

**RARITAN VALLEY COMMUNITY COLLEGE
ACADEMIC COURSE OUTLINE**

NURS 123: NURSING OF ADULTS II

I. Basic Course Information

- A. Course Number and Title: NURS 123: Nursing of Adults II
- B. New or Modified Course: Modified
- C. Date of Proposal: Semester :Spring Year: 2017
- D. Effective Term: Fall 2017**
- E. Sponsoring Department: Health Science Education
- F. Semester Credit Hours: 4
- G. Weekly Contact Hours: Lecture: 4 hours
Clinical Laboratory: 12 hours
Out of class student work per week: 8
- H. Pre-requisites NURS 111 (Nursing of Adults I)
or NURS 130 (Nursing Transition)
- Co-requisites BIOL 133 (Principles of Microbiology)
SOC1 101 (Introduction to Sociology)
Humanities, NURS C23
- I. Laboratory Fees: Yes
- J. Name and Telephone Number or E-Mail Address of Department Chair:
Beryl Stetson, 908-526-1200 ext 8208: beryl.stetson@raritanval.edu

II. Catalog Description

Pre-requisites: NURS 111 (Nursing of Adults I) or NURS 130 (Nursing Transition).
Co-requisites: BIOL 133 (Principles of Microbiology), SOC1 101 (Introduction to Sociology),
Humanities, NURS C23.

Nursing of Adults II is one of two 7 ½ week modules taught in the third semester of the four semester nursing clinical course sequence. The module builds upon previous learning, requiring the student to carry out increasingly skillful assessment and intervention with patients with complex needs through an inter-dependent relationship with clinical faculty and staff. In this module the student will explore the theoretical content and carry out the nursing process with adults, aged adults and frail elderly with chronic, catastrophic and critical illness and injury. Focus will be on patients experiencing actual or potential disruptions in wellness states such as: failure in neurologic, sensory and renal integration, and multi-system failure. Students will also learn and utilize management principles and techniques necessary for managing the care of groups of patients. Four hours of lecture and two days (12 hours total) of clinical practice per week *for both day and evening students are required*. A service learning experience is also required. An Honors Option is also available. *A satisfactory clinical evaluation and a minimum theory grade of “C” are required for progression in the program. Students must also register for NURS C23 (clinical).* Fall semester offering only.

III. Statement of Course Need

- A. Nursing of Adults II, the capstone medical-surgical nursing course, includes application of content in clinical setting caring for patients with complicated and catastrophic illness, scholarly inquiry, writing and community-based experiences. This preparation assists employers and the community at large by providing graduates who are qualified to sit for the licensure examination and to seek entry level positions in acute and long-term care settings, caring for individuals and groups of patients.
- B. A requirement of all nursing curricula is demonstration, practice and return demonstration in a controlled environment prior to students performing these skills in clinical facilities. Clinical lab enables application of course content in the healthcare delivery system.
- C. This course is not designed to transfer, but may transfer to an AAS degree in Nursing or to a BS in Nursing.

IV. Place of Course in College Curriculum

- A. Free elective
- B. This course meets a program requirement for the A.A.S. degree in Nursing
- C. To see course transferability: a) for New Jersey schools, go to the NJ Transfer website, www.njtransfer.org; for all other colleges and universities, go to the individual websites.

V. Outline of Course Content

- A. Neurological assessment and nervous system review
 - 1. Nursing management of neurologic and neurosurgical patients
- B. Management of patient care
 - 1. Management principles
 - 2. Delegation principles
 - 3. Ethical and legal principles

- C. Nursing the patient with a failure of motor and sensory integration
 - 1. Cerebrovascular disorders
 - 2. Degenerative and Neurodegenerative disorders
 - 3. Seizure disorders
 - 4. Injuries and diseases of the brain
 - 5. Injuries of the spinal cord
- D. Nursing the patient with a failure in fluid balance and excretion
 - 1. Disorders of renal and urinary elimination
- E. Nursing the patient with disorders of sensory integration
 - 1. Disorders of visual and hearing integration
- F. Critical care, emergency and disaster nursing practice
 - 1. Nursing the patient with a life-threatening illness or traumatic injury
 - 2. Principles of triage with nursing implications
 - 3. Code management and nursing implications

VI. General Education and Course Learning Outcomes

A. General Education Learning Outcomes:

1. The student will function as providers of care when they:
 - 1.1. Integrate holistic human needs in providing safe nursing care while encouraging human flourishing of diverse patients in families and communities. (GE- NJ 1, 3, 8)
 - 1.2. Use nursing judgment to assess patient situations and perform clinical decision making. (GE - NJ 1, 2, 3, *)
 - 1.3. Collaborate appropriately and effectively with interdisciplinary members of the health care team. (GE- NJ 1, 4)
 - 1.4. Construct therapeutic interventions within a culture of safety using the nursing process. (GE- NJ 2, 3, 4, ER, *).
 - 1.5. Integrate principles of growth and development with a lifespan perspective. (GE- NJ 3, 5, 8)
 - 1.6. Utilize teaching/learning principles to improve outcomes when caring for patient at different levels of wellness. (GE- NJ 1, 3)
 - 1.7. Utilize evidence based practice/best practice standards when planning and delivering nursing care. (GE- NJ 2, 3, 5, ER, *)
2. The student will function as managers of care when they:
 - 2.1. Demonstrate leadership and management by employing strategies that adapt to different health care delivery systems (GE – NJ 1, 8, ER, *)
 - 2.2. Apply concepts of current trends, including information technology, when planning and delivering nursing care. (GE- NJ 4, IL)

