

ILLINOIS VALLEY COMMUNITY COLLEGE



COURSE OUTLINE

DIVISION: Nursing Division

COURSE: NUR 2212 – HOLISTIC NURSING IV

Date: Spring 2018

Credit Hours: 5.0

Prerequisite(s): NUR 1201, NUR 1202, NUR 1210, NUR 1211, NUR 2200, NUR 2201, NUR 2202, BIO 1007, BIO 1008, BIO 1009, ALH 1000, ALH 1002, PSY 1000, SOC 1000, ENG 1001. Concurrent enrollment in or completion of ENG 1002 and NUR 2210

Delivery Method: **Lecture** **3 Contact Hours (1 contact = 1 credit hour)**
 Seminar **0.5 Contact Hours (1 contact = 1 credit hour)**
 Lab **0 Contact Hours (2 contact = 1 credit hour)**
 Clinical **1.5 Contact Hours (3 contact = 1 credit hour)**
 Online
 Blended

Offered: **Fall** **Spring** **Summer**

IAI Equivalent – **Only for Transfer Courses**–go to <http://www.itransfer.org>.

CATALOG DESCRIPTION:

The focus of this module is the nursing care of individuals throughout the life cycle with needs related to the cardiac, respiratory, vascular, and renal systems. The student is provided the opportunity to utilize critical thinking, the nursing process, nursing skills, theoretical knowledge, and management skills in various health care settings. Lecture, three hours per week: Clinical, six hours per week, including clinical conferences and discussion of related topics.

GENERAL EDUCATION GOALS ADDRESSED

[See the last page of this form for more information.]

Upon completion of the course, the student will be able:

[Choose those goals that apply to this course.]

- To apply analytical and problem solving skills to personal, social and professional issues and situations.
- To communicate orally and in writing, socially and interpersonally.
- To develop an awareness of the contributions made to civilization by the diverse cultures of the world.
- To understand and use contemporary technology effectively and to understand its impact on the individual and society.
- To work and study effectively both individually and in collaboration with others.
- To understand what it means to act ethically and responsibly as an individual in one's career and as a member of society.
- To develop and maintain a healthy lifestyle physically, mentally, and spiritually.
- To appreciate the ongoing values of learning, self-improvement, and career planning.

EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

[Outcomes related to course specific goals.]

Upon completion of the course, the student will be able to:

Outcome 1: Use the nursing process as a framework to critique formulated plans of care and revise as appropriate.

- Competency 1.1 Demonstrate appropriate techniques used in the physical assessment of the cardio-vascular, pulmonary, and renal systems.
- Competency 1.2 Identify assessment data which indicates complications or progression of conditions including (but not limited to) myocardial infarctions, congestive heart failure, chronic obstructive pulmonary disease, respiratory failure, and renal failure.
- Competency 1.3 Utilize critical thinking and clinical reasoning to develop, implement, and evaluate client care.
- Competency 1.4 Analyze nursing assessments, formulate nursing diagnoses, develop goals, implement interventions, and evaluate outcomes of clients with various cardiovascular, pulmonary, and renal problems.
- Competency 1.5 Follow institutional policies in the clinical setting.
- Competency 1.6 Practice within the legal framework of the Nurse Practice Act and standards of professional organizations.
- Competency 1.7 Debate ethical issues relating to patients with chronic debilitating diseases such as chronic obstructive pulmonary disease, cardiomyopathy, congestive heart failure, and renal failure.
- Competency 1.8 Incorporate evidenced-based practice into clinical practice.

Outcome 2: Select the most effective communication techniques with the client, their aggregates, and health care team members to meet the needs of the client(s) with complex health problems.

- Competency 2.1 Utilize therapeutic communication techniques to establish and maintain therapeutic relationships with clients and their aggregates giving consideration to sociocultural differences.
- Competency 2.2 Collaborate with other health care team members in meeting the needs of clients and their aggregates.
- Competency 2.3 Document all patient information sequentially, legally, concisely and accurately.
- Competency 2.4 Utilize nursing informatics in seeking knowledge to assist with the formulation of clinical judgment and the delivery of safe, comprehensive client care.

Outcome 3: Evaluate knowledge of biopsychosocial adaptation of clients with complex health problems to develop a plan for promotion, maintenance, and restoration of health across the lifespan.

