

**RARITAN VALLEY COMMUNITY COLLEGE  
ACADEMIC COURSE OUTLINE**

**NURS 111: NURSING OF ADULTS 1**

**I. Basic Course Information:**

A. Course Number and Title: NURS 111 Nursing of Adults I

B. New or Modified Course: Modified

C. Date of Proposal: **Semester: Fall 2019**

**D. Effective Term: Fall 2020**

E. Sponsoring Department: Health Science Education

F. Semester Credit Hours: 9

G. Weekly contact Hours:   Lecture: 4 hours  
                                  Learning Lab Lecture: 1 hour (NURS T11)  
                                  Learning Lab: 2 hours (NURS L11)  
                                  Demo Skills Lab: 3 hours (NURS S11)  
                                  Clinical Lab: 10 hours (NURS C11)  
                                  Out of class student work per week: 18

H. Pre-requisites:           NURS 101-Foundations of Nursing  
                                  ENGL 111-English Composition I

          Co-requisites:       ENGL 112-English Composition II  
                                  PSYC 103-Introduction to Psychology, NURS  
                                  L11, NURS C11, NURS T11, and NURS S11

I. Laboratory Fees:         Yes

J. Name and Telephone Number or E-Mail Address of Department Chair:  
    Beryl Stetson, 908-526-1200 Ext. 8208

**II. Catalog Description**

Pre-requisites: NURS 101-Foundations of Nursing, ENG 111- English Composition I

Co-requisites: ENG 112-English Composition II, PSY 103-Introduction to Psychology, NURS L11, NURS C11, NURS T11, and NURS S11

This course builds upon previous learning, requiring the student to carry out increasingly skillful assessments and interventions with adult patients having complex needs. This is accomplished through an interdependent relationship with theoretical knowledge and clinical faculty and staff. The course extends and refines the cognitive, psychomotor and affective skills acquired in Foundations of Nursing. It focuses on the development of plans of care that require increasingly comprehensive assessment skills, development of appropriate nursing diagnoses, goals, outcome criteria, interventions and evaluations. The course objectives assist the student to integrate the roles of the nurse as provider of care, manager of care and member of the profession of nursing. This is accomplished through competencies reflective of holistic human needs, clinical reasoning, interdisciplinary collaboration and decision making, culture of safety and growth. Satisfactory clinical evaluation, satisfactory skills lab testing and a theoretical grade minimum of 78% are required for progression in the program. Offered in the spring semester.

Note: All clinical nursing courses and science courses must be completed with a minimum of a “C” grade. Nursing of Adults I is taught in the second semester of the first year of the nursing program, spring offering only.

### **III. Statement of Course Need**

- A. This is a standard clinical nursing course that fulfills the need for nursing students to develop plans of care for adults with medical and surgical needs. The course is a requirement of the New Jersey Board of Nursing and the Accreditation Commission for Education in Nursing (ACEN) in meeting the requirements for the A.A.S. degree in Nursing.
- 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. Placement 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](http://www.njtransfer.org); for all other colleges and universities, go to the individual websites.

### **V. Outline of Course Content**

- A. Nursing the patient with interference with Physical Mobility, Musculo-Skeletal Disorders.
- B. Nursing the patient with interference with Oxygen and Carbon Dioxide

- exchange, Respiratory Disorders.
- C. Nursing the patient with interference with Oxygen and Carbon Dioxide exchange, Hematological Disorders.
- D. Nursing the patient with interference with Oxygen and Carbon Dioxide exchange, Cardiovascular Disorders.
- E. Nursing the patient with interference with Regulatory Mechanisms, Endocrine Disorders.
- F. Nursing the patient with interference with Nutritional needs, Ingestion, Digestion and Elimination Disorders.
- G. Nursing the patient with interference with Integumentary Health, Skin Disorders and Burns.

## **VI. General Education and Course Learning Outcomes**

### **A. General Education Learning Outcomes:**

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

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. Demonstrate appropriate nursing skills reflecting best practices or evidence based practices.
2. Recognize pathophysiologic processes, related to treatment and nursing actions regarding adult patients requiring medical or surgical interventions.
3. Utilize the nursing process to determine priorities and develop care which meets holistic human needs.
4. Develop a culture of safety to meet holistic human needs based upon best practices or evidenced based practices reflecting current health care trends.
5. Assess the actual and potential needs of patients.
6. Recognize abnormal diagnostic finding and the actual or potential effects upon clients to determine appropriate nursing interventions.
7. Demonstrate safe administration of pharmacotherapeutic agents related to knowledge of drug classification, dosage, calculations, proper administration protocols, drug interactions and patient adulthood.
8. Analyze the changing health care needs of the patient reflective of principles of growth and development across the life span.
9. Develops patient teaching plans utilizing the three domains of learning.
10. Compare and contrast the delivery of nursing care in different health care systems.
11. Develop a plan of care for the patient being discharged to home care.
12. Recognize barriers for patient access into the health care delivery system.
13. Utilizes a variety of electronic sources available in today's health care systems to provide patient care.
14. Recognizes holistic factors which influence pain and develops

