

**Maui Community College
Course Outline**

1. Alpha NURS Number 360
- Course Title Health & Illness III
- Credits 9 credits
- Department Allied Health Author Doris Casey, Rosemary Perreira, Carol Petith-Zbiack
- Date of Outline 9/20/08 Effective Date: Fall 2012 5-year Review Date: Fall 2017

2. Course Description: Builds on Health & Illness I & II, focusing on more complex and/or unstable client care situations some of which require strong recognition skills, and rapid decision-making. The evidence base supporting appropriate focused assessment and effective, efficient nursing intervention is explored. Life span and developmental factors, cultural variables, and legal aspects of care frame the ethical decision-making employed in client choices for treatment or palliative care within the acute care, psychiatric and home health settings. Case scenarios incorporate prioritizing care needs, delegation and supervision, family & client teaching for discharge planning, home health care and/or end of life care.

Cross-list

Contact Hours/Type 3 lecture/18lab

3. Pre-requisites Health and Illness II with C or better

Pre-requisite may be waived by consent yes no

Co-requisites

Recommended Preparation

4. Function/Designation AA Category Additional Category
- AS Program Category List Additional Programs and Category:
- AAS Program Category List Additional Programs and Category:
- BAS Category Developmental/Remedial Other: Explain:

See Curriculum Action Request (CAR) form for the college-wide general education and/or program SLOS this course supports.

This course outline is standardized and/or a result of a system-wide agreement.

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Responsible committee: Statewide Nursing

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5. Student Learning Outcomes (SLOs): List one to four inclusive SLOs.

For assessment, link these to #7. Recommended Course Content, and #9. Recommended Course Requirements & Evaluation. Use roman numerals (I., II. III.) to designate SLOs

On successful completion of this course, students will be able to:

- I. Analyze ethical and legal concerns that are experienced by clients, families, and nurses associated with acute and chronic client care including the dying process.
- II. Propose adjustments to plan of care after reflecting on clients' level of comfort and ability to manage symptoms and symptom of distress.
- III. Incorporate evidence based interventions in providing care to groups of clients.
- IV. Use management principles, strategies, and tools in caring for a group of clients in clinical settings
- V. Collaborate with members of the health care team to plan individualized plans of care to meet the needs of groups of clients.
- VI. Assist clients to obtain available health resources within the community to expand treatment options.
- VII. Advocate for the delivery of client centered care.
- VIII. Demonstrate sensitivity and responsiveness in interactions with clients.
- IX. Demonstrate clinical judgment in the delivery of safe care to clients across a wide range of settings.

6. Competencies/Concepts/Issues/Skills

For assessment, link these to #7. Recommended Course Content, and #9. Recommended Course Requirements & Evaluation. Use lower case letters (a., b., c...n.)to designate competencies/skills/issues

On successful completion of this course, students will be able to:

- I. Analyze ethical and legal concerns that are experienced by clients, families, and nurses associated with acute and chronic client care including the dying process.
 - a. Legal issues in working with mentally ill individuals: client rights, commitment laws, and duty to warn
 - b. Ethical / legal issues for end of life care, organ donation, unexpected death
 - c. Ethical & legal issues in critical care
 - d. Individual and family response to the critical care experience
 - e. Code of Ethics for nurses
 - f. Scope & Standards of Nursing Practice
 - g. Cultural awareness and cultural sensitivity
 - h. Healthy People 2010 goals into practice.
 - i. Evidence-based assessment and demonstrate competent performance of nursing skills and roles including: use of the nursing process, prioritization, admission, treatments and discharge of clients, delegation, standards of care, utilization of resources, client education, documentation, report, medication calculations.
 - j. Health care systems issues by competent performance managing multiple clients, participating as a team member, a team leader, and an interdisciplinary care team member; demonstration of professionalism.
 - k. Clinical judgment/critical thinking: delivery of care of clients, maintaining safety, recognition of potential and actual client complications, implementation of measures of prevention
 - l. Comprehensive understanding of complex clients