- Competency 3.1 Utilize critical thinking and clinical reasoning to develop, implement, and evaluate care of a client with a chest tube drainage system
- Competency 3.2 Analyze arterial blood gas values in relation to respiratory function.
- Competency 3.3 Interpret electrocardiographic patterns, correlate with client symptoms, and identify appropriate treatment modalities of common dysrhythmias.
- Competency 3.4 Incorporate the pathophysiology of disease processes with the clients' assessment data; formulate and implement an appropriate safe plan of care.
- Competency 3.5 Utilize the nursing process, legal/ethical guidelines, and evidenced based practice to formulate, implement, and evaluate a plan of care for clients of various ages with compromised health dealing with the cardiovascular, pulmonary, or renal systems.
- Competency 3.6 Compare the mechanisms of action, use, normal doses, side-effects, and nursing considerations for medications used to treat clients with cardiovascular, pulmonary, and/or renal problems.
- Competency 3.7 Compare and contrast the role of the nurse in promoting and maintaining wellness, preventing illness, restoring health, and facilitating coping in clients across the lifespan.

Outcome 4: Coordinates safe client care practices and incorporates quality improvement measures to improve client care outcomes.

- Competency 4.1 Value the use of data to improve quality and safety of client care outcomes.
- Competency 4.2 Demonstrate safe client care practices in diverse settings.

Outcome 5: Integrate principles of management and leadership through coordination, collaboration, delegation, and supervision of health care team members in the planning and provision of nursing care.

- Competency 5.1 Implement the nursing process to establish priorities for organizing nursing care among clients and their aggregates.
- Competency 5.2 Demonstrate accountability for quality outcomes of client care.
- Competency 5.3 Coordinate, collaborate, delegate, and supervise members of the health care team.
- Competency 5.4 Implement appropriate nursing management for clients with cardiovascular, pulmonary, and/or renal problems.

Outcome 6: Collaborate with community resources to meet the needs of clients with health care issues.

- Competency 6.1 Identify local and national support services available for clients and their aggregates.

- Competency 6.2 Integrate understanding of how diversity in clients affects their health care needs.
- Competency 6.3 Recognize the impact of socio-cultural and economic factors in the clients' utilization of health care resources.
- Competency 6.4 Implement safe client centered care with respect for the diversity of all individuals.

Outcome 7: Exhibits professional qualities that are expected of a nurse.

- Competency 7.1 Deliver quality client centered care in a safe, conscientious, and knowledgeable manner.
- Competency 7.2 Conduct personal and professional life with integrity.
- Competency 7.3 Demonstrate accountability to clients and professional peers.
- Competency 7.4 Value characteristics of life-long learning.

MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS

[For each of the goals selected above, indicate which outcomes align with the goal.]

Goals	Outcomes
First Goal	
To apply analytical and problem-solving skills to personal, social and professional issues and situations.	Use the nursing process as a framework to critique formulated plans of care and revise as appropriate.

COURSE TOPICS AND CONTENT REQUIREMENTS:

Unit I Alterations in Respiratory Function

- A. Respiratory Assessment and Diagnostics
- B. Lower Respiratory Problems
 1. Review oxygen therapy on own
 2. Tuberculosis
 3. Fungal Infections/Lung Abscess
 4. Chest Trauma/Injuries
 5. Lung Surgery
 6. Pulmonary Emboli
 7. Chest Tube Drainage System

Unit II Alterations in Respiratory Function

- A. Obstruction Lung Disease
 1. Asthma
 2. Emphysema
 3. Chronic Bronchitis
 4. Bronchiectasis
 5. Cystic Fibrosis
- B. Respiratory Failure
 1. Acute & Chronic Respiratory Failure
 2. Adult Respiratory Distress Syndrome (ARDS)
 3. Endotracheal Intubation/Mechanical Ventilation
- C. Arterial Blood Gases

Unit III Alterations in Vascular Function

- A. Vascular Assessment and Diagnostics
- B. Arteriosclerosis/Atherosclerosis

- C. Coronary Artery Disease
- D. Hypertension
- E. Aortic Disorders
 - 1. Aneurysm
 - 2. Dissection
- D. Arterial Occlusive Disorders
 - 1. Acute vs. Chronic (Atherosclerosis/Hyperlipidemia)
 - 2. Thromboangiitis Obliterans (Buerger's Disease)
 - 3. Raynaud's Disease
- E. Disorders of the Veins
 - 1. Venous Thromboembolism (VTE)
 - 2. Venous Insufficiency
- F. 3. Pulmonary Emboli

Unit IV Alterations in Cardiac Function

- A. Cardiac Assessment and Diagnostics
- B. Angina
- C. Myocardial Infarction (MI)
- D. Cardiogenic Shock
- F. Cardiac Dysrhythmias (only the following: NI Sinus Rhythm, S. Arrhythmia, S. Bradycardia, S. Tachycardia, Atrial Fibrillation, Premature Ventricular Contractions, Ventricular Tachycardia, Ventricular Fibrillation, Asystole).
- G. Pacemaker/Defibrillation/Cardioversion

