



# El Camino College

## COURSE OUTLINE OF RECORD - Official

### I. GENERAL COURSE INFORMATION

**Subject and Number:** Nursing 149  
**Descriptive Title:** Advanced Placement in Nursing

**Course Disciplines:** Nursing

**Division:** Health Sciences and Athletics

**Catalog Description:** This course introduces the Licensed Vocational/Practical Nurses (LVN/LPN) and transfer students from accredited nursing programs to concepts of nursing as they apply to the El Camino College Nursing Program. Students will become familiar with the four domains of care which include patient, professional nursing, health and illness, and the healthcare environment. Emphasis will be on the role of the nurse as it relates to professional identity and caregiving. Core competencies will include communication, safety, critical thinking, and evidence-based practice. Course discussion will focus on transition to the professional nursing role and the impact of legal and ethical boundaries on health care delivery. Students will practice and demonstrate competency in basic nursing skills.

**Conditions of Enrollment: Prerequisite**

Nursing 144  
AND  
Nursing 146  
with a minimum grade of C in prerequisites

**Enrollment Limitation**

Students must be admitted into the Nursing Program  
and  
Students must have completed the Readiness Assessment Test - ATI Test of Essential Academic Skills (ATI-TEAS) with the state recommended passing score.

**Course Length:**  Full Term  Other (Specify number of weeks):  
**Hours Lecture:** 2.00 hours per week  TBA  
**Hours Laboratory:** 0.50 hours per week  TBA  
**Course Units:** 2.50

**Grading Method:** Letter

Credit Status

Associate Degree Credit

Transfer CSU:

Effective Date: January 18, 2005

Transfer UC:

No

General Education:

El Camino College:

CSU GE:

IGETC:

## II. OUTCOMES AND OBJECTIVES

**A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)**

1. **Nursing Care Plan:** Formulate nursing care plans that demonstrate proficient application of the nursing process as it relates to the patient, focusing in on developmental attributes, functional ability and family dynamics. Also include the impact of culture, spirituality, self-management, and sexuality. Include those health and illness concepts most impacted by the patient's disease state or disorder.
2. **Clinical Nursing Skills:** The student will also be able to completely perform selected clinical nursing skills that adequately address the biophysical concepts focusing on glucose regulation, gas exchange, altered nutritional states, tissue integrity and elimination.
3. **Legal and Ethical Issues:** Compare and contrast the legal and ethical responsibilities and the professional practice of the licensed vocational nurse with that of the registered nurse.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

**B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)**

1. Utilize the Nursing Process to formulate individual nursing care plans considering the concept areas of fluid and electrolytes, acid-base balance, gas exchange, hormonal and glucose regulation, nutrition, elimination, perfusion, tissue integrity, and/or pain.  
Other (specify)  
Nursing care plan
2. Discuss the core competencies of nursing care including communication and safety when providing patient care.  
Class Performance
3. Demonstrate competency in the performance of nursing skills.  
Performance exams
4. Examine the personal preference concepts of culture, spirituality, adherence, and self-mangement and discuss how these relate to the nursing process and health promotion.  
Objective Exams

5. Compare and contrast legal roles and ethical responsibilities within the nursing profession.

Multiple Choice

6. Evaluate what role clinical judgement and leadership play in modifying patient care and providing for a quality health care environment.

Reading reports

**III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)**

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	2.5	I	<b>Clinical Judgement</b> A. Critical thinking B. Test taking strategies C. Setting priorities D. Time management
Lecture	3	II	<b>Thermoregulation, Perfusion, gas Exchange, Pain</b> A. Vital signs B. Hypertension
Lecture	2.5	III	<b>Health Care Quality</b> A. Nursing theory and philosophy 1. The nursing process 2. Maslow's Hierarchy of Human Needs 3. Jean Watson's Model of Caring
Lecture	3	IV	<b>Physical Integrity, Infection</b> A. Peptic ulcer disease B. Medical asepsis C. Surgical asepsis
Lecture	3	V	<b>Safety</b> A. Medication administration 1. Oral medications 2. Parenteral medications
Lecture	1.5	VI	<b>Communication</b> A. Data collection B. Electronic health record and documentation C. Therapeutic communication
Lecture	1.5	VII	<b>Patient Education and Health Promotion</b> A. Educational approaches B. Learning domains C. Adherence
Lecture	3.5	VIII	<b>Fluid and Electrolyte Balance, Nutrition</b> A. Bulimia B. Intravenous fluids and medications C. Hypotonic D. Isotonic E. Hypertonic F. Venipuncture/IV Pump
Lecture	3.5	IX	<b>Acid Base Balance, Gas Exchange</b> A. Chronic obstructive pulmonary disease B. Bronchitis

