



El Camino College
COURSE OUTLINE OF RECORD – Official

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| Course Acronym: | NURS |
| Course Number: | 222 |
| Descriptive Title: | Medical Surgical Nursing - Older Adult |
| Division: | Health Sciences and Athletics |
| Department: | Nursing |
| Course Disciplines: | Nursing |
| Catalog Description: | In this course, students will gain skills to assess and care for patients in the hospital setting. Emphasis will be placed on the care of the older adult population and includes critical thinking, legal and ethical issues within the nursing profession. Concepts include hormonal regulation, glucose regulation, perfusion, pain, communication, safety, functional ability, family dynamics, self-management and health promotion, intracranial regulation, cognition, interpersonal violence, ethics, health care law, sensory perception, mobility, and tissue integrity. |
| Prerequisite: | Nursing 220 with a minimum grade of C |
| Co-requisite: | |
| Recommended Preparation: | |
| Enrollment Limitation: | Students must be admitted into the Nursing Program |
| Hours Lecture (per week): | 2 |
| Hours Laboratory (per week): | 6 |
| Outside Study Hours: | 4 |
| Total Course Hours: | 144 |
| Course Units: | 4 |
| Grading Method: | Letter Grade only |
| Credit Status: | Credit, degree applicable |
| Transfer CSU: | Yes |
| Effective Date: | Fall 2019 |
| Transfer UC: | No |
| Effective Date: | |
| General Education: ECC | |
| Term: | |
| Other: | |
| CSU GE: | |
| Term: | |

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| Other: | |
| IGETC: | |
| Term: | |
| Other: | |
| Student Learning Outcomes: | <p>SLO #1 Human Needs</p> <p>Student will apply the nursing process to meet the human needs of the adult patient in a safe, competent, and ethical manner.</p> <p>SLO #2 Nutritional Needs</p> <p>Students will use the nursing process to meet the nutritional needs of the older adult patient.</p> <p>SLO #3 Identify Data</p> <p>Student will be able to identify subjective and objective data to collect and analyze when assessing a patient experiencing pain.</p> |
| Course Objectives: | <ol style="list-style-type: none"> 1. Make use of evidence-based research information in the application of fundamental nursing care. 2. Interpret the relationships among disease process, clinical presentation, and nursing management of patients with selected health problems. 3. Identify the legal and ethical responsibilities of a nurse. 4. Classify between the common physical changes seen in aging and pathological conditions seen in the older adult population. 5. Utilize the nursing process by collecting and organizing patient data to develop a plan of care. 6. Apply the nursing process at a beginning level of skill to interpret and manage the responses of the patient to actual or potential health problems. 7. Show use of the nursing process, professional behavior, and evidence-based practice in the delivery of patient-centered care to adults with health problems. 8. Build communication skills with patients using professional and therapeutic techniques in a health care setting. 9. Construct a safe environment for patients within the healthcare setting by being vigilant monitoring for unsafe conditions. 10. Illustrate cultural, spiritual, and bio-psychosocial factors when developing a nursing diagnosis and relevant interventions. 11. Demonstrate basic nursing care for one to two patients in a healthcare setting. 12. Develop critical thinking skills as a framework for clinical decision-making. |
| Major Topics: | <p>I. Hormonal Regulation, Glucose Regulation (4 hours, lecture)</p> <p>A. Diabetes</p> <p>II. Perfusion (10 hours, lecture)</p> <p>A. Hypertension</p> <p>B. Hyperlipidemia</p> |