Unit V Alterations in Cardiac Function

- A. Congestive Heart Failure (CHF)
- B. Cardiomyopathy
- C. Valvular Heart Disease
- D. Inflammatory & Infectious Heart Problems
 - 1. Rheumatic Fever/Heart Disease
 - 2. Pericarditis
 - 3. Myocarditis
 - 4. Endocarditis
 - 5. Kawasaki Disease
- E. Congenital Heart Defects
 - 1. Cyanotic Heart Conditions
 - 2. Acyanotic Heart Conditions

Unit VI Alterations in Renal Function

- A. Renal Assessment and Diagnostics
- B. Nephrotic Syndrome
- C. Acute Glomerulonephritis
- D. Renal Failure: Acute vs. Chronic
 - 1. Dialysis
 - 2. Transplant
- G. Congenital Problems

INSTRUCTIONAL METHODS:

Lecture
Discussion
Assigned Readings
Computer Aided Instruction - EAQ case studies and questions
Demonstrations

Clinical Laboratory Practice and Evaluation
Clinical Reasoning Assignment
Simulation
Audio-Visual Aids - videos
Case Studies

INSTRUCTIONAL MATERIALS:

Required Textbooks:

Nursing Med/Surg Fall Custom Package (includes the following texts)

- Harding, Snyder, & Preusser (2016). *Winningham's Critical Thinking Cases in Nursing*, 6th edition. Elsevier.
- Lewis, Bucher, Heitkemper, & Harding (2017). *Clinical companion for Medical-Surgical Nursing*, 10th edition. Elsevier.
- Lewis, S.L., Bucher, L., Heitkemper, M.M., & Harding, M.M., (2017). *Medical Surgical Nursing*, (10th ed). St. Louis, Mo: Elsevier.
- Lewis, S.L., Bucher, L., Heitkemper, M.M., & Harding, M.M., (2017). *Medical Surgical Nursing with Adaptive Quizzing*, (10th ed). St. Louis, Mo: Elsevier.

Additional purchase required.

- Class notes/Handouts available for purchase in the bookstore based on section and lecture instructor for Med/Surg Nursing.

Additional Required Texts from 1st year.

- Ackley, B.J., & Ludwig, G.B., (2017). *Nursing Diagnosis Handbook*, (11th ed.) St. Louis: Mosby.
- Hockenberry, M.J., & Wilson, D. (2014). *Wong's Essentials of Pediatric Nursing* (8th ed). St. Louis, Mo: Elsevier-Saunders.
- LaCharity, L., Kumagai, C.K. & Bartz, B. (2014) *Prioritization, Delegation, and Assignment*, (3rd ed). Elsevier-Mosby.
- Lilley, L.L., Collins, S., & Snyder, J.S. (2017) *Pharmacology and the Nursing Process* (8th ed). St. Louis, Mo: Elsevier-Mosby.
- Pagana, K.D. & Pagana, T.J. (2014). *Manual of Diagnostic and Laboratory Tests*, (4th ed.). St. Louis: Mosby.
- Rischer, K. (2015). *Think Like a Nurse, Practical Preparation for Professional Practice*, (2nd ed) Minnesota: Keith RN.
- Silvestri/HESI/Saunders Online Review for NCLEX-RN Exam (2Yr.) ACC code
- VanMeter, K.C. & Hubert, R. (2014). *Gould's Pathophysiology for the Health Professionals*, (5th ed) St. Louis, Mo: Saunders.
- VanLeeuwen/Davis' Comprehensive Handbook for Lab and Diagnostic Tests
- Wilson, S.F. & Giddens, J.F. (2013). *Health Assessment for Nursing Practice*, (5th ed.) St. Louis: Mosby.
- Wilson/Pearson Nurses' Drug Guide (2017).

Additional Resources From 1st year.

- Evolve RN Case Studies
- Mosby's Nursing Skills Videos
- NCLEX Review Book/Online Review
- Recent Drug Guide
- Recent Nutrition Book

****All of these texts will be required for you to be successful in all of your second year classes. If you have an edition that is older, please consult with your instructor.

STUDENT REQUIREMENTS AND METHODS OF EVALUATION: The student must meet the criteria outlined in the Nursing Student Handbook and the objectives of the course outlined in the Course Outline, Syllabus, and the Study Guide.

Grading Policies:

The student must attain the following:

- 80% average on theory exams (No rounding; solid 80% required to pass.)
- PASSING (satisfactory) grade on all assigned written work and/or projects (Ex: case studies, assigned clinical papers).
- Passing (satisfactory) evaluation of clinical performance
- Passing grade (100%) on Math Quiz as outlined in the Nursing Handbook

A failure to attain any one of the above criteria will result in failure of the course. Evidence of unsafe, ineffective, unethical, or unreliable nursing care will result in failure of the course regardless of exam scores or written assignments.