			<ul style="list-style-type: none"> <li>C. Asthma</li> <li>D. Basic arterial blood gas analysis</li> <li>E. Tracheostomy care and suctioning</li> </ul>
Lecture	3.5	X	<b>Elimination</b> <ul style="list-style-type: none"> <li>A. Chronic renal failure</li> </ul>
Lecture	3.5	XI	<b>Glucose Regulation</b> <ul style="list-style-type: none"> <li>A. Diabetes</li> </ul>
Lecture	1.5	XII	<b>National Patient Safety Goals</b> <ul style="list-style-type: none"> <li>A. Accreditation</li> <li>B. Joint commission</li> <li>C. Major focus areas</li> </ul>
Lecture	1.5	XIII	<b>Quality and Safety Education for Nurses (QSEN)</b> <ul style="list-style-type: none"> <li>A. Patient-centered care</li> <li>B. Teamwork and collaboration</li> <li>C. Evidence-based practice</li> <li>D. Quality improvement</li> <li>E. Safety</li> <li>F. Informatics</li> </ul>
Lecture	2	XIV	<b>Communication</b> <ul style="list-style-type: none"> <li>A. Data collection</li> <li>B. Documentation</li> <li>C. Therapeutic communication</li> </ul>
Lab	3	XV	<b>Safety</b> <ul style="list-style-type: none"> <li>A. Medication administration <ul style="list-style-type: none"> <li>1. Oral medications</li> <li>2. Parenteral medications</li> </ul> </li> </ul>
Lab	3	XVI	<b>Fluid and Electrolyte Balance</b> <ul style="list-style-type: none"> <li>A. Venipuncture</li> <li>B. Intravenous (IV) Pump</li> <li>C. Intravenous medication administration</li> <li>D. Calculating intravenous drip rates</li> </ul>
Lab	3	XVII	<b>Thermoregulation, Perfusion, Gas Exchange, Pain</b> <ul style="list-style-type: none"> <li>A. Vital signs <ul style="list-style-type: none"> <li>1. Body temperature</li> <li>2. Locate and palpate pulse sites</li> <li>3. Respiratory assessment</li> <li>4. Blood pressure readings</li> <li>5. Pain assessment and management</li> </ul> </li> </ul>
Lab	3	XVIII	<b>Nutrition</b> <ul style="list-style-type: none"> <li>A. Nasogastric tube insertion and removal</li> <li>B. Tube feedings</li> </ul>
Lab	2.5	XIX	<b>Infection</b> <ul style="list-style-type: none"> <li>A. Medical and surgical asepsis <ul style="list-style-type: none"> <li>1. Universal precaution</li> <li>2. Isolation</li> <li>3. Handwashing</li> <li>4. Maintenance of a sterile field</li> <li>5. Sterile dressing changes</li> </ul> </li> </ul>
Lab	2.5	XX	<b>Glucose Regulation</b> <ul style="list-style-type: none"> <li>A. Insulin administration</li> <li>B. Blood glucose monitoring</li> </ul>
Lab	3	XXI	<b>Oxygenation, Gas Exchange</b>

			A. Oxygen therapy B. Tracheal suctioning
Lab	2.5	XXII	<b>Elimination</b> A. Foley catheter insertion and care 1. Female 2. Male
Lab	2.5	XXIII	<b>Communication</b> A. Data collection B. Documentation C. Therapeutic communication
Lab	2	XXIV	<b>Clinical Judgment, Care Coordination</b> A. Physical assessment
<b>Total Lecture Hours</b>		36	
<b>Total Laboratory Hours</b>		27	
<b>Total Hours</b>		63	

#### IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

##### A. PRIMARY METHOD OF EVALUATION:

Problem solving demonstrations (computational or non-computational)

##### B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Interview a person with an acute or chronic medical condition. Write a three- to four-page paper examining and discussing how attributes, resources, and personal preferences such as development, culture, sexuality, spirituality, family dynamics, and cognition impact biophysical aspects of a person's health across the lifespan.

##### C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. After viewing a nurse-patient interaction video provided by the instructor, choose a two-to three-minute segment of the interaction. Analyze the interaction in a three- to four-page paper and identify the therapeutic communication techniques utilized; evaluate the effectiveness of verbal and nonverbal communication, and identify and communication blocks and their effect on therapeutic communication.
2. Analyze nursing assessment data for a client with a perfusion health issue such as congestive heart failure. Utilizing a nursing diagnosis reference, formulate and write a three-page nursing care plan for the client.

