inhalation
      7. Injections
9. Universal Care Requisite – Maintenance of Adequate Intake of Air, Water, Food
   a. Nutrients
      i. Carbohydrates
      ii. Protein
      iii. Lipids
      iv. Vitamins
      v. Minerals
   b. Fluids
   c. US Recommended Dietary Allowance (RDA)
   d. Cultural Influences
   e. Developmental Care Requisite: Nutritional Needs of the Elderly
   f. Health Deviation Requisite: Malnutrition and dehydration
10. Universal Care Requisite – Maintenance of Elimination
    a. Urinary Elimination
       i. Assessment
       ii. Interventions
          1. Bedpan/urinal
          2. Diagnostic testing
          3. Emptying a foley catheter
          4. Bladder training
          5. Kegel exercises
       iii. Developmental Care requisite: Age Related Changes in Urinary Elimination
iv. Health Deviation Requisite: urinary elimination abnormalities
   1. UTI
   2. Retention
   3. Incontinence
   4. BPH

b. Bowel Elimination
   i. Normal patterns and characteristics
   ii. Assessment
      1. Medication use/use of aids
      2. Diagnostic testing
   iii. Interventions
      1. Bowel training and habits
      2. Medications
      3. Enemas
      4. Emptying colostomy

iv. Developmental Care Requisite: Age Related Changes In Bowel Elimination

v. Health Deviation Requisite: bowel elimination abnormalities
   1. Incontinence
   2. Constipation
   3. Impaction
   4. Colostomies

11. Universal Care Requisite – Maintenance of a Balance Between Activity and Rest
   a. Maintenance of Mobility
      i. ROM
      ii. Devices
      iii. Body mechanics
      iv. Transferring
      v. Assistive Devices
   b. Developmental Requisite: Age Related Changes
      i. Problems with function
      ii. Prevention of falls
   c. Health Deviation Requisites: Musculoskeletal
      i. Injuries
      ii. Arthritis
         1. rheumatoid
         2. gout
         3. osteoarthritis
         4. paget’s disease
      iii. osteoporosis
      iv. nursing interventions
   d. Rest and Sleep
      i. Adult needs
      ii. Factors affecting sleep
      iii. Interventions
      iv. Developmental Requisite: Age Related Changes

12. Universal Care Requisite: Balance Between Solitude and Social Interaction
   a. Stress
      i. Coping
      ii. Responses and affects
   b. Assessment
   c. Interventions
      i. Nursing
      ii. Medications
   d. Death and Dying
      i. Impact
      ii. Interventions
      1. Support
      2. Post Mortem Care
   e. Developmental Requisite: Impact of Aging
f. Health Deviation Requisite
   i. Sensory overload
   ii. Sensory deprivation

13. Universal Care Requisite: Maintenance of Normalcy
   a. Self Concept
      i. Body Image
      ii. Self Esteem
   b. Overview of the Nervous System
   c. Assessment of Mental Status
   d. Developmental Care Requisite: Age Related Changes
   e. Interventions to promote normalcy
   f. Health Deviation Requisite: Confusion States
      i. Reversible confusion states
         1. Delirium and dementia
         2. Depression
         3. Metabolic
      ii. Irreversible confusion states
         1. alzheimer’s disease
         2. dementia
      iii. others
         1. multi-infarct
         2. cerebrovascular accidents
         3. transient ischemic attacks
   iv. Nursing and Medical Interventions
   g. Health Deviation Requisites; Sensory Deficits
      i. eye disorders
         1. cataracts
         2. glaucoma
      ii. ear disorders
         1. deafness
         2. Conductive/sensorineuro hearing loss
      iii. assessment
      iv. interventions

14. Universal Care Requisite: Maintenance of Adequate Intake of Air, Water, Food
   a. Assessment of the Respiratory system
      i. Cough
      ii. Sputum
      iii. Diagnostic testing
   b. Developmental Requisite: Age Related Respiratory Changes
   c. Introduction to Chronic Obstructive Pulmonary Disease
   d. Health Care Deviation Requisite: Cough; Age Related Chronic Obstructive Pulmonary Disease
      i. Oxygen therapy
      ii. Select respiratory medications
      iii. Select Interventions
   e. Introduction to Cardiovascular Disease
   f. Developmental Care Requisite: Age related Cardiovascular Changes
   g.

Resources