C. Peripheral vascular disease

III. Pain (3 hours, lecture)

A. Acute pain

B. Chronic pain

IV. Communication (3 hours, lecture)

A. Therapeutic communication techniques

B. National patient safety goals, improve staff communication

C. Situation, background, assessment, recommendation (SBAR)

V. Safety (3 hours, lecture)

A. Environmental factors

B. National patient safety goals

C. Quality and Safety Education for Nurses (QSEN)

D. National Academy of Medicine

E. Fire safety

F. Patient falls

G. Seizure precautions

H. Restraints

VI. Functional Ability, Intracranial Regulation, Hormonal Regulation, Cognition (3 hours, lecture)

A. Common biological theories of aging

B. The normal aging process

C. Differentiate between delirium, dementia, and depression in the older adult

D. Postmortem care

VII. Self-Management, Health Promotion (3 hours, lecture)

A. Demographics of older adults in the United States

B. Negative stereotypes of older adults

C. The role of gerontological nursing

D. Care settings for older adults

VIII. Family Dynamics, Interpersonal Violence, Ethics, Health Law (3 hours, lecture)

A. Ethical and legal consideration of aging

B. The use of advanced directives, living wills, and durable power of attorney

C. The grieving process

IX. Sensory Perception, Mobility, Intracranial Regulation, Tissue Regulation, Hormonal Regulation (4 hours, lecture)

A. Eyes

1. Glaucoma

2. Macular degeneration

3. Cataracts

B. Ears

1. Hearing loss

C. Musculoskeletal system

1. Osteoporosis

2. Osteoarthritis

D. Neurologic system

1. Parkinson's disease

2. Shingles

E. Endocrine system

1. Hypothyroidism

X. Clinical Evaluations (10 hours, lab)

A. Medical records

B. Physical assessment

C. Documentation

D. Roles of health care team

E. Communication

F. Nursing process

G. Medication administration

H. Organization

I. Clinical skills

XI. Chart Assessment and Utilization (15 hours, lab)

A. Vital sign sheet

B. Intake and output

C. Nursing flow sheet

D. Progress notes

E. History and physical examination

F. Doctor's orders

G. Nurse's admission assessment

H. Medication administration record

I. Laboratory record

J. Diabetic flow sheet

K. Treatment records

XII. Medical Administration (19 hours, lab)

A. Patient assessment

B. Drug research

C. Use of nursing process for medication administration

D. Medication administration record

E. Six rights of medication administration

F. Medical and surgical asepsis

XIII. Nursing Management of Patients with Pain (19 hours, lab)

A. Pain assessment

1. Acute

2. Chronic

B. Pain assessment scale

C. Patient assessment

D. Develop a plan of care

E. Pharmacological and nonpharmacological interventions

F. Evaluation of pain relief

XIV. Nursing Management of Patients with Hypertension (20 hours, lab)

A. Assessment of patient's history of hypertension

B. Medical interventions

C. Diet

D. Weight reduction and exercise recommendations

E. Pharmacologic interventions

F. Evaluation of interventions

G. Prepare patient teaching

XV. Nursing Management of Patient with Type 2 Diabetes Mellitus (20 hours, lab)

A. Assessment of patient's diabetic history

B. Assess patient's laboratory results

1. Glycosylated hemoglobin

C. Assess patient's blood glucose

D. Diet

E. Weight reduction and exercise recommendations

F. Pharmacologic interventions

G. Evaluation of interventions

H. Prepare patient teaching

XVI. Geriatric Nutritional Assessment (5 hours, lab)

A. Patient's history

B. Patient's biographical data

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| | <p>C. Twenty-four hour diet history</p> <p>D. Medical diagnosis</p> <p>E. Medications</p> <p>F. Physical assessment</p> <p>G. Anthropometric data</p> <p>H. Laboratory data</p> <p>I. Develop plan of care</p> <p>J. Summary</p> |
| Total Lecture Hours: | 36 |
| Total Laboratory Hours: | 108 |
| Total Hours: | 144 |
| Primary Method of Evaluation: | 1) Substantial writing assignments |
| Typical Assignment Using Primary Method of Evaluation: | Collect biographical data, medical diagnosis, medical orders and treatments, medications, laboratory and diagnostic test results on a specific patient. Conduct a physical assessment and according to the patient's diagnosis, determine what important assessments and care is warranted. Put together a nursing care plan while prioritizing the identified problems. |
