NURS-2010: CONCEPTS OF NURSING CARE FOR PATIENTS WITH COMPLEX CONDITIONS

Cuyahoga Community College

Viewing: NURS-2010 : Concepts of Nursing Care for Patients with Complex Conditions

Board of Trustees:
March 2023

Academic Term:
Fall 2023

Subject Code
NURS - Nursing

Course Number:
2010

Title:
Concepts of Nursing Care for Patients with Complex Conditions

Catalog Description:
This course builds on previous courses to further refine and apply the concepts of nursing practice in the care of patients with complex conditions. Includes concept analysis and related exemplars necessary to provide care to patients with various selected complex conditions. Application of knowledge and skills occurs in the nursing laboratories, a variety of clinical settings, and includes the capstone experience.

Credit Hour(s):
6

Lecture Hour(s):
2

Lab Hour(s):
.43

Other Hour(s):
11.57

Other Hour Details:
On Campus Laboratory: 6.5 hours per semester; Clinical Laboratory: 173.5 hours per semester

Requisites

Prerequisite and Corequisite
NURS-2000 Concepts of Nursing Care for Patients with Acute Unstable and Chronic Conditions II, and departmental approval.

Outcomes

Course Outcome(s):
Integrate safe, quality, evidence-based, patient-centered nursing care in a variety of healthcare settings to diverse patients with complex 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.
Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.
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 of patients with complex conditions.
c. Evaluate a plan of care based on evidence-based practice considering individual patient needs for patients with complex conditions.
d. Integrate patient-centered care that reflects an understanding of human growth and development, pathophysiology, pharmacology, nutrition, medical management, and nursing management throughout the lifespan for patients with complex conditions.
e. Evaluate factors that create a culture of safety.
f. Construct, implement, and evaluate patient teaching plan that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations.
g. Evaluate patient outcomes to determine the effectiveness and impact of nursing care.
h. Deliver care within expected timeframe for patients with complex conditions.
i. Utilize effective communication techniques when transitioning care to another interprofessional health care team member.
j. Provide cultural awareness and sensitivity concepts when providing care to diverse patients with complex conditions.
k. 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 psychomotor skills for efficient, safe, and compassionate patient care.
m. Document all aspects of patient care for patients with complex conditions.

Course Outcome(s):

Integrate clinical judgment to make increasingly complex patient-centered care decisions for patients with complex 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 for patients with complex conditions.
b. Use clinical judgment when implementing all steps of the nursing process while integrating best available evidence in the care of patients with complex conditions.
c. Anticipate common risks for patients with acute and chronic conditions, and predict and manage potential complications for patients with complex conditions.
d. Manage and prioritize patient care for patients with complex conditions.
e. Assess the clinical microsystem and its impact on the nurse's ability to provide safe, quality care for patients with complex conditions.

Course Outcome(s):

Develop a quality improvement process to improve patient care for patients with complex 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. Recommend quality improvement processes to effectively implement patient safety initiatives and monitor performance measures, including nursing-sensitive indicators in the microsystem of care for patients with complex conditions.
b. Recommend quality improvement projects for patients with complex conditions.
c. Recommend interventions to decrease gaps between local and national standards of practices and competencies for patients with complex conditions.
d. Participate in analyzing errors and identifying system improvements for patients with complex conditions.
e. Implement National Patient Safety Goals for patients with complex conditions.

Course Outcome(s):

Participate in collaboration and teamwork with members of the interprofessional team, the patient, and the patient's support systems for patients with complex conditions.

Essential Learning Outcome Mapping:

Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

Objective(s):

a. Collaborate with all members of the healthcare team, including the patient and the patient's support network when making decisions and planning care.
b. Collaborate with the appropriate interprofessional healthcare professional to communicate data collected during patient care.
c. Evaluate patient safety and quality improvement concepts within the context of the interprofessional team for patients with complex conditions.
d. Implement conflict resolution principles as needed for patients with complex conditions.

Course Outcome(s):

Manage information management principles, techniques, and systems, and patient care technology to communicate, manage knowledge, mitigate error, and support decision-making for patients with complex conditions.

Objective(s):

a. Differentiate patient care technologies, information systems/technologies, and communication devices to support safe nursing practice for patients with complex conditions.
b. Evaluate the role of information technology and information systems in improving patient care outcomes and creating a safe care environment for patients with complex conditions.
c. Select patient care technologies as appropriate to address the needs of patients with complex conditions.

Course Outcome(s):

Assimilate leadership, management, legal, and ethical guidelines in practice as a professional nurse.

