

Department:

Nursing: LPN to RN Completion Program

Course Description:

This course will focus on therapeutic pharmacological methods and evidence-based practice used in patient care both in the acute and maintenance plan of the patient. Correct administration, dosage calculation, dosage verification and documentation will be emphasized. Differences between the LPN and the RN practice regarding administration, calculation, and routes (i.e. IV push) will also be discussed based on the applicable nurse practice act. Safe and ethical care, nursing process and QSEN will be topics of the class as well.

Course Competencies:

Upon completion of the course, the student should be able to:

1. Apply evidence-based knowledge regarding standard drugs for specific health complexities.
2. Demonstrate proper medication administration based on a physician order, via proper route and administration device.
3. Demonstrate the ability to pass a dosage calculation exam by 100% on various types of medication problems including IV medication, enteral and parenteral methods. .
4. Integrate knowledge of pharmacology, pathophysiology, nutrition, and established evidence-based practices when caring for adult clients.
5. Demonstrate knowledge of patient and caregiver education on pharmaceutical changes and new medications when given.
6. Analyze potential medication adverse interactions and identify the precautions and remedies that would ensure patient safety and efficacy.
7. Demonstrate knowledge of information and sources for information to remain current with pharmacological concepts.
8. Demonstrate the ability to administer medications using the rights of medication administration and properly documenting these items.

Course Content:

- A. Perform a focused assessment on adults who have complex health alterations
- B. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for adults who have complex health alterations.
- C. Ascertain priority actions for adults who have complex health alterations.
- D. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to adults who have complex health alterations
- E. Interpret diagnostic tests and perform related nursing intervention when providing care to adults who have health alterations
- F. Demonstrate correct use and establish proper functioning of therapeutic devices used in the management of health alterations.
- G. Ascertain the role of the nurse when providing quality care to adults who have an alteration in health.
- H. Provide health- and safety-related education to adults who have health alterations.
- I. Integrate cultural, ethical, and legal tenets into the plan of care for adults who have alterations in health.
- J. Specific alterations in health.
 - 1. Alteration in Oxygenation
 - a. Obstructive disorders
 - b. Abnormal cell proliferation disorders
 - c. Trauma-related disorders
 - 2. Alterations in Cardiac Output and Tissue Perfusion
 - a. Ischemic disorders
 - b. Decreased cardiac output disorders
 - c. Peripheral vascular disorders
 - d. Infectious and inflammatory disorders
 - e. Hematologic Disorders
 - 3. Alterations in Regulation and Metabolism
 - a. Endocrine/exocrine disorders
 - b. Adrenal disorders
 - 4. Alterations in Cognition and Sensation
 - a. Trauma-related disorders
 - b. Degenerative Neurological Disorders
 - c. Ischemic Disorders
 - d. Abnormal cell proliferation
 - e. Sensory Disorders
 - 5. Alterations in Immunity
 - a. Immunosuppressive Disorders
 - b. Autoimmune Disorders
 - 6. Alterations in Integument
 - Abnormal cell proliferation disorders
 - 7. Alterations in Mobility
 - a. Degenerative musculoskeletal disorders
 - b. Trauma-related disorders
 - c. Ischemia-related disorders
 - 8. Alterations in Reproduction
 - a. Abnormal cell proliferation disorders
 - b. Urogenital displacement disorders
 - 9. Alterations in Ingestion, Digestion, Absorption, and Elimination
 - a. Infectious and Inflammatory disorders
 - b. Abnormal cell proliferation disorders

- c. Increased arterial pressure
- 10. Alterations in Excretion
 - a. Infectious and inflammatory disorders
 - b. Abnormal cell proliferation
- 11. Oncology
 - a. Chemotherapy
 - b. Radiation
- K. Orientation to the clinical site
 - 1. National Patient Safety Goals
 - 2. Informatics
 - 3. Emergency procedures
 - 4. Client satisfaction
 - 5. Role of the instructor and student in the clinical setting
- L. Clinical Experience
 - 1. Apply the nursing process and evidence-based knowledge to the care of clients with complex medical/surgical health alterations
 - 2. Evaluate nursing care provided by the student to adult clients from diverse backgrounds to ensure that it is compassionate, age and culturally appropriate and based on a client's preferences, values and needs.
 - 3. Perform a comprehensive health assessment including physiological, psychological, sociological, and spiritual needs of adult clients experiencing unstable, acute health alterations.
 - 4. Collaborate with members of the inter-professional health care team while providing safe, quality care for clients.
 - 5. Communicate effectively with clients, families, and members of the healthcare team.
 - 6. Identify reliable sources for locating evidence-based practice guidelines for use in the healthcare setting.
 - 7. Implement strategies to mitigate errors and reduce the risk of harm to clients, self and others.
 - 8. Use client care technologies effectively.
 - 9. Adhere to regulatory, legal, and ethical principles while providing client-centered standard-based nursing care.
 - 10. Maintain professional accountability and responsibility in the delivery of client-centered care.
 - 11. Use organizational, time management, and priority setting skills in the provision and management of safe, quality client-centered care.
 - 12. Provide health and safety related education to clients and families using a variety of teaching methods.

Learning Assessments:

Instructional methods that will be used may include, but are not limited to: lecture, online assessments and tutorials. video recordings, observations, discussions, group work, demonstrations, virtual simulation, and handouts

Instructional Materials:

Guidelines for Requesting Accommodations Based on Documented Disability or Medical Condition

It is the intention of Highland Community College to work toward full compliance with the Americans with Disabilities Act, to make instructional programs accessible to all people, and to provide reasonable accommodations according to the law.

Students should understand that it is their responsibility to self-identify their need(s) for accommodation and that they must provide current, comprehensive diagnosis of a specific disability or medical condition from a qualified professional in order to receive services. Documentation must include specific recommendations for accommodation(s). Documentation should be provided in a timely manner prior to or early in the semester so that the requested accommodation can be considered and, if warranted, arranged.

In order to begin the process all students **must** complete the “Disabilities Self-Identification Form” on our [Disability Services website](#).

This form can also be accessed at the Highland Community College homepage under Students Services/Student Resources/Disability Service or by contacting the Disabilities Coordinator.

A Note on Harassment, Discrimination and Sexual Misconduct

Highland Community College seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX, and College policy prohibit harassment, discrimination and sexual misconduct. Highland Community College encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to report to the Vice President for Student Services, the Human Resources Director or complete an [online report](#) about what happened so that they can get the support they need and Highland Community College can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Highland Community College is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please review our [Equity Grievance Policy](#).