| Critical Thinking Assignment 1: | Conduct a geriatric nutritional assessment on one of your assigned patients. Collect the patient's medical and dietary history by researching the chart and conducting a personal interview. Complete a physical assessment, collecting the patient's medical diagnosis, prescribed medications, anthropometry measurements, and laboratory test results. Evaluate the clinical findings to determine if the patient's dietary behaviors are meeting their nutritional needs. The analysis will include how the patient's disease process and prescribed medications may impact their ability to develop and maintain sound nutrition. Develop a nursing care plan to implement interventions to improve the patient's dietary outcome. |
| Critical Thinking Assignment 2: | Select one patient in the clinical setting with a diagnosis of hypertension, diabetes mellitus type 2, or hyperlipidemia. Review the patient's medical record to evaluate the length of time with the diagnosis, laboratory values, medications, diet, and activity orders. Depending on the patient's diagnosis, assess the blood pressure, blood glucose, or cholesterol trends, prepare a teaching session to be presented to the patient and family, student clinical group, or clinical staff. |
| Other Evaluation Methods: | Class Performance, Clinical Evaluation, Laboratory Reports, Multiple Choice, Objective Exam, Performance Exams, Quizzes, Reading Reports, Term or Other Papers, Written Homework |
| Instructional Methods: | Demonstration, Discussion, Group Activities, Lecture, Multimedia presentations, Role play/simulation |
| If other: | |

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| 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: | Callahan, B., <u>Clinical Nursing Skills a Concept-based Approach to Learning</u> , 3rd ed., Hoboken, NJ: Pearson Education Incorporation, 2015. (Discipline Standard) Giddens, J.F., <u>Concepts For Nursing Practice</u> , 2nd ed., St Louis, MO: Elsevier Incorporation, 2017. LexisNexis, <u>California Nursing Practice Act</u> , Charlottesville, VA: Matthew Bender and Company, 2017. Pearson Education Incorporation, <u>Nursing A Concept-based Approach To Learning</u> , 2nd ed., Hoboken, NJ: Pearson Education, Incorporation, 2015. (Discipline Standard) |
| Alternative Textbooks: | |
| Required Supplementary Readings: | |
| Other Required Materials: | Nurse Pack Stethoscope Sphygmomanometer Dove Hospital Uniform, Name tag Assessment Technologies Institute (ATI) Testing Package My Nursing Lab Online Tutorials |
| Requisite: | Prerequisite |
| Category: | sequential |
| Requisite course(s): List both prerequisites and corequisites in this box. | Nursing 220 with a minimum grade of C |
| Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). | Students must need skills from Fundamental Nursing Skills to advance to this class. NURS 220 - Identify and apply an understanding of professional nursing roles and legal ethical nursing standards. NURS 220 - Demonstrate and practice the principles of medical and surgical asepsis. NURS 220 - Identify the steps of the nursing process by relating how it applies to nursing care. NURS 220 - Apply the use of the nursing process in formulating nursing care plans. NURS 220 - Utilize the nursing process to safely demonstrate nursing skills. |

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| | <p>NURS 220 - Demonstrates the skills necessary to safely care for patients.</p> <p>NURS 220 - Identify safety issues related to patient care.</p> <p>NURS 220 - Identify Maslow's and Kalish's and Watson's theoretical principles and how they affect the care of the patient.</p> <p>NURS 220 - Utilize evidence-based information from this course and research related findings in the application of fundamental nursing care.</p> |
| Requisite Skill: | |
| Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable | |
| Requisite course: | |
| Requisite and Matching skill(s):Bold the requisite skill. List the corresponding course objective under each skill(s). | |
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| Enrollment Limitations and Category: | Students must be admitted into the Nursing Program |
| Enrollment Limitations Impact: | |
| Course Created by: | |
| Date: | 05/10/2018 |
| Original Board Approval Date: | 07/16/2018 |
| Last Reviewed and/or Revised by: | Deborah Heming |
| Date: | 03/26/2019 |
| Last Board Approval Date: | 12/19/2022 |