

Department:

Nursing: LPN to RN Completion Program

Course Description:

This course focuses on the care of adult clients with complex medical/surgical health alterations. Concepts of pharmacology and parenteral therapy, health promotion and education, evidence-based practice, and inter-professional collaboration are integrated throughout the course. Emphasis is placed on enhancing time management, organizational, and priority-setting skills when providing care to clients with complex needs. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe, quality care to clients.

Course Competencies:

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

1. Apply evidence-based knowledge to the care of clients with complex medical/surgical health alterations.
2. Collaborate with members of the inter-professional health care team.
3. Demonstrate compassion and clinical judgment when providing care to adult clients experiencing complex medical/surgical health alterations.
4. Integrate knowledge of pharmacology, pathophysiology, nutrition, and established evidence-based practices when caring for adult clients.
5. Provide health and safety related education to clients and families using a variety of teaching methods.
6. Use priority-setting and decision-making skills in the provision of care to adult clients with complex medical/surgical health alterations.
7. Adhere to ethical, legal, and professional standards in the provision of care to adult clients with complex medical/surgical health alterations.

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:

Course competencies will be assessed by individual and group assignments, skill performance, quizzes, proctored exams, written or graphic presentations, participation, and a comprehensive final exam.

Instructional Materials:

ATI: Comprehensive Testing and Review Package for RNs: Skills Modules, Nurse Logic 2.0, Pharmacology Made Easy 2.0, Dosage and Calculations 2.0, EHR TUTOR

Textbooks: Hinkle, J. & Cheever, K. (2015). *Brunner & Suddarth's Textbook of Medical-Surgical Nursing Course Point Plus*. (13th ed.). Philadelphia: Lippincott Williams & Wilkins. ISBN-13: 978-1469886633

Dillon, P. (2015). *Nursing Health Assessment: The Foundation of Clinical Practice*. (3rd ed.). Philadelphia: F. A. Davis Company. ISBN-13: 978-0803644007

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](#).