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- m. Therapeutic communication including communication with distraught family members, difficult, or violent clients
 - n. Differential diagnosis utilizing signs and symptoms of psychiatric illnesses
- II. Propose adjustments to plan of care after reflecting on clients' level of comfort and ability to manage symptoms and symptom of distress.
- a. Pharmacological & non pharmacological methods
 - b. Pain & discomfort
 - c. Airway management
 - d. Treatment of clients with various psychiatric disorders, substance abuse disorders, emergency, cardiovascular complications, trauma, and end of life conditions
- III. Incorporate evidence based interventions in providing care to groups of clients.
- a. Differential diagnosis of the client's signs and symptoms
 - b. Cardiovascular functioning (dysrhythmia)
 - c. Treatment of clients with hypoxia
 - d. Complications of the renal & gastrointestinal systems
 - e. Treatment of clients with psychotic, mood, anxiety, and substance abuse disorders
- IV. Use management principles, strategies, and tools in caring for a group of clients in clinical settings
- a. Activity and Rest
 - 1.1 Concepts in ICU
 - 1.2 Review of turning, skin care, position, technical innovations to promote
 - b. Circulation
 - 1.1 Fluid & electrolyte balance
 - 1.2 Acid base balance
 - 1.3 Arrhythmia's and treatments
 - 1.4 Shock/Trauma treatment
 - c. Ego Integrity
 - 1.1 Anger/ violence
 - 1.2 Depression, delirium, dementia, psychoses
 - 1.3 Mental health/psychiatric emotional crisis situations
 - 1.4 Psychopharmaceuticals in the treatment of mental disorders
 - 1.5 End of Life
 - 1.6 Addictions—prevention of/recognition of substance abuse
 - d. Elimination needs
 - 1.1 Shock: complications with acute renal failure
 - 1.2 Bowel obstruction: treatment and complication
 - 1.3 Urinary obstruction, benign prostatic hypertrophy
 - e. Food & Digestion
 - 1.1 Nutrition for acute & complex clients
 - 1.2 Hygiene associated with digestion
 - 1.3 Enteral & parenteral nutrition
 - f. Neurosensory
 - 1.1 Glasgow coma scale
 - 1.2 CVA-hemorrhagic tx (changes seen with increasing intracranial pressure)

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- g. Pain/Discomfort
 - 1.1 End of life pain control and other symptom management at end of life
 - 1.2 Nonpharmacological control
 - 1.3 Medication delivery systems
 - h. Respiration
 - 1.1 Acid/base balance
 - 1.2 Airway Management
 - 1.3 Respiratory failure/Adult Respiratory Distress Syndrome
 - i. Safety
 - 1.1 Homehealth: home safety assessment, safety in the critical care/emergency environment-
 - 1.2 Crisis intervention
 - j. Sexuality/Sexual orientation
 - k. Social Interaction
 - 1.1 Therapeutic communication at end of life and in crisis situations, communication with the multidisciplinary team.
 - 1.2 Hospice care
 - l. Teaching/Learning
 - 1.1 Pre-op/post-op teaching clients from acute care to home (home visits)
 - 1.2 Homehealth teaching
 - 1.3 Teaching after myocardial infarction
 - 1.4 Rehab teaching
- V. Collaboration with members of the health care team to plan individualized plans of care to meet the needs of groups of clients.
- a. Health care systems issues including standards of care, priority setting
 - b. Managing multiple complex clients as a team leader
 - d. Delegation and interactions with other disciplines
 - e. Team member collaboration to maintain a safe nurse-client milieu
- VI. Assist clients to obtain available health resources within the community to expand treatment options.
- a. Education in a variety of settings: acute care, home health, psychosocial, vocational, community clinics, and rehabilitative
 - b. Appropriate resources & referrals
- VII. Advocate for the delivery of client centered care.
- a. Demonstrates the ability to meet client/family needs
 - b. Effective client advocate during client treatment team meetings and discharge planning meetings
 - c. Involvement in community service learning projects
 - d. Professional response with clients with sexuality /gender identify issues
- VIII. Demonstrate sensitivity and responsiveness in interactions with clients.
- a. Therapeutic communication with difficult, distraught, anxious, or angry (including with those who are potentially violent) and establish relationships with persons with psychiatric diagnoses.
 - b. Interactions with clients, family members, peers, and other disciplines
 - c. Crisis concepts and techniques with interacting with angry / violent individuals in acute or community settings

