

NURS-2501: HEALTH DEVIATIONS II

Cuyahoga Community College

Viewing: NURS-2501 : Health Deviations II

Board of Trustees:

2016-05-26

Academic Term:

2016-08-22

Subject Code

NURS - Nursing

Course Number:

2501

Title:

Health Deviations II

Catalog Description:

Capstone Course. Focuses on chronic, acute and critically ill patients. Orem's theory of self-care deficits, critical thinking, and the nursing process provide the framework for delivery of nursing care to groups of patients and their families. Concepts of communication, human development, and cultural diversity are integrated throughout course material. Emphasis is placed on care required to meet self-care deficits for patients with cardiac, hematological, gastrointestinal, respiratory, neurological, skin, autoimmune, and endocrine disorders. Principles of management and delegation are applied through a nursing leadership experience.

Credit Hour(s):

8

Lecture Hour(s):

4

Lab Hour(s):

.76

Other Hour(s):

11.24

Other Hour Details:

10.7 Clinical Lab hours per week

Requisites

Prerequisite and Corequisite

NURS-2300 Specialized Health Care and departmental approval.

Outcomes

Course Outcome(s):

Practice within the ethical and legal framework of the nursing profession.

Essential Learning Outcome Mapping:

Civic Responsibility: Analyze the results of actions and inactions with the likely effects on the larger local and/or global communities.

Objective(s):

1. Synthesize previously learned and new knowledge when planning, providing and evaluating care for groups of patients and their families.
2. Show sensitivity to culturally diverse populations when caring for groups of patients and their families.
3. Provide safe, comprehensive, effective care to groups of patients and their families (multiple acutely ill patients on multiple occasions).
4. Incorporate self-regulation based on critical thinking principles when providing care to groups of patients and their families.
5. Observe principles of leadership and management by completing a management experience, and clinical quality assurance audit.
6. Explain care related to patients and their families in the critical care environment.

7. Apply the nursing process when managing care for groups of patients and their families, based on Orem's self-care deficit theory.

Course Outcome(s):

Formulate career and continuing professional development plans.

Essential Learning Outcome Mapping:

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

Objective(s):

1. Identify resources for continuing professional development.
 2. Write a professional nursing cover letter, resume and developmental plan.
 3. Observe principles of leadership and management by completing a management experience, and clinical quality assurance audit.
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Course Outcome(s):

Apply the nursing process to the managing of care for groups of individuals and families in a variety of health care settings.

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):

1. Synthesize previously learned and new knowledge when planning, providing and evaluating care for groups of patients and their families.
 2. Explain care for a selected clinical patient based on biopsychosocial and scientific principles by completing a four to five clinical care plans, including a teaching plan.
 3. Provide safe, comprehensive, effective care to groups of patients and their families (multiple acutely ill patients on multiple occasions).
 4. Incorporate self-regulation based on critical thinking principles when providing care to groups of patients and their families.
 5. Support decision-making with reasoned arguments.
 6. Explain care related to patients and their families in the critical care environment.
 7. Apply the nursing process when managing care for groups of patients and their families, based on Orem's self-care deficit theory.
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Course Outcome(s):

Evaluate evidence based practice and critical thinking when managing care for groups of individuals and families in a variety of health care settings.

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.

Information Literacy: Acquire, evaluate, and use information from credible sources in order to meet information needs for a specific research purpose.

Objective(s):

1. Synthesize previously learned and new knowledge when planning, providing and evaluating care for groups of patients and their families.
 2. Incorporate self-regulation based on critical thinking principles when providing care to groups of patients and their families.
 3. Support decision-making with reasoned arguments.
 4. Integrate biopsychosocial and scientific principles when caring for groups of patients and their families while applying theory related to: altered: tissue perfusion, intake and elimination, hormone secretion, skin integrity, immune function, sensorimotor and cognitive functions.
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Course Outcome(s):

Evaluate effective communication skills in order to establish and maintain therapeutic and professional relationships in managing care for groups of individuals and families in a variety of health care settings.