##### D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Performance exams

Objective Exams

Embedded questions

Reading reports  
Written homework  
Class Performance  
Homework Problems  
Term or other papers  
Multiple Choice  
Completion  
True/False  
Other (specify):  
Short answer and identification of physiologic diagrams, ATI exams

Presentation

## **V. INSTRUCTIONAL METHODS**

Demonstration  
Discussion  
Group Activities  
Laboratory  
Lecture  
Multimedia presentations  
Other (please specify)  
    Skills practice

**Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.**

## **VI. WORK OUTSIDE OF CLASS**

Study  
Answer questions  
Skill practice  
Required reading  
Problem solving activities  
Written work

**Estimated Independent Study Hours per Week: 4**

## **VII. TEXTS AND MATERIALS**

### A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

- American Psychological Association. Publication Manual of the American Psychological Association. 6th ed. Washington, DC; APA, 2009.
- Corbett, J.V. & Banks, A.D.. Laboratory Tests and Diagnostic Procedures with Nursing Diagnosis. 8th ed. New Jersey, NJ: Prentice Hall, 2012.
- Doenges, M. Moorhouse, M. & Geissler-Murr, A.. Nurse's Pocket Guide: Diagnosis, Prioritized Interventions, and Rationales. 14th ed. Philadelphia, PA: F.A. Davis Company, 2016.
- Pearson. Nursing: A Concept-Based Approach to Learning, Volume I. 2nd ed. Pearson, 2015.
- Pearson. Nursing: A Concept-Based Approach to Learning, Volume II. 2nd ed. Pearson, 2015.
- Pearson. Clinical Nursing Skills: A Concept-Based Approach to Learning, Volume III. 2nd ed. Pearson, 2015.
- Pickar, G. & Abernathy. Dosage Calculations. 9th ed. Clifton Park, NY: Delmar Learning, 2012.
- Smith-Temple, J. & Johnson, J.. Nurse's Guide to Clinical Procedures. 6th ed. Ambler, PA: Lippincott, Williams & Wilkins, 2010.

### B. ALTERNATIVE TEXTBOOKS

### C. REQUIRED SUPPLEMENTARY READINGS

- Assessment Technologies Institute (ATI) eBook on the ATI website, <https://www.atitesting.com/Home.asp>
- Castillo, S. (2018) Strategies, Techniques, Approaches to Critical Thinking, a Clinical Reasoning Workbook for Nurses (6th Edition) St. Louis, MO: Elsevier Incorporation
- State of California Board of Registered Nursing (2017) California Nursing Practice Act With Regulations and Related Statutes. Charlottesville, VA: LexisNexis

### D. OTHER REQUIRED MATERIALS

- Nurse Pack
- Stethoscope
- Sphygmomanometer
- Dove Hospital Uniform, Name Tag
- Assessment Technologies Institute (ATI) Testing Package
- My Nursing Lab Online Tutorials

## VIII. CONDITIONS OF ENROLLMENT

### A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
Course Prerequisite Nursing-144 AND	Sequential
Course Prerequisite Nursing-146	

### B. Requisite Skills

Requisite Skills
Demonstrate the application of mathematical concepts when calculating oral and parenteral drug dosages for adults. NURS 144 -
Demonstrate the application of mathematical concepts when calculating oral and parenteral drug dosages for adults. NURS 144 -
Convert metric, apothecary, and household measurements from one system to another. NURS 144 -
Carefully interpret medication labels and medication administration records to safely administer drug dosages utilizing the six rights of medication administration. NURS 144 -
Calculate reconstitution of injectable and non-injectable drugs and select the correct syringe and calibrated medical equipment necessary to safely administer these medications.

<p>NURS 144 - Demonstrate the ability to calculate safe oral and parenteral drug dosages for pediatric patients.</p> <p>NURS 144 - Demonstrate the ability to safely prepare and administer accurately calculated medication dosages in a simulated clinical environment.</p>
<p>The students must demonstrate competency performing health assessments to demonstrate and identify normal versus common abnormal finding for biophysical body structures and functions. NURS 146 - Gather data for a biophysical health history from an adult client.</p> <p>NURS 146 - Identify common abnormal biophysical findings and evaluate the impact on an adult client.</p> <p>NURS 146 - Compare and contrast normal and common abnormal findings for the biophysical body structures and systems.</p> <p>NURS 146 - Identify the steps in the nursing process and demonstrate how to use it in a client's history and physical.</p> <p>NURS 146 - Analyze and evaluate the findings from health and physical examinations utilizing the nursing process and critical thinking skills.</p> <p>NURS 146 - Perform a physical assessment from head to toe utilizing the appropriate equipment and medical terminology.</p>

**C. Recommended Preparations (Course and Non-Course)**

Recommended Preparation	Category and Justification
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**D. Recommended Skills**

Recommended Skills
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**E. Enrollment Limitations**

Enrollment Limitations and Category	Enrollment Limitations Impact
<p>Students must be admitted into the Nursing Program and Students must have completed the Readiness Assessment Test - ATI Test of Essential Academic Skills (ATI-TEAS) with the state recommended passing score.</p>	

**Course created by P. Kidwell-Udin, K. Stephens on 09/01/2004.**

**BOARD APPROVAL DATE: 01/18/2005**

**LAST BOARD APPROVAL DATE:**

**Last Reviewed and/or Revised by Julie Meredith on 05/14/2018**