

NURS-2000: CONCEPTS OF NURSING CARE FOR PATIENTS WITH ACUTE UNSTABLE AND CHRONIC CONDITIONS II

Cuyahoga Community College

Viewing: NURS-2000 : Concepts of Nursing Care for Patients with Acute Unstable and Chronic Conditions II

Board of Trustees:

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Academic Term:

Fall 2023

Subject Code

NURS - Nursing

Course Number:

2000

Title:

Concepts of Nursing Care for Patients with Acute Unstable and Chronic Conditions II

Catalog Description:

This course builds on previous courses to further refine and apply the concepts of nursing practice in the care of patients with acute unstable and chronic conditions. Includes concept analysis and related exemplars necessary to provide care to patients with various selected acute unstable and chronic health conditions. Application of knowledge and skills occurs in the nursing laboratories and variety of clinical settings.

Credit Hour(s):

6

Lecture Hour(s):

3

Lab Hour(s):

1.5

Other Hour(s):

7.5

Other Hour Details:

On Campus Laboratory: 22.5 hours per semester; Clinical Laboratory: 112.5 hours per semester

Requisites

Prerequisite and Corequisite

NURS-1220 Concepts of Nursing Care for patients with Acute and Chronic Conditions I, and NURS-1230 Concepts of Nursing Care of Childbearing Families and Children, and NURS-1240 Role Transitions, and ENG-1020 College Composition II or concurrent enrollment; and BIO-2500 Microbiology or concurrent enrollment; and departmental approval.

Outcomes

Course Outcome(s):

Integrate nursing concepts to provide safe, quality, evidence-based, patient-centered nursing care to diverse patients with acute unstable and chronic conditions.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Quantitative Reasoning: Analyze problems, including real-world scenarios, through the application of mathematical and numerical concepts and skills, including the interpretation of data, tables, charts, or graphs.

Objective(s):

- a. Conduct a head-to-toe and/or focused physical, behavioral, psychological, and spiritual assessment of health and illness parameters in patients, using developmentally and culturally appropriate approaches.
- b. Manage patient needs based on assessment findings for the patient with acute unstable and chronic conditions.
- c. Formulate an individualized plan of care identifying evidence-based nursing appropriate for patients with acute unstable and chronic conditions.
- d. Integrate patient-centered care that reflects an understanding of human growth and development, pathophysiology, pharmacology, nutrition, medical management, and nursing management for patients with acute unstable and chronic conditions.
- e. Integrate factors that create a culture of safety for patients with acute unstable and chronic conditions.
- f. Construct, implement, and evaluate a patient teaching plan that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations.
- g. Measure patient outcomes to evaluate the effectiveness and impact of nursing care.
- h. Deliver care within an expected timeframe for patients with acute unstable and chronic conditions.
- i. Utilize effective communication techniques when transitioning care to another interprofessional health care team member.
- j. Integrate cultural awareness and sensitivity concepts when providing care to diverse patients with acute unstable and chronic conditions.
- k. Propose ways to revise the plan of care based on an ongoing evaluation of patient outcomes including recognition of alterations to previous patient conditions.
- l. Demonstrate safe performance of basic psychomotor skills for efficient, safe, and compassionate patient care.
- m. Document all aspects of care for provided for patients with acute unstable and chronic conditions.

Course Outcome(s):

Integrate clinical judgment to make patient-centered care decisions for patients with acute unstable and chronic conditions.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):

- a. Use clinical judgment to make management decisions to ensure accurate and safe nursing care, including addressing anticipated changes in the patient's condition with acute unstable and chronic conditions.
- b. Use clinical judgment when implementing all steps of the nursing process identifying the best available evidence.
- c. Anticipate common risks for patients with acute unstable and chronic conditions, and predict and manage potential complications.
- d. Manage and prioritize care for patients with acute unstable and chronic conditions.
- e. Assess the clinical microsystem and its impact on the nurse's ability to provide safe, quality care for patients with acute unstable and chronic conditions.

Course Outcome(s):

Integrate and evaluate a quality improvement process to improve patient care for patients with acute unstable and chronic conditions.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):

- a. Utilize and evaluate quality improvement processes, including nursing-sensitive indicators in the microsystem of care when caring for patients with acute unstable and chronic conditions.
- b. Collect information about quality improvement projects used in the care of patients with acute and chronic conditions.
- c. Identify gaps between local and national standards of practices and competencies and how they affect patient care for patients with acute and chronic conditions.
- d. Identify possible errors and ways to prevent those errors for patients with acute unstable and chronic conditions.
- e. Implement National Patient Safety Goals in the care of patients with acute unstable and chronic conditions.

Course Outcome(s):

Contribute to collaboration and teamwork with members of the interprofessional team, the patient, and the patient's support systems for patients with acute unstable and chronic conditions.

Objective(s):

- a. Communicate effectively with all members of the interprofessional healthcare team, including the patient and the patient's support network when making decisions and planning care.
- b. Communicate data collected during the patient assessment to the appropriate interprofessional healthcare team member(s).
- c. Implement selected patient safety and quality improvement concepts within the context of the interprofessional team for patients with acute unstable and chronic conditions.
- d. Select conflict resolution principles as needed for patients with acute unstable and chronic conditions.

Course Outcome(s):

Utilize information management principles, techniques, and systems, and patient care technologies that are used to communicate, manage knowledge, mitigate error, and support decision-making for patients with acute unstable and chronic conditions.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):

- a. Use various patient care technologies, information systems/technologies, and communication devices that can be used to support safe nursing practice in the care of patients with acute unstable and chronic conditions.
- b. Integrate concepts related to information technology and information systems to improve patient care outcomes and create a safe care environment for patients with acute unstable and chronic conditions.
- c. Use patient care technologies as appropriate to address the needs of patients with acute unstable and chronic conditions.