2.3. Utilize communication effectively to meet the health care needs of diverse populations. (GE- NJ 1, 2, 3, 4, 8, ER, IL, *)

3. The student will function as members within the profession of nursing when they:

- 3.1. Incorporate ethical behaviors based on the ANA Code of Ethics for Nurses when providing care. (GE- NJ ER)
- 3.2. Implement behaviors which embrace the values of caring, integrity, and inclusiveness. (GE- NJ 5, 8, ER)
- 3.3. Engage in activities for professional development, transformational growth, and life-long learning. (GE-NJ 3 4, 5 ,8 , IL)
- 3.4. Demonstrate accountability by following the ethical/legal guidelines for professional practice in accordance with the Rules and Regulations of the New Jersey Board of Nursing. (GE- NJ IL, ER, *)

*embedded critical thinking

B. Course Learning Outcomes

At the completion of the course, students will be able to:

1. Develop comprehensive, holistic plans of care reflective of evidence based practice and/or best practices.
2. Implement leadership and management strategies in caring for patients in variety of health care settings.
3. Analyze the use of delegation principles in providing care to individual and groups of patients.
4. Delineate expected responses to disease processes and plans interventions and priorities for groups of patients.
5. Gather clinical data for the development of a nursing care plan by utilizing the electronic health record.
6. Demonstrate proficiency in communicating pertinent health care information through electronic and traditional documentation in the patient's health care record.
7. Collaborate with the interdisciplinary health team when planning, delivering and evaluating care.
8. Create plans of care for patients being discharged by collaborating with the health care team and appropriate health care delivery systems.
9. Demonstrate awareness of patient needs across the life span to promote optimum wellness through health, illness and end of life transition.
10. Plan care for patients requiring interventions for complex multisystem dysfunctions.

11. Design teaching plans reflective of an awareness of learning theories and potential barriers to learning by selecting appropriate teaching strategies to meet the needs of individuals and groups.
12. Analyze how health is promoted through the three levels of preventive care in primary, secondary and tertiary settings.
13. Employ nursing advocacy behaviors which enhance patients' access to community based services.
14. Delineate factors which provide diverse patients with therapeutic interventions which reflect caring behaviors and cultural competence.
15. Assist others to maintain a safe and therapeutic environment for patients in a variety of healthcare settings.
16. Discuss appropriate communication techniques for patient with physical and sensory alterations.
17. Assess learning needs and design and implement health promotional teaching plan for an adult population in a community based setting.
18. Propose appropriate solutions for and demonstrate ethical behaviors in caring for patients and families facing ethical dilemmas.
19. Analyze ethical and legal aspects of care which reflect an understanding of current trends and clinical practice standards.
20. Examine professional development and self-growth utilizing reflection in interactions with faculty.
21. Begin demonstrating behaviors which are consistent with the level of accountability and clinical reasoning of the graduate nurse.

C. Assessment Instruments

1. Nursing Care Plans
2. Reflective Journals
3. Math Competency Exam
4. Midterm and Final Exam(required)
5. Online Case Studies
6. ATI Testing – Medical Surgical Content Mastery
7. Faculty supervised clinical practice
8. QSEN paper (required)
9. Delegation- computer assisted instruction
10. Service learning project

VII. Grade Determinants

- A. Reflective Journal Writing
- B. HESI Online Case studies
- C. Nursing Care Plan
- D. Math Competency Exam
- E. ATI Testing – Medical Surgical Content Mastery

- F. QSEN Integration Paper
- G. Faculty supervised clinical practice
- H. Midterm and Final Examination
- I. Delegation- Computer Assisted Instruction
- J. Service Learning Project

Given the goals and outcomes described above, LIST the primary formats, modes, and methods for teaching and learning that may be used in the course:

- A. Lecture and discussion
- B. Independent laboratory skills practice
- C. Faculty supervised clinical practice
- D. Simulation exercises with SIMMAN
- E. Reading assignments
- F. Health care team patient conferences
- G. Electronic and printed instructional materials/study guides
- H. Case Studies/Nursing Care Plans/Concept Maps
- I. Reflective Clinical Journal Writing
- J. Independent study
- K. Service Learning Project
- L. Essay written assignment
- M. Observational experiences
- N. Videos

VIII. Texts and Materials

A. Required Textbooks:

1. Cherry, B and Jacob, S. (2016) *Contemporary nursing: Issues, trends and management*. 7th edition. Mosby: Elsevier.
2. HESI Case Studies: Complete RN Collection 2016 (1 Year Version)
Author: Elsevier
3. Lewis, S, (2016). *Medical-surgical nursing*. 10th edition. Mosby: Elsevier.

