



MASTER COURSE OUTLINE

A. PNUR 1120 Nursing Care of Adults I

B. COURSE DESCRIPTION:

Nursing Care of Adults I introduces medical/surgical nursing principles, health promotion, safety and end of life care. Emphasis is on common health problems of adults with a special emphasis on the changes of the adult as they age. Concepts of pathophysiology, nutrition and pharmacology are applied to common diseases within each topic area. Pre-requisite: Admission to the Practical Nursing Program. Co-requisite PNUR1110, PNUR1130, PNUR1140; Eve Program co-requisites: PNUR 1130, PNUR 1140.

(3 Cr – 3 lect, 0 lab)

C. Core Theme: Critical Thinking

D. RIVERLAND INSTITUTIONAL LEARNING OUTCOMES:

This course addresses the following Riverland Institutional Learning Outcome(s):

- ILO 1: critical thinking (*Core Theme Goal 2*)
- ILO 2: awareness of the larger global community (*Core Theme Goal 7 or 8*)
- ILO 3: ethical, engaged citizenship (*Core Theme Goal 9 or Goal 10*)
- ILO 4: communication and collaboration (*Discipline Goal 1 and by any learning outcome(s) involving communication or collaboration*)

E. MAJOR CONTENT AREAS:

THEORY:

- Physical and psychosocial variations
- Chronic illness
- End of life care
- Basic alterations in fluid and electrolytes (exemplars: dehydration, fluid overload, common electrolyte imbalances)
- oxygenation (exemplars: pneumonia, influenza, TB, emphysema, chronic bronchitis, COPD)
- cardiac output and tissue perfusion (exemplars: hypertension, orthostatic hypotension, VTE, HF, pulmonary edema, dysrhythmias such as A-fibrillation)
- Regulation and metabolism (exemplars: endocrine—DM I and DM II, hypoglycemia and hyperglycemia/complications of DM; obesity, metabolic syndrome)
- Intracranial regulation (exemplars: ischemic disorders—TIA, CVA, types of dementias, Parkinson's Disease)
- Vision and hearing disorders

- Immunity/inflammation/infection (exemplars: RA, gout, MRSA)
- Tissue integrity (exemplars: cellulitis, shingles, pressure ulcers, osteomyelitis)
- Mobility (exemplars: degenerative musculoskeletal disorders—osteoporosis, osteoarthritis, hip fractures)
- GU/Sexuality/Reproduction (exemplars: impaired sexual functioning/GU cystitis, urethritis urinary retention, BPH)
- Ingestion/digestion/absorption/ (exemplars: diverticulosis, paralytic ileus, obstruction)
- Elimination/excretion (exemplars: constipation, impaction, incontinence, neurogenic bowel and bladder)
- Environmental safety and emergency preparedness (exemplars: fire, epidemics, natural disasters, bioterrorism, poisonings, active shooter)

F. GOAL TYPE, OBJECTIVES AND OUTCOMES:

<u>GOAL TYPE</u>	<u>OBJECTIVES</u> Students will be able to	<u>OUTCOMES</u> The student will successfully
<u>**Critical Thinking</u>	gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive and conscious of possible bias in the information selected.	1. apply nursing knowledge and research findings to patient situations while providing care for older adults.
<u>CS</u>	INFORMATICS/TECHNOLOGY utilize information technology in health care settings. (SLO #1)	1. use reliable evidence based journals and online databases to find information related to the care of older adults with common health and safety issues. (1.3)
<u>CS</u>	MANAGING CARE OF THE INDIVIDUAL PATIENT work within an established plan of care for an individual patient to organize, and assign aspects of care to UAP's and LPN's under the direction of an RN or other HCP to provide a safe effective environment. (SLO #2)	1. identify priorities of care in the provision of emergency response plans under the direction of a RN or other licensed HCP. (2.3)
<u>CS</u>	NURSING JUDGMENT/ EVIDENCE BASED CARE utilize evidence based nursing judgment when prioritizing care, implementing interventions, reporting changes, and promoting the health of individual patients across the lifespan within the healthcare system. (SLO #3)	1. choose interventions (e.g. reporting changes, identifying action to take) within an established plan of care for potential/ actual complications of the older adult patient. (3.2) 2. discuss rationales for nursing judgments and prioritization of care of the older adult patient. (3.3)

<u>CS</u>	PATIENT/RELATIONSHIP CENTERED CARE demonstrate effective communication skills while providing patient care founded on basic physical, developmental spiritual, cultural, functional, and psychosocial needs of individual patients across the lifespan. (SLO #4)	<ol style="list-style-type: none"> 1. give examples of patient/relationship centered care when using the nursing process to contribute to individualized plans of care for the older adult. (4.3) 2. recognize and identify barriers to learning when proving or reinforcing health care information to older adult patients regarding health care and safety issues. (4.4)
<u>CS</u>	PROFESSIONAL IDENTITY AND ETHICAL BEHAVIOR demonstrate professional behaviors and accountability with legal and ethical nursing practice standards for a competent Practical Nurse. (SLO #5)	<ol style="list-style-type: none"> 1. describe the legal and ethical implications/aspects of caring for older adults. (5.2)
<u>CS</u>	SAFETY recognize and report changes and responses to interventions to an RN or the appropriate licensed HCP while providing a safe environment for patients, self, and others. (SLO #7)	<ol style="list-style-type: none"> 1. demonstrate application of safe nursing practice when performing skills in the lab setting. (7.2)
<u>CS</u>	TEAMWORK AND COLLABORATION participate as a member of the inter-professional team collaborating and communicating with other health care providers to promote safe, quality patient centered care. (SLO #8)	<ol style="list-style-type: none"> 1. demonstrate effective inter-professional collaboration when reporting and documenting focused assessment findings and interventions utilized for the older adult patient in simulated lab settings. (8.2)

G. SPECIAL INFORMATION:

This course may require use of the Internet, the submission of electronically prepared documents and the use of a course management software program. Students who have a disability and need accommodations should contact Accessibility Services at the beginning of the semester. This information will be made available in alternative format, such as Braille, large print, or current media, upon request. Special program needs include a calculator, nursing uniform, insignia patch, Riverland name tag, stethoscope, and watch with a second hand. A student enrolled in this course must have current immunizations, CPR certification, passed a background check, and must be able to provide their own transportation to class and clinical locations. The student must also be of good health and able to lift and transfer patients without restriction.

H. COURSE CODING INFORMATION:

Course Code O/Class Maximum 80; Letter Grade

Revision date: 03/16/16; 09/06/16; 03/14/23

AASC Approval date: 10/18/16; 04/18/23

*Riverland Community College Disciplines	MnTC Goal Number
Communication (CM)	1
Natural Sciences (NS)	3
Mathematics/Logical Reasoning (MA)	4
History and the Social & Behavioral Sciences (SS)	5
Humanities and Fine Arts (HU)	6

**Riverland Community College Core Themes	MnTC