Course Acronym:	NURS
Course Number:	149
Descriptive Title:	Advanced Placement in Nursing
Division:	Health Sciences and Athletics
Department:	Nursing
Course Disciplines:	Nursing
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.
Prerequisite:	Nursing 144 AND Nursing 146 with a minimum grade of C
Co-requisite:	
Recommended Preparation:	
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
Hours Lecture (per week):	2
Hours Laboratory (per week):	1.5
Outside Study Hours:	4
Total Course Hours:	63
Course Units:	2.5
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	January 18, 2005
Transfer UC:	No
Effective Date:	

General Education: ECC	
Term:	
Other:	
CSU GE:	
Term:	
Other:	
IGETC:	
Term:	
Other:	
Student Learning Outcomes:	**SLO #1 LVN vs RN** The student will contrast the role of the LVN to that of the Registered Nurse. **SLO #2 Nursing Care Plans** The student will formulate nursing care plans that demonstrate proficient application of the nursing process using Giddens units of Health Care Recipient and Health and Illness. **SLO #3 Legal Roles** The student will discuss legal roles and ethical responsibilities within the nursing profession.
Course Objectives:	1. 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. 2. Discuss the core competencies of nursing care including communication and safety when providing patient care. 3. Demonstrate competency in the performance of nursing skills. 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. 5. Compare legal roles and ethical responsibilities within the nursing profession. 6. Evaluate what role clinical judgement and leadership play in modifying patient care and providing for a quality health care environment.
Major Topics:	**I. Clinical Judgement (2.5 hours, lecture)** A. Critical thinking B. Test taking strategies C. Setting priorities D. Time management **II. Thermoregulation, Perfusion, Gas Exchange, Pain (3 hours, lecture)**