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- d. Cultural sensitivity with clients/family members
- e. Therapeutic response with minimal cuing to persons with psychiatric diagnoses including: Psychotic disorders, Anxiety disorders: including post traumatic stress syndrome, Mood disorders, substance abuse (dual diagnosis)
- f. Self reflection to enhance care

IX. Demonstrate clinical judgment in the delivery of safe care to clients across a wide range of settings.

- a. Evidence-based assessment on all clients
- b. Clinical judgment /critical thinking in the delivery of care to all clients
- c. Client complications, implementation of prevention, response to complications
- d. Complex clients
- e. Assessment and maintenance of a safe environment for the client/family in acute, outpatient, and community settings
- f. Complex clinical skills including: providing comfort-end of life,IV starts, managing blood products, Central lines (triple lumen, peripherally inserted central catheters, port-a-cath), total parenteral and partial parental nutrition, lipids, declotting lines, continuous bladder irrigation, oral care for unconscious pt.,in-line suctioning, assist with mechanical ventilation, airway management, endotracheal & trach tubes, nasopharyngeal suctioning, carbon dioxide monitoring.

7. Suggested Course Content and Approximate Time Spent on Each Topic

Link to #5. Student Learning Outcomes and # 6 Competencies/Skills/Issues

Week 1	Legal & Ethical Acute, Chronic, and End of Life Issues-I-a-h, IV 1.5
Week 2	Legal & Ethical Acute, Chronic Psychiatric Issues-I-a-h, IV c
Week 3	Focused Client Care, Acute, Chronic and End of Life Issues-II-a-d
Week 4	Focused Client Care, Acute, Chronic Psychiatric Disorders-II-a-d
Week 5	Evidenced-Based Practice-III-a-e, IV
Week 6	Clinical Judgment in the management - Complex Clients in Emergency and Acute Care Settings with Airway, and Respiratory problems IV a, h
Week 7	Clinical Judgment in the management- Complex Clients in Emergency and Acute Care settings with Circulatory problems IV b
Week 8	Clinical Judgment in the Management of Complex Clients in emergency and acute care Settings neurosensory, endocrine, and hematologic problems IV f, d,
Week 9	Clinical Judgment in the Management of Complex Clients in emergency and acute care settings with oncologic, gastrointestinal, and immune problems IV e, g
Week 10	Client knowledge of Community Services/Resources and client AdvocacyVI-a-d
Week 11	Therapeutic Communication with Others-VIII-b,d
Week 12	Crisis Concepts and Techniques-VIII-a,c
Week 13	Clinical Judgment Acute and Chronic Illnesses-IX-a-e
Week 14	Leadership in the Clinical Setting Va-e
Week 15	Final Exam, Clinical Evaluation

8. Text and Materials, Reference Materials, and Auxiliary Materials

Appropriate text(s) and materials will be chosen at the time the course is offered from those currently available in the field. Examples include:

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Anderson, M.A. (2007). *Caring for Older Adults Holistically*. 4th ed. F.A.Davis.. ISBN-13: 978-0-8036-1679-0.

Bickley, L. & Szilagy, P. (2007). *Bates' Guide to Physical Examination and History w/CD*, 9th ed. LWW. ISBN-13: 978-0-7817-8519-8

Boyd, M. (2008). *Psychiatric Nursing: Contemporary Practice* (4th ed). Wolters Kluwer Health/Lippincott Williams & Wilkins, Philadelphia

Curren, A. M. (2005). *Math for meds*. 9th ed. Delmar-Thomson.
ISBN: 1401831222

Deglin & Vallerand. (2009). *Davis's Drug Guide for Nurses with CD*. 10th ed. F.A.Davis. ISBN: 0-8036-1454-3

Doenges. (2005). *Nursing Diagnosis Manual: Planning, Individualizing, and Documenting care*. F.A.Davis. ISBN: 0-8036-1156-0

Gahart, (2008) *Intravenous Medications*.