B. Recommended Textbooks:

1. Lewis, S.,(2016) *Study guide for medical surgical nursing*.10th edition. Mosby: Elsevier.
2. *APA Manual - Publication Manual of the American Psychological Association*. (2010) 6th Edition
3. Hickey, J. (2013) *The clinical practice of neurological and neurosurgical nursing*. 6th edition. Philadelphia: Lippincott, Williams & Wilkins.

(Please Note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.)

XI. Resources

- A. RVCC Library resources
- B. Nursing Computer lab resources (H225)
- C. Clinical facility resources

XII: Honors Option: NURS 123: Nursing of Adults II

NURS 123: Nursing of Adults II has an Honors Option available to interested and qualified students.

Honors Student Selection Criteria

<u>Criteria</u>	<u>Evidence</u>
1) An interest in medical-surgical nursing	Written statement
2) Grade point average of 3.50 or higher or instructor approval	College transcript
3) Effective communication skills	Interview and written proposal

A. Educational Goals and Learning Outcomes

In addition to achieving the course objectives for Nursing of Adults II, the following additional objectives will be required to fulfill the Honors Option for Nursing of Adults II. The student will:

1. Design specific educational goals and learning outcomes based on the selected project. (GE- NJ 1, 2[^])
2. Collaborate with health care professionals in the identification of a clinical or contemporary problem/ adult healthcare dilemma or identify an underserved population in order to identify and choose an appropriate honors project (descriptions of former honors projects are available from the nursing faculty) (GE- NJ 1, 4, 8^{^*}).
3. Conduct a comprehensive review of the current professional literature using electronic and traditional sources. (GE- NJ 1, 3[^])
4. Critically analyze the data collected. (GE- NJ 2, 3^{^*})

([^] general education goals are determined by the type of project completed. * indicates critical thinking elements)

B. Honors Option –Content Areas and Activities

The Honors Option for Nursing of Adults II will involve one of the following subject areas:

- Clinical research involving the identification of a clinical problem, formulation of a hypothesis, determination of study design, collection and interpretation of data, testing of the hypothesis with conclusions and recommendations for further study
- Critical analysis of a health care dilemma, such as unmet health care needs of vulnerable/underserved populations. Students will develop strategies to identify the extent of the problem, the resultant unmet needs and possible solutions. It is expected that a critical analysis of print and electronic sources will be used, along with community surveys, interviews, etc. The project will include collecting and interpreting data, formulating a strategic plan, implementing and evaluating the plan and making recommendations for future activities.
- Literature review of a contemporary or controversial area in nursing/health care, such as managed care, bioethics, cloning, electronic medical records security and patient rights, etc. Included will be a critical analysis of the literature, identification of the impact on the healthcare delivery system, personal conclusions and suggestions for further study/analysis.
- Teaching/service learning project with a specialized or vulnerable/underserved population, such as cognitively or developmentally delayed adults, hospice centers, homeless shelters, patients with dementia, caregivers of chronically ill adults, patients with catastrophic illness, etc. The project will involve identification of the needs of the population with supporting data, plan for intervention, implementation and evaluation of the activity and presentation of the project to clinical/community staff, where applicable.

Honors Option - General Activities

- Select a content area which is approved by the course coordinator and carried out in collaboration with the clinical faculty member.
- Schedule weekly conferences with the course coordinator, clinical faculty and facility staff to review the progress of their project.
- Complete the identified honors content area and associated activities and submit a written report
- Present the report to the class in an RVCC Honors Colloquium and where applicable, to the clinical/community agency.

- Maintain a journal in which the activity is described and reflections of the personal journey are chronicled.
- Prepare a description of the Honors activity for publication in a nursing journal.

C. Assessment Instruments for Honors Option Work:

1. An individual contract between student and faculty.
2. Consultation with agency mentor for student regarding student performance.

D. Grade Determinants for Honors Option Work (Provisions of the student/faculty contract will include the following elements).

1. If applicable, completion of a minimum of 20 hours of service learning. Student is responsible for obtaining service learning contract form and record for logging hours of service.
2. The quality of the scholarly literature review, evidence of research criteria for the basis of the nursing practice issue examined, and submission of required written materials will be part of the contract.
3. Students who are selected and satisfactorily complete the honors criteria will receive an “Honors” designation on their official transcript for NURS 123, as well as a certificate for service learning.
4. Students must achieve a grade of B in the course to receive the Honors designation. In the event that the student is unable to achieve a B, they will receive a certificate for service learning only.

E. Note the following course registration procedures:

1. Students need to be enrolled in Honors Option by the 10th day, i.e. by the end of the second week of the semester.
2. Students are allowed to “drop-out” of the Honors Option and may return to the regular class as long as it is done within the withdrawal period. The student must fill out an Add/Drop form and have it signed by both the professor and department chair for approval.