- effective strategies for pain management.
15. Compare and contrast therapeutic and non-therapeutic communication techniques.
  16. Demonstrates understanding of interpersonal and environmental factors which enhance or inhibit therapeutic communication.
  17. Utilizes increasing clinical reasoning in recognizing changes in patient condition that mandates reporting to appropriate healthcare personnel and instructor.
  18. Displays caring and respect for patients and families by providing care reflective of ethical principles, confidentiality and integration of legal aspects of care across the life span.
  19. Identifies their evolving socialization into the role of the graduate nurse by recognizing professional nursing behaviors in others and evaluates how these behaviors are manifested in themselves.
  20. Demonstrates accountability by recognizing clinical situations and decisions which are beyond their current scope of practice and seeks collaboration with clinical faculty to develop goals and strategies for further professional growth.
  21. Demonstrate active participation in productive evaluation of course, curriculum and clinical agencies.
  22. Define the role of the student nurse organizations.
  23. Define the role of various professional organizations.
  24. Recognize the need for nurses to participate in continuing educational activities.
  25. Demonstrate appropriate documentation in the clinical record, written or electronic.

### **C. Assessment Instruments**

1. nursing care plans
2. therapeutic communication and documentation studies (process recordings)
3. concept maps
4. clinical observational experiences- written assignments (GI Lab, ICU, Cardiac Cath Lab)
5. nursing convention experience/alternate assignment
6. visiting nurse community experience assignment
7. examinations

### **VII. Grade Determinants**

- A. unit quizzes
- B. midterm and final exams
- C. nursing care plans
- D. learning lab practicum
- E. clinical performance
- F. ATI proctored exam

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. reading assignments
- B. lecture- discussion
- C. independent study
- D. skill laboratory
- E. skill evaluation/testing
- F. theoretical laboratory and clinical manuals
- G. audio-visual aids
- H. New Jersey League for Nursing Convention- observational experience
- I. clinical laboratory practice- acute care facilities, community based experiences

## **X. Texts and Materials**

### **A. Required textbooks:**

1. Ackley, “Nursing Diagnosis Handbook – A Guide to Planning,” (11<sup>th</sup> Edition), St.Louis, 2017,Elsevier.
2. Vallerand, A.H, & Sanoski, C.A., “Davis’s Drug Guide for Nurses (Book with CD ROM),” (15<sup>th</sup> Edition), Philadelphia, 2016, F.A. Davis
3. Kee, “Pharmacology – A Nursing Process Approach,” (8<sup>th</sup> Edition), St. Louis, 2015, Elsevier
4. Docu-care and Vsim ( Lippincott, Wolter, Kluwer Publishers)
5. Jarvis, Physical Examination and health Assessment, Ed. 7, St. Louis, 2016, Elsevier
6. Lewis, Medical Surgical Nursing – Assessment and Management of Clinical Problems, (10<sup>th</sup> Edition), 2017, Elsevier.
7. Martinez, de Castillo, Werner-McCullough: Calculation drug dosages-An interactive approach to learning Nursing Math, On-Line Ed 3, Philadelphia, 2012, F. A. Davis ( Access Card: [www.DosageCalc.com](http://www.DosageCalc.com))
8. Mosby’s Nursing Clinical Skills: Essentials Collection, 1<sup>st</sup> Edition, on-line
9. Potter, et al: Fundamentals of Nursing, Ed 9, St. Louis, 2017, Elsevier
10. Van Leeuwen, et al: Davis’ Comprehensive Handbook of Laboratory and Diagnostic Tests with Nursing Implications, Ed. 6, Philadelphia, 2015, F.A. Davis
11. Nurse Pac- Laboratory Supplies
12. ATI –Testing materials and learning resources

### **B. Course syllabus/study guides, clinical and learning laboratory manuals**

### **C. Medical Dictionary**

### **D. Professional nursing journal**

(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. Health Science Education Learning Lab electronic resources
- C. Clinical facility resources