*HESI (2009) *Evolve Reach Comprehensive Review for the, NCLEX-RN Examination*, 2nd ed Elsevier/Mosby ISBN: 978-1-4160-4774-2

*HESI Case Studies Evolve Reach ISBN# and price to be announced

Hill, Clara E. (2007). *Helping Skills: Facilitating Exploration, Insight and Action*(2nd ed.) American Psychological Association. Washington, DC.

Lewis, S., Heitkemper, M., Dirksen, S., O'Brien, P., Bucher, L. (2007) *Medical Surgical Nursing Assessment and Management of Clinical Problems*. Mosby Elsevier. St Louis. ISBN 978-0-323-03690-0

Pagana & Pagana. (2007). *Mosby's Diagnostic and Laboratory Test Reference*. 8th ed. Elsevier/Mosby. ISBN-13: 978-0-323-04634-3 ISBN-10: 0-323-04634-7

Schulz, JM & Videbeck, Shiela L.(2004). *Lippincott's Manual of Psychiatric Nursing Care Plans*(7th ed.), Wolters Kluwer Health/Lippincott Williams & Wilkins, Philadelphia.

Urden, L, Stacy, K., & Lough, M. (2006). *Thelan's Critical Care Nursing w/CD*. 5th ed. Elsevier ISBN-13: 978-0-3230-3248-3. ISBN-10: 0-3230-3248-3

*Vacarolis. (2006). *Foundations of psych-mental health nursing with CD*. 5th ed. Elsevier Saunders.
ISBN: 1-4160-0008-7

*Vacarolis (2005) *Manual of Psychiatric Nursing Care Plans* 3rd ed
ISBN: 978-1-4160-2916-8

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Appropriate reference materials will be chosen at the time the course is offered from those currently available in the field. Examples include: Journals

Appropriate auxiliary materials will be chosen at the time the course is offered from those currently available in the field. Examples include: Instructor generated materials, HESI Case Studies.

9. Suggested Course Requirements and Evaluation

Link to #5. Student Learning Outcomes (SLOs) and #6 Competencies/Skills/Issues

Specific course requirements are at the discretion of the instructor at the time the course is being offered. Suggested requirements might include, but are not limited to:

Specific course requirements are at the discretion of the instructor at the time the course is being offered. Suggested requirements might include, but are not limited to:

Develop a concept map that meets the individual needs of the client and family members. The map will also address the cultural and spiritual needs of the family unit. I,II,II,IV,V,VI,VII,VII,IX

Weekly self-evaluation of student performance in labs and all clinical settings I, II,II,IV,V,VI,VII,VIII,IX

Evaluation of verbal and written skills from other members of the interdisciplinary team I,II, III,IV,V,VI,VII,VIII,IX

Completion of self-reflective journal identifying areas of growth and areas that need continued development I,II,III,IV,V,VI,VII,VIII,IX

Completion of a family, home, and community assessment II,III,IV,V,VI,VII,VIII,IX

Meets requirements of a service learning project V,VI,VII,VIII,IX

Meets weekly requirements in the clinical evaluation tool I,II,III,IV,V,VI,VII,VIII,IX

10. Methods of Instruction

Instructional methods will vary considerably by instructor. Specific methods are at the discretion of the instructor teaching the course and might include, but are not limited to:

This course is designed to encourage active student participation. Students are expected to be responsible for their own learning and come to class prepared to participate in learning activities such as case study discussion, Inquiry Based Learning sessions, role playing, and simulation scenarios. To be prepared, students must research the assigned module topic, synthesize the information and then apply this information to the learning activities. Reflective analysis is an important component of this learning process and reflection activities such as journal writing may be utilized. Written exams will be given over the course of the semester with a comprehensive, cumulative final exam.

Metacases:

1. Medical and Trauma emergencies (include evolution from community to acute care)

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- a. hypovolemic -postpartum hemorrhage, trauma
- b. cardiogenic
- c. distributive- neurogenic, anaphylactic or septic
- d. mega-code
- 2. Cancer complications
- 3. Psychiatric emergencies – schizophrenic/ schizoaffective disorders, bipolar disorder, neuroleptic malignant, angry escalating client, personality disorders (borderline) drug overdose
- 4. Embolism (pregnancy – amniotic fluid, DVT leading to pulmonary emboli)
- 5. Altered Mental Status
- 6. Liver Failure
- 7. Personal and Community Violence
- 8. Shock leading to ARDS

Simulation experience for a maternal-newborn emergency situation (ie. Severe pre-eclampsia with HELLP syndrome)

11. Assessment of Intended Student Learning Outcomes Standards Grid attached

Assessment of Intended Student Learning Outcomes Standards

Key:

3 = Major Emphasis: The student is actively involved (uses, reinforces, applies, and evaluated) in the student learning outcomes. The learn is the focus of the class.