Objective(s):

a. Provide nursing care within the legal and ethical frameworks of nursing practice.
b. Analyze planned patient care within the context of the American Nurses Association (ANA), Quality, Safety, Education for Nurses (QSEN), National League for Nursing (NLN), and National Association for Practical Nurse Education and Service (NAPNES) Standards of Practice for patients with complex conditions.
c. Demonstrate accountability for nursing care given by self and/or delegated to others as applied to the care of patients with for patients with complex conditions.
d. Integrate 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 complex conditions.
f. Evaluate the impact of economic, political, social, and demographic forces on the delivery of health care.
g. Design a plan for ongoing professional development and lifelong learning.

Methods of Evaluation:
a. Case Studies
b. Concept Maps
c. Clinical Evaluation Tool
d. Exams
e. Quizzes
f. Resume, Cover letter
g. Written Teaching Plan
h. Weekly Situation, Background, Assessment, Recommendation (SBAR) written reports
i. Oral Presentation

Course Content Outline:
  a. Mobility
    i. Spinal Cord Injuries
    ii. Neuromuscular disorders
  b. Cognition
    i. Delirium
    ii. Intensive care psychosis
  c. Communication*
    i. Situation, Background, Assessment, Recommendation (SBAR)
    ii. Therapeutic
    iii. Nurse-patient
    iv. Nurse interdisciplinary team
    v. Documentation
  d. Clinical Judgement*
    i. Critical thinking
    ii. Nursing process
    iii. Detection of subtle signs of sepsis
    iv. Prioritization of care among patients
    v. Content and depth of patient discharge teaching
  e. Evidence*
    i. Practice guidelines in cerebral vascular accidents (CVA)
    ii. Practice guidelines in sepsis
  f. Professional Identity
    i. Management
    ii. Delegation
    iii. Scope of practice
  g. Safety
    i. Ohio Board of Nursing (OBN)
    ii. American Nurses Association (ANA)
    iii. National Association for Practical Nurse Education and Service (NAPNES)
    iv. National Patient Safety Goals
    v. Quality, Safety, Education for Nurses (QSEN)
    vi. Occupational Safety and Health Administration (OSHA)
    vii. Care coordination
    viii. Error reporting and analysis
    ix. Recognition of/action on adverse effects
    x. Medication administration
  h. Intracranial Regulation
    i. Traumatic brain injury (TBI)
    ii. Cerebrovascular accident (CVA)
  i. Tissue Integrity
    i. Burns
    ii. Systemic Lupus Erythematosus
  j. Infection
    i. Sepsis
    ii. Systemic Inflammatory Response Syndrome
  k. Gas Exchange
    i. Adult respiratory distress syndrome (ARDS)
    ii. Mechanical ventilation
    iii. Arterial blood gases (ABGs)
  l. Perfusion
    i. Shock
    ii. Advanced EKG interpretation
    iii. Gastrointestinal bleeding
  m. Collaboration*
    i. Conflict resolution
    ii. Interprofessional collaboration
    iii. Nurse-to-Nurse collaboration
    iv. Civility

     v. Group process
    vi. Nurse-patient-family
n. Culture and Diversity*
    i. Health care beliefs
    ii. Traditions
    iii. Customs
    iv. Family roles
    v. Gender roles
    vi. Religion
    vii. Socioeconomic
    viii. Vulnerable populations
o. Health Promotion*
    i. Primary prevention-anticipatory guidance
    ii. Secondary prevention
    iii. Tertiary Prevention
p. Technology and Informatics*
    i. Disease/patient registries
    ii. Health and wellness apps
    iii. Chronic disease management apps
    iv. Telehealth tools
    v. Computerized acuity systems
    vi. Electronic Health Records (EHR)
q. Palliative care
    i. End of life
    ii. Hospice

*These concepts and exemplars are taught across the curriculum.

Resources

Giddens, J.F. *Concepts for Nursing Practice* . 3rd. St. Louis, Missouri: Elsevier Inc. , 2021.

Rebar C.,Ignatavicius, D. D. & Workman, M. L. *Medical-Surgical Nursing Patient- Centered Collaborative Care* . 10th. St. Louis, Missouri: Elsevier Inc. , 2021.

Elsevier. *Nursing Concepts Online for RN - Classic Version*. 3rd ed. ISBN: 9780323751407. Mosby, 2021.

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

Ignatavicius D. et al. *Elsevier Adaptive quizzing for medical/surgical nursing.* 10E. St. Louis, MO: Elsevier Inc.,

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Elsevier adaptive quizzing for the NCLEX RN exam, St. Louis, MO: Elsevier Inc.

Top of page
Key: 4514