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):

1. Synthesize previously learned and new knowledge when planning, providing and evaluating care for groups of patients and their families.
2. Show sensitivity to culturally diverse populations when caring for groups of patients and their families.
3. Provide safe, comprehensive, effective care to groups of patients and their families (multiple acutely ill patients on multiple occasions).
4. Make delegation decisions based upon principles and knowledge of nursing management.
5. Explain care related to patients and their families in the critical care environment.
6. Apply the nursing process when managing care for groups of patients and their families, based on Orem's self-care deficit theory.

Course Outcome(s):

Integrate principles of human development when providing nursing care for groups of individuals and families across the age span.

Essential Learning Outcome Mapping:

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

Objective(s):

1. Synthesize previously learned and new knowledge when planning, providing and evaluating care for groups of patients and their families.
2. Incorporate self-regulation based on critical thinking principles when providing care to groups of patients and their families.
3. Support decision-making with reasoned arguments.
4. Integrate biopsychosocial and scientific principles when caring for groups of patients and their families while applying theory related to: altered: tissue perfusion, intake and elimination, hormone secretion, skin integrity, immune function, sensorimotor and cognitive functions.

Course Outcome(s):

Incorporate knowledge of cultural and socioeconomic factors in the management of nursing care for groups of individuals and families in a variety of health care settings.

Essential Learning Outcome Mapping:

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

Objective(s):

1. Synthesize previously learned and new knowledge when planning, providing and evaluating care for groups of patients and their families.
2. Show sensitivity to culturally diverse populations when caring for groups of patients and their families.
3. Incorporate self-regulation based on critical thinking principles when providing care to groups of patients and their families.
4. Support decision-making with reasoned arguments.
5. Integrate biopsychosocial and scientific principles when caring for groups of patients and their families while applying theory related to: altered: tissue perfusion, intake and elimination, hormone secretion, skin integrity, immune function, sensorimotor and cognitive functions.

Course Outcome(s):

Integrate biopsychosocial and scientific principles when providing technically competent care for groups of individuals and families in a variety of health care settings.

Essential Learning Outcome Mapping:

Information Literacy: Acquire, evaluate, and use information from credible sources in order to meet information needs for a specific research purpose.

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

Objective(s):

1. Synthesize previously learned and new knowledge when planning, providing and evaluating care for groups of patients and their families.
2. Explain care for a selected clinical patient based on biopsychosocial and scientific principles by completing a four to five clinical care plans, including a teaching plan.
3. Provide safe, comprehensive, effective care to groups of patients and their families (multiple acutely ill patients on multiple occasions).

4. Integrate biopsychosocial and scientific principles when caring for groups of patients and their families while applying theory related to: altered: tissue perfusion, intake and elimination, hormone secretion, skin integrity, immune function, sensorimotor and cognitive functions.

Course Outcome(s):

Collaborate with members of the health care team in order to manage the care of groups of individuals and families in a variety of health care settings.

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):

1. Synthesize previously learned and new knowledge when planning, providing and evaluating care for groups of patients and their families.
2. Provide safe, comprehensive, effective care to groups of patients and their families (multiple acutely ill patients on multiple occasions).
3. Incorporate self-regulation based on critical thinking principles when providing care to groups of patients and their families.
4. Support decision-making with reasoned arguments.
5. Observe principles of leadership and management by completing a management experience, and clinical quality assurance audit.
6. Explain care related to patients and their families in the critical care environment.
7. Apply the nursing process when managing care for groups of patients and their families, based on Orem's self-care deficit theory.

Course Outcome(s):

Delegate activities to manage the care of groups of individuals and families in a variety of health care settings.

Objective(s):

1. Provide safe, comprehensive, effective care to groups of patients and their families (multiple acutely ill patients on multiple occasions).
2. Incorporate self-regulation based on critical thinking principles when providing care to groups of patients and their families.
3. Support decision-making with reasoned arguments.
4. Observe principles of leadership and management by completing a management experience, and clinical quality assurance audit.
5. Make delegation decisions based upon principles and knowledge of nursing management.