A completed, up-to-date portfolio must be presented to your clinical instructor at the time of clinical evaluations. Failure to do so will result in an "Incomplete" for the course. See the Nursing Handbook for portfolio guidelines.

Grading Scale:

Final grade will be a percentage of the total points earned on theory exams. This is not an average of the percentages of each exam.

The sum of the number of questions correct on exams. = % of grade (Final Grade)
The sum of the number of total questions on theory exams

The grading scale is in accordance with the Nursing Handbook:

- 93-100 = A
- 86-92 = B
- 80-85 = C (Student must attain a solid 80% to earn a C in the course with no rounding.)
- 70-79 = D
- Below 70 = F

OTHER REFERENCES

Recommended Textbooks:

A Nursing care plan book.

Anderson, D. M. Mosby's Medical and Nursing Dictionary, C.V. Mosby, St. Louis, 8th ed., 2009.

Venes, D. Taber's Cyclopedia Medical Dictionary, F.A. Davis, 21st ed, 2009

Course Competency/Assessment Methods Matrix

(Dept/# Course Name)	Assessment Options																															
<p>For each competency/outcome place an "X" below the method of assessment to be used.</p>	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Clinical Paper Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment
<p>Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.</p>	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D							
<p>1. Use the nursing process as a framework to critique formulated plans of care and revise as appropriate.</p>			X	X	X									X					X				X	X	X	X	X	X	X			
<p>1.1 Demonstrate appropriate techniques used in the physical assessment of the cardio-vascular, pulmonary, and renal systems.</p>		X	X	X				X						X					X				X	X	X	X	X	X	X			
<p>1.2 Identify assessment data which indicates complications or progression of conditions including (but not limited to) myocardial infarctions, congestive heart failure, chronic obstructive pulmonary disease, respiratory failure, and renal failure.</p>		X	X	X				X						X					X				X	X	X	X	X	X	X			

1.3 Utilize critical thinking and clinical reasoning to develop, implement, and evaluate client care			X	X	X						X										X	X	X	X	X	X	X						
1.4 Analyze nursing assessments, formulate nursing diagnoses, develop goals, implement interventions, and evaluate outcomes of clients with various cardiovascular, pulmonary, and renal problems.			X	X	X						X										X	X	X	X	X	X	X						
1.5 Follow institutional policies in the clinical setting.				X	X						X										X	X	X	X	X	X	X						
1.6 Practice within the legal framework of the Nurse Practice Act and standards of professional organizations.				X	X						X										X	X	X	X	X	X	X						
1.7 Debate ethical issues relating to patients with chronic debilitating diseases such as chronic obstructive pulmonary disease, cardiomyopathy, congestive heart failure, and renal failure.											X																						
1.8 Incorporate evidenced-based practice into clinical practice.			X	X	X						X										X	X	X	X	X	X	X						
2. Select the most effective communication techniques with the client, their aggregates, and health care team members to meet the needs of the client(s) with complex health problems.			X	X	X						X										X	X	X	X	X	X	X						
2.1 Utilize therapeutic communication techniques to establish and maintain therapeutic relationships with clients and their aggregates giving consideration to sociocultural differences.			X	X	X						X										X	X	X	X	X	X	X						

2.2 Collaborate with other health care team members in meeting the needs of clients and their aggregates.			X	X	X					X								X	X	X	X	X	X	X			
2.3 Document all patient information sequentially, legally, concisely and accurately.				X	X					X								X	X	X	X	X	X	X			
2.4 Utilize nursing informatics in seeking knowledge to assist with the formulation of clinical judgment and the delivery of safe, comprehensive client care.				X	X					X								X	X	X	X	X	X	X			
3. Evaluate knowledge of biopsychosocial adaptation of clients with complex health problems to develop a plan for promotion, maintenance, and restoration of health across the lifespan.			X	X	X					X								X	X	X	X	X	X	X			
3.1 Utilize critical thinking and clinical reasoning to develop, implement, and evaluate care of a client with a chest tube drainage system.			X	X	X					X								X	X	X	X	X	X	X			
3.2 Analyze arterial blood gas values in relation to respiratory function.			X	X	X					X								X	X	X	X	X	X	X			
3.3 Interpret electrocardiographic patterns, correlate with client symptoms, and identify appropriate treatment modalities of common dysrhythmias.			X	X	X					X								X	X	X	X	X	X	X			
3.4 Incorporate the pathophysiology of disease processes with the clients' assessment data; formulate and implement an appropriate safe plan of care.			X	X	X					X								X	X	X	X	X	X	X			

7.3 Demonstrate accountability to clients and professional peers.				X	X				X						X					X	X	X	X	X	X	X					
7.4 Value characteristics of life-long learning.				X	X				X						X					X	X	X	X	X	X	X	X	X			