A. Vital signs

B. Hypertension

III. Health Care Quality (2.5 hours, lecture)

A. Nursing theory and philosophy

1. The nursing process

2. Maslow's Hierarchy of Human Needs

3. Jean Watson's Model of Caring

IV. Physical Integrity, Infection (3 hours, lecture)

A. Peptic ulcer disease

B. Medical asepsis

C. Surgical asepsis

V. Safety (3 hours, lecture)

A. Medication administration

1. Oral medications

2. Parenteral medications

VI. Communication (1.5 hours, lecture)

A. Data collection

B. Electronic health record and documentation

C. Therapeutic communication

VII. Patient Education and Health Promotion (1.5 hours, lecture)

A. Educational approaches

B. Learning domains

C. Adherence

VIII. Fluid and Electrolyte Balance, Nutrition (3.5 hours, lecture)

A. Bulimia

B. Intravenous fluids and medications

C. Hypotonic

D. Isotonic

E. Hypertonic

F. Venipuncture/IV Pump

IX. Acid Base Balance, Gas Exchange (3.5 hours, lecture)

A. Chronic obstructive pulmonary disease

B. Bronchitis

C. Asthma

D. Basic arterial blood gas analysis

E. Tracheostomy care and suctioning

X. Elimination (3.5 hours, lecture)

A. Chronic renal failure

XI. Glucose Regulation (3.5 hours, lecture)

A. Diabetes

XII. National Patient Safety Goals (1.5 hours, lecture)

A. Accreditation

B. Joint commission

C. Major focus areas

XIII. Quality and Safety Education for Nurses (QSEN) (1.5 hours, lecture)

A. Patient-centered care

B. Teamwork and collaboration

C. Evidence-based practice

D. Quality improvement

E. Safety

F. Informatics

XIV. Communication (2 hours, lecture)

A. Data collection

B. Documentation

C. Therapeutic communication

XV. Safety (3 hours, lab)

A. Medication administration

1. Oral medications

2. Parenteral medications

XVI. Fluid and Electrolyte Balance (3 hours, lab)

A. Venipuncture

B. Intravenous (IV) Pump

C. Intravenous medication administration

D. Calculating intravenous drip rates

XVII. Thermoregulation, Perfusion, Gas Exchange, Pain (3 hours, lab)

A. Vital signs

1. Body temperature

2. Locate and palpate pulse sites

3. Respiratory assessment

4. Blood pressure readings

5. Pain assessment and management

XVIII. Nutrition (3 hours, lab)

A. Nasogastric tube insertion and removal

B. Tube feedings

XIX. Infection (2.5 hours, lab)

A. Medical and surgical asepsis

1. Universal precaution

2. Isolation

	3. Handwashing 4. Maintenance of a sterile field 5. Sterile dressing changes **XX. Glucose Regulation (2.5 hours, lab)** A. Insulin administration B. Blood glucose monitoring **XXI. Oxygenation, Gas Exchange (3 hours, lab)** A. Oxygen therapy B. Tracheal suctioning **XXII. Elimination (2.5 hours, lab)** A. Foley catheter insertion and care 1. Female 2. Male **XXIII. Communication (2.5 hours, lab)** A. Data collection B. Documentation C. Therapeutic communication **XXIV. Clinical Judgment, Care Coordination (2 hours, lab)** A. Physical assessment
Total Lecture Hours:	36
Total Laboratory Hours:	27
Total Hours:	63
Primary Method of Evaluation:	2) Problem solving demonstrations (computational or non-computational)
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.
Critical Thinking Assignment 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.
Critical Thinking Assignment 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.
Other Evaluation Methods:	Class Performance, Completion, Embedded Questions, Homework Problems, Multiple Choice, Objective Exam, Reading Reports, Term or Other Papers, True/False, Written Homework
Instructional Methods:	Discussion, Group Activities, Lecture, Multimedia presentations
If other:	Skills practice
Work Outside of Class:	Answer questions, Problem solving activity, Required reading, Skill practice, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Textbooks:	American Psychological Association. Publication Manual of the American Psychological Association. 7th ed. Washington, DC; APA, 2020. Giddens, J Concepts for Nursing Practice 2nd ed. St. Louis, MO. Elsevier 2017. (Discipline Standard) Lippincott, Nursing 2020 Drug Guide, Philadelphia, PA: Wolters Kluwer, 2019 Lynn P. Taylor's Clilnical Nursing Skills. 4th ed. Philadephia PA: Lippincott, Williams & Wilkins, 2018. Pickar, G. & Abernathy. Dosage Calculations. 9th ed. Clifton Park, NY: Delmar Learning, 2012 (Discipline Standard)
Alternative Textbooks:	
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 (Discipline Standard)
Other Required Materials:	Nurse Pack Stethoscope Sphygmomanometer Dove Hospital Uniform, Name Tag Assessment Technologies Institute (ATI) Testing Package My Nursing Lab Online Tutorials
Requisite:	
Category:	

Requisite course(s): List both prerequisites and corequisites in this box.	Nursing-144 AND Nursing-146
Requisite and Matching skill(s):Bold the requisite skill. List the corresponding course objective under each skill(s).	**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. NURS 144 -Demonstrate the ability to calculate safe oral and parenteral drug dosages for pediatric patients. NURS 144 -Demonstrate the ability to safely prepare and administer accurately calculated medication dosages in a simulated clinical environment. **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. NURS 146 -Identify common abnormal biophysical findings and evaluate the impact on an adult client. NURS 146 -Compare and contrast normal and common abnormal findings for the biophysical body structures and systems. NURS 146 -Identify the steps in the nursing process and demonstrate how to use it in a client's history and physical. NURS 146 -Analyze and evaluate the findings from health and physical examinations utilizing the nursing process and critical thinking skills. NURS 146 - Perform a physical assessment from head to toe utilizing the appropriate equipment and medical terminology.
Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	

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Enrollment Limitations Impact:	
Course Created by:	P. Kidwell-Udin, K. Stephens on 09/01/2004
Date:	
Original Board Approval Date:	01/18/2005
Last Reviewed and/or Revised by:	Farah Calib
Date:	02/16/2023
Last Board Approval Date:	07/17/2023 effective FALL 2024