Methods of Evaluation:

1. Written examinations testing application of nursing knowledge and a mathematics competency examination, based upon clinical nursing problems.
2. Laboratory evaluations of clinical skills
3. Written clinical performance evaluation.
4. Written and oral assignments
 - a. Nursing care plans
 - b. Patient teaching plan
 - c. Patient-care case studies related to course content
5. Participation in class, clinical, and laboratory
6. Resume, cover letter, and developmental plan
7. Leadership/management experience - QA clinical audit

Course Content Outline:

1. Prevention of hazards/promotion of safety
 - a. Standards of care for patients in a critical care area
 - i. environment
 1. physical
 2. psychological
 - ii. assessment: health history
 1. cultural
 2. developmental
 3. physical
 4. psychosocial
 - iii. interventions for critically ill patients and their families

1. physical - totally comprehensive care
 - a. respiratory
 - b. cardiac
 - c. gastrointestinal
 - d. neurological
 - e. hematologic
 - f. endocrine
 - g. skin/immune
2. psychosocial - supportive educative care
 - a. physiologic
 - b. social
 - c. cultural
 - d. spiritual
- iv. ethical issues for patients in a critical care area
- v. legal issues for patients in a critical care area
- b. Nursing management of patients with alterations in cognitive and sensorimotor functions
 - i. assessment of patients with alterations in cognitive, and sensorimotor functions
 1. pathophysiology
 - a. physical assessment
 - b. diagnostic tests
 2. developmental changes
 3. risk factors and prevention
 - ii. analysis of data
 - iii. management of patients with alterations in cognitive and sensorimotor functions
 1. conditions
 - a. cranial nerve disorders: Bell's palsy, trigeminal neuralgia
 - b. disorders of the peripheral nervous system: Guillain Barré syndrome
 - c. central nervous system disorders: brain and spinal cord tumors, head and spinal injuries, brain infections or inflammation
 - d. neuromuscular disorders: multiple sclerosis, amyotrophic lateral sclerosis, headaches, myasthenia gravis
 2. dysfunctional states: unconscious patients, increased intracranial pressure
 3. treatment modalities
 - a. medical
 - b. surgical
 - iv. nursing interventions and evaluation of care based upon critical thinking strategies
 1. wholly compensatory care to meet patients' self-care deficits
 2. collaboration with the multidisciplinary team
 3. delegation of care, based upon principles of nursing management
 4. supportive-educative care for patients and their families
 - a. cultural sensitivity
 - b. developmental aspects of care
 - c. psychosocial aspects of care
 - d. therapeutic communication
 - e. teaching strategies
2. Maintenance of sufficient intake of air
 - a. Nursing management of patients with alterations in gas exchange
 - i. assessment of patients with alterations in gas exchange
 1. pathophysiology
 - a. physical assessment
 - b. diagnostic tests
 2. developmental changes
 3. risk factors and prevention
 - ii. analysis of data
 - iii. management of patients with alterations in gas exchange
 1. conditions
 - a. upper respiratory: cancer of larynx
 - b. lower respiratory: adult respiratory distress syndrome, chest trauma, pleural effusion, empyema, lung abscess, cancer of lungs, pulmonary hypertension
 2. treatment modalities

