South Central College

NURS 2310  Semester 2 Theory

Common Course Outline

Course Information

Description
This course will focus on the nursing process as the basis for holistic assessment and planning of care for clients with common illnesses with emphasis on the following systems/conditions: cardiac, respiratory, endocrine, neurological, cognitive, musculoskeletal, gastrointestinal, renal and integumentary. Case studies will be utilized to assess students in identifying the client's response to illness. (Prerequisites: NURS 2250 or NURS 1910, BIOL 235, ENGL 100)

Career Cluster
Health Science Technology

Instructional Level
Associate Degree

Total Credits 5.00

Total Hours 80.00

Types of Instruction

Instruction Type Credits/Hours
Hybrid 5/80

Pre/Corequisites

Prerequisite NURS 2250 or NURS 1910, BIOL 235, ENGL 100

Institutional Core Competencies

1 Analysis and inquiry: Students will demonstrate an ability to analyze information from multiple sources and to raise pertinent questions regarding that information.

2 Civic knowledge and engagement- local and global: Students will understand the richness and challenge of local and world cultures and the effects of globalization, and will develop the skills and attitudes to function as "global citizens."

3 Critical and creative thinking: Students will develop the disposition and skills to strategize, gather, organize, create, refine, analyze, and evaluate the credibility of relevant information and ideas.

4 Ethical reasoning and action: Students will develop ethical and social responsibility to self and others, and will collaborate with others to address ethical and social issues in a sustainable manner.

5 Foundations and skills for lifelong learning: Students will display an understanding of learning as a lifelong process through demonstration of a desire to learn, the willingness to apply learning to other areas of their lives, the ability to think and act independently, be willing to take the initiative to get projects done, and demonstrate the ability to reflect upon what has occurred and how it impacts the
student and others.

6 Intercultural knowledge and competence: Students will recognize and understand the rich and complex ways that group and individual inequalities and interactions impact self and society.

7 Teamwork and problem-solving: Students will demonstrate the ability to work together cohesively with diverse groups of persons, including working as a group to resolve any issues that arise.

8 Written and oral communication: Students will communicate effectively in a range of social, academic, and professional contexts using a variety of means, including written, oral, numeric/quantitative, graphic, and visual modes of communication.

Program Student Learning Outcomes

1 Human Flourishing - Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.

2 Nursing Judgment - Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patients within a family and community context.

3 Professional Identity - Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.

4 Spirit of Inquiry - Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.

External Standards

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<tr>
<th>Title</th>
<th>QSEN</th>
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<tr>
<td>Sponsoring Organization</td>
<td>Quality and Safety Education for Nurses</td>
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Target Standards

Informatics. “Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.”

Patient-centered Care. “Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs.”

Teamwork and Collaboration. “Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect and shared decision-making to achieve quality patient care.”

Evidence-based Practice (EBP). “Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.”

Quality Improvement (QI). “Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.”

Safety. “Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.”

Course Competencies

1 Integrate nursing theory and the Nursing Process into alterations in body systems.

Learning Objectives

Describe alterations in body systems.

Identify appropriate nursing interventions related to alterations in body systems.
2 Incorporate ethical standards in the Nursing Process.
   Learning Objectives
   Discuss medical ethics.
   Describe strategies utilized in ethically challenging situations.

3 Apply principles of cultural competence as applicable to specific client populations.
   Learning Objectives
   Assess the specific needs of varying cultures related to health issues.
   Contrast the needs of different cultures in nursing care.

4 Integrate principles of therapeutic communication into nursing process.
   Learning Objectives
   Describe techniques of therapeutic communication.
   Experiment with techniques of therapeutic communication.

5 Identify intervention modalities to alterations in body systems to achieve optimal client independence (Human Flourishing).
   Learning Objectives
   Discuss medical adjuncts
   Explain the use of medical adjuncts to achieve optimal client independence

6 Examine components of health promotion as applicable to specific client populations.
   Learning Objectives
   Define health promotion.
   Apply nursing process to promote health within specific client populations

7 Discuss health promotion learning needs.
   Learning Objectives
   Determine client learning needs.
   Design nursing interventions to meet determined "learning" needs

8 Recognize health promotion activities.
   Learning Objectives
   Describe nursing interventions utilized to promote wellness in populations with chronic illness
   Create a care plan to promote wellness within a specific culture

9 Review components of client education.
   Learning Objectives
   Identify components of client education
   Describe appropriate "teaching methods" to include in client education

10 Identify nutritional needs as applicable to specific client populations.
    Learning Objectives
    Identify nutritional needs for client
    Incorporate components of balanced nutrition within a presentation related to a client population

11 Incorporate nutritional interventions as related to disease process in specific client populations.
    Learning Objectives
    Identify nursing interventions to promote optimal nutrition and health.
    Assess options to meet specific client learning needs that will promote optimal nutrition and health

12 Synthesize outlined body disease processes and priority nursing interventions.
    Learning Objectives
    Develop a plan that demonstrates the role of critical thinking in establishing priority nursing interventions
    Discuss primary medications used in chronic and acute disease
    Explain priority nursing interventions in disease processes
13 Compare the dynamics of acute and chronic illness and the disease process.
   Learning Objectives
   Describe concepts of acute and chronic illness and disease.
   Compare concepts of acute and chronic illness and disease.

14 Correlate pathophysiology to commonly recurring illnesses.
   Learning Objectives
   Explain the pathophysiology of commonly recurring illnesses.
   Achieve understanding of the pathophysiology of commonly recurring illnesses.

15 Analyze outcomes of fluid/electrolyte and acid-base imbalances reviewing the nursing process.
   Learning Objectives
   Define homeostasis.
   Assess alterations in homeostasis as related to chronic and acute illnesses/diseases
   Interpret data related to fluid/electrolyte, acid-base imbalances

SCC Accessibility Statement
If you have a disability and need accommodations to participate in the course activities, please contact your instructor as soon as possible. This information will be made available in an alternative format, such as Braille, large print, or cassette tape, upon request. If you wish to contact the college ADA Coordinator, call that office at 507-389-7222.

Disabilities page http://southcentral.edu/academic-policies/disability-rights.html