Course Outcome(s):

Demonstrate the use of leadership, management, legal, and ethical guidelines when caring for patients with acute unstable and chronic conditions.

Objective(s):

- a. Provide nursing care within the legal and ethical frameworks of nursing practice.
- b. Interpret planned patient care within the context of the American Nurses Association (ANA), Quality Safety Education for Nurses (QSEN), National League for Nurses (NLN), and National Association for Practical Nurse Education and Science (NAPNES) Standards of Practice for patients with acute unstable and chronic conditions.
- c. Demonstrate accountability for nursing care given by self and/or delegated to others as applied to the care of patients with acute unstable and chronic conditions.
- d. Integrate nursing management skills and knowledge of the rules and principles of delegation when working with other healthcare team members.
- e. Serve as a patient advocate for patients with acute unstable and chronic conditions.
- f. Review the impact of economic, political, social, and demographic forces on the delivery of health care to patients with acute unstable and chronic conditions.

Methods of Evaluation:

- a. Concept Maps
- b. Case Studies
- c. Clinical Evaluation Tool
- d. Exams
- e. Lab Skills Competency
- f. Quizzes

- g. Nursing Care Plans
- h. Teaching Plan

Course Content Outline:

- a. Gas Exchange
 - i. Iron deficiency anemia
 - ii. Pleural effusion
 - iii. Pulmonary embolism
 - iv. Chronic obstructive pulmonary disease exacerbation
 - v. Pneumothorax
 - vi. Care of the patient with chest tube
- b. Perfusion
 - i. Acute unstable heart failure
 - ii. Acute coronary syndrome
 - iii. Basic electrocardiogram interpretation
 - iv. Cardiomyopathy
- c. Cellular Regulation
 - i. Blood transfusions
 - ii. Disseminated Intravascular coagulation
 - iii. Pancytopenia
 - iv. Care of the client with cancer
- d. Inflammation
 - i. Appendicitis
 - ii. Cholecystitis
 - iii. Ulcerative Colitis
 - iv. Crohn's disease
 - v. Pancreatitis
 - vi. Hepatitis
- e. Immunity
 - i. Immunosuppression
 - ii. Hypersensitivity reaction
 - iii. Angioedema
 - iv. Anaphylaxis
- f. Glucose Regulation
 - i. Diabetic Ketoacidosis (DKA)
 - ii. Hyperosmolar Hyperglycemic Nonketotic Syndrome (HHNS)
- g. Patient Education
 - i. Discharge teaching
 - ii. Medication reconciliation
 - iii. Dietary teaching- disease-specific
- h. Fluid and Electrolytes
 - i. Acute Kidney Injury
 - ii. Care of the patient with electrolyte imbalances
- i. Communication*
 - i. Handoff report using Situation, Background, Assessment, Recommendation (SBAR)
 - ii. Therapeutic
 - iii. Nurse-patient
 - iv. Nurse-interdisciplinary team
 - v. Documentation
- j. Collaboration*
 - i. Conflict resolution
 - ii. Interprofessional collaboration
 - iii. Nurse-to-nurse collaboration
 - iv. Civility
 - v. Team dynamics
 - vi. Nurse patient family
- k. Clinical Judgement*

- i. Responding to changes in oxygenation levels
- ii. Perioperative care
- iii. Delegation and patient assignments
- I. Culture & Diversity*
 - i. Health care beliefs
 - ii. Traditions
 - iii. Customs
 - iv. Family roles
 - v. Gender roles
 - vi. Religion
 - vii. Socioeconomic
 - viii. Vulnerable populations
- m. Health Promotion*
 - i. Primary prevention - anticipatory guidance
 - ii. Secondary prevention - screenings
 - iii. Tertiary prevention
- n. Evidence*
 - i. Standards of medical care in diabetes (American Diabetes Association)
 - ii. Practice guidelines
 - iii. Qualitative research
 - iv. Quantitative research
 - v. Acute coronary syndrome (ACS) guidelines (American Heart Association)
- o. Technology and Informatics
 - i. Electronic health records
 - ii. Disease/Patient registries
 - iii. Health wellness apps
 - iv. Chronic disease management apps
 - v. Computerized management systems
 - vi. Telehealth tools
- p. Safety*
 - i. Medication administration
 - ii. Invasive procedures
 - iii. Recognition of/action on adverse effects
 - iv. Care coordination
 - v. Error reporting and analysis
 - vi. American Nurses Association (ANA)
 - vii. National League of Nursing (NLN)
 - viii. Joint Commission (JACHO)
 - ix. Occupational Safety and Health Administration (OSHA)
 - x. Quality Safety Education for Nurses (QSEN)
 - xi. National Association for Practical Nurse Education and Service (NAPNES)
 - xii. Ohio Board of Nursing (OBN)
- q. Acid/Base Balance
 - i. Recognition and nursing management of metabolic acidosis
 - ii. Recognition and nursing management of metabolic alkalosis
 - iii. Recognition and nursing management of respiratory acidosis
 - iv. Recognition and nursing management of respiratory Alkalosis

*These concepts and exemplars are taught across the curriculum.

Resources

Giddens, J.F. . *Concepts for Nursing Practice*. 3rd ed. St. Louis, Missouri: Elsevier Inc. , 2019.

Ignatavicius, D. D. & Workman, M. L. . *Medical-Surgical Nursing: Concepts for Interprofessional Collaborative Care*. 10th ed. St. Louis, Missouri: Elsevier Inc., 2021.

Elsevier. *Nursing Concepts Online for RN - Classic Version*. 3rd ed. Mosby, 2021.

Skidmore Roth. (2023) *Mosby 2023 Nursing drug reference*, St. Louis MO; Elsevier Inc.

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