- a. medical
 - b. surgical
- iv. nursing interventions and evaluation of care based upon critical thinking strategies
 1. wholly compensatory care to meet patients" self-care deficits
 2. collaboration with the multidisciplinary team
 3. delegation of care, based upon principles of nursing management
 4. supportive-educative care for patients and their families
 - a. cultural sensitivity
 - b. developmental aspects of care
 - c. psychosocial aspects of care
 - d. therapeutic communication
 - e. teaching strategies
- b. Nursing management of patients with alteration in blood components
 - i. assessment of patients with alterations in blood components
 1. pathophysiology
 - a. physical assessment
 - b. diagnostic tests
 2. developmental changes
 3. risk factors and prevention
 - ii. analysis of data
 - iii. management of patients with alternations in blood components
 1. conditions
 - a. anemias:
 - i. hypoproliferative: B-12/pernicious, aplastic, blood loss, chronic disease-related, acquired
 - ii. hemolytic: acquired, G-6 PD
 - b. hemorrhagic: thrombocytopenia, disseminated intravascular coagulation
 - c. cell proliferation: polycythemia, multiple myeloma, leukemias, lymphomas
 2. treatment modalities
 - a. medical
 - b. surgical
 - iv. nursing interventions and evaluation of care based upon critical thinking strategies
 1. wholly compensatory care to meet patients" self-care deficits
 2. collaboration with the multidisciplinary team
 3. delegation of care, based upon principles of nursing management
 4. supportive-educative care for patients and their families
 - a. cultural sensitivity
 - b. developmental aspects of care
 - c. psychosocial aspects of care
 - d. therapeutic communication
 - e. teaching strategies
- c. Nursing management of patients with alterations in tissue perfusion
 - i. assessment of patients with alterations in tissue perfusion
 1. pathophysiology
 - a. physical assessment
 - b. diagnostic tests
 2. developmental changes
 3. risk factors and prevention
 - ii. analysis of data
 - iii. management of patients with alteration in tissue perfusion
 1. conditions
 - a. reduced coronary blood supply: coronary artery disease, acute coronary syndromes
 - b. reduced cardiac output: acute congestive heart failure, pulmonary edema
 - c. reduced myocardial contractility: cardiac myopathy
 - d. infectious heart disease
 - e. valvular heart disease
 - f. altered conduction: dysrhythmias
 - g. altered peripheral perfusion: arterial, venous, lymphatic
 2. treatment modalities

- a. medical
 - b. surgical
- iv. nursing interventions and evaluation of care based upon critical thinking strategies
 - 1. wholly compensatory care to meet patients' self-care deficits
 - 2. collaboration with the multidisciplinary team
 - 3. delegation of care, based upon principles of nursing management
 - 4. supportive-educative care for patients and their families
 - a. cultural sensitivity
 - b. developmental aspects of care
 - c. psychosocial aspects of care
 - d. therapeutic communication
 - e. teaching strategies
- 3. Nursing management of patients with alterations of food, water, and elimination
 - a. Nursing management of patients with alterations in hormone secretion & regulatory systems
 - i. assessment of patients with alterations in hormone secretion
 - 1. pathophysiology
 - a. physical assessment
 - b. diagnostic tests
 - 2. developmental changes
 - 3. risk factors and prevention
 - ii. analysis of data
 - iii. management of patients with alterations in hormone secretion
 - 1. conditions
 - a. thyroid: hyper/hypothyroidism
 - b. parathyroid: hyper/hypothyroidism
 - c. adrenals
 - i. cortex: Addison's, Cushing's, and hyperaldosteronism
 - ii. medulla: pheochromocytoma
 - d. pituitary
 - i. anterior
 - ii. posterior
 - 2. treatment modalities
 - a. medical
 - b. surgical
 - iv. nursing interventions and evaluation of care based upon critical thinking strategies
 - 1. wholly compensatory care to meet patients' self-care deficits
 - 2. collaboration with the multidisciplinary team
 - 3. delegation of care, based upon principles of nursing management
 - 4. supportive-educative care for patients and their families
 - a. cultural sensitivity
 - b. developmental aspects of care
 - c. psychosocial aspects of care
 - d. therapeutic communication
 - e. teaching strategies
- b. Nursing management of patients with alterations in skin integrity
 - i. assessment of patients with alterations in skin integrity
 - 1. pathophysiology
 - a. physical assessment
 - b. diagnostic tests
 - 2. developmental changes
 - 3. risk factors and prevention
 - ii. analysis of data
 - iii. management of patients with alterations in skin integrity
 - 1. skin cancers
 - 2. burn care
 - iv. nursing interventions and evaluation of care based upon critical thinking strategies
 - 1. wholly compensatory care to meet patients' self-care deficits
 - 2. collaboration with the multidisciplinary team
 - 3. delegation of care, based upon principles of nursing management
 - 4. supportive-educative care for patients and their families