2 = Moderate Emphasis: The student uses, reinforces, applies and is evaluated by this learner outcome, but it is not the focus of the class

1 = Minor Emphasis: The student is provided an opportunity to use, reinforce, and apply this learner outcome but does not get evaluated on outcome

0 = No Emphasis: The student does not address this learner outcome

	COURSE ALPHA
	NUMBER
	360
Standard 1 - Written Communication	
Write effectively to convey ideas that meet the needs of specific audiences and purposes.	
Outcome 1.1 - Use writing to discover and articulate ideas.	3
Outcome 1.2 - Identify and analyze the audience and purpose for any intended communication.	3
Outcome 1.3 - Choose language, style, and organization appropriate to particular purposes and audiences.	3
Outcome 1.4 - Gather information and document sources appropriately.	3
Outcome 1.5 - Express a main idea as a thesis, hypothesis, or other appropriate statement.	3
Outcome 1.6 - Develop a main idea clearly and concisely with appropriate content.	3
Outcome 1.7 - Demonstrate a mastery of the conventions of writing, including grammar, spelling, and mechanics.	3
Outcome 1.8 - Demonstrate proficiency in revision and editing.	3
Outcome 1.9 - Develop a personal voice in written communication.	1

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Standard 2 - Quantitative Reasoning	
Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately.	
Outcome 2.1 - Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.	3
Outcome 2.2 - Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.	3
Outcome 2.3 - Communicate clearly and concisely the methods and results of quantitative problem solving.	3
Outcome 2.4 - Formulate and test hypotheses using numerical experimentation.	0
Outcome 2.5 - Define quantitative issues and problems, gather relevant information, analyze that information, and present results.	3
Outcome 2.6 - Assess the validity of statistical conclusions.	0
Standard 3 - Information Retrieval and Technology	
Access, evaluate, and utilize information effectively, ethically, and responsibly.	
Outcome 3.1 - Use print and electronic information technology ethically and responsibly.	3
Outcome 3.2 - Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.	2
Outcome 3.3 - Recognize, identify, and define an information need.	3
Outcome 3.4 - Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.	3
Outcome 3.5 - Create, manage, organize, and communicate information through electronic media.	1
Outcome 3.6 - Recognize changing technologies and make informed choices about their appropriateness and use.	1
Standard 4 - Oral Communication	
Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.	3
Outcome 4.1 - Identify and analyze the audience and purpose of any intended communication.	3
Outcome 4.2 - Gather, evaluate, select, and organize information for the communication.	3
Outcome 4.3 - Use language, techniques, and strategies appropriate to the audience and occasion.	3
Outcome 4.4 - Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.	3
Outcome 4.5 - Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.	3
Outcome 4.6 - Use competent oral expression to initiate and sustain discussions.	3
Standard 5 - Critical Thinking	
Apply critical thinking skills to effectively address the challenges and solve problems.	3
Outcome 5.1 - Identify and state problems, issues, arguments, and questions contained in a body of information.	3
Outcome 5.2 - Identify and analyze assumptions and underlying points of view relating to an issue or problem.	3
Outcome 5.3 - Formulate research questions that require descriptive and explanatory analyses.	3
Outcome 5.4 - Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.	3
Outcome 5.5 - Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.	3
Outcome 5.6 - Apply problem-solving techniques and skills, including the rules of logic and logical sequence.	3
Outcome 5.7 - Synthesize information from various sources, drawing appropriate conclusions.	3
Outcome 5.8 - Communicate clearly and concisely the methods and results of logical reasoning.	3
Outcome 5.9 - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.	3
Standard 6 - Creativity	
Program graduates are able to express originality through a variety of forms.	0