- a. cultural sensitivity
 - b. developmental aspects of care
 - c. psychosocial aspects of care
 - d. therapeutic communication
 - e. teaching strategies
- c. Nursing management of patients with autoimmune disorders
- i. assessment
 - 1. pathophysiology
 - a. physical assessment
 - b. diagnostic tests
 - 2. developmental changes
 - 3. risk factors and prevention
 - ii. analysis of data
 - iii. management of patients with autoimmune disorders
 - 1. conditions
 - a. lupus erythematosus
 - b. systemic sclerosis (scleroderma)
 - c. psoriasis
 - 2. treatment modalities
 - a. medical
 - b. surgical
 - iv. nursing interventions and evaluation of care based upon critical thinking strategies
 - 1. wholly comprehensive care to meet patients' self-care deficits
 - 2. collaboration with the multidisciplinary team
 - 3. delegation of care, based upon principles of nursing management
 - 4. supportive-educative care for patients and their families
 - a. cultural sensitivity
 - b. developmental changes
 - c. psychosocial aspects of care
 - d. therapeutic communication
 - e. teaching strategies
- d. Nursing management of patients with altered intake and elimination disorders
- i. assessment
 - 1. pathophysiology
 - a. physical assessment
 - b. diagnostic tests
 - 2. developmental changes
 - 3. risk factors and prevention
 - ii. analysis of data
 - iii. management of patients with altered intake and elimination
 - 1. conditions
 - a. esophageal disorders: gastroesophageal reflux disease, hiatal hernia, esophageal cancer
 - b. gastric disorders: gastritis, peptic ulcer disease, gastric cancer
 - c. infections/inflammatory disorders: appendicitis, pancreatitis, diverticulosis/diverticulitis, hepatitis, liver cirrhosis, irritable bowel syndrome, peritonitis, acute abdomen, inflammatory bowel disease, short bowel syndrome
 - d. biliary disorders
 - e. elimination/absorption disorders: obstruction, polyps, colorectal cancer, hernias, malabsorption syndrome
 - 2. treatment modalities
 - a. medical
 - b. surgical
 - iv. nursing interventions and evaluation of care based upon critical thinking strategies
 - 1. wholly compensatory care
 - 2. collaboration with the multidisciplinary team
 - 3. delegation of care, based upon principles of nursing management
 - 4. supportive-educative care for patients and their families
 - a. cultural sensitivity
 - b. developmental aspects of care
 - c. psychosocial aspects of care

- d. therapeutic communication
 - e. teaching strategies
4. Professional Development
- a. career planning: job search, cover letter, resume
 - b. opportunities in nursing: entry-level opportunities, identification of future goals.
 - c. professional issues: chemical dependency, bullying, quality assurance/improvement.

Resources

Pagana, K. Pagana, T. (2014) *Manual of diagnostic and laboratory tests*, Philadelphia: Mosby/Elsevier.

Kee, J. Hayes, E. (2015) *Pharmacology: A nursing process approach*, Philadelphia: W. B. Saunders.

Kee, J.L. Marshall, S.M. (2013) *Clinical calculations: With applications to general and specialty areas*, W.B. Saunders Co.

Thomas, C. (ed.). (2013) *Taber's encyclopedic medical dictionary*, E.A. Davis.

Ignatavicius, D. D. Workman, M. L. (2014) *Medical-Surgical Nursing: Patient-Centered Collaborative Care*, St. Louis; Elsevier.

Perry, A. G. Potter, P. A. (2014) *Clinical nursing skills techniques*, St. Louis; Elsevier.

Perry, A. G. Potter, P. A. (2013) *Fundamentals of Nursing*, St. Louis; Elsevier.

Resources Other

1. <http://instruct.tri-c.edu/dcarett/default.htm> - NURS-2501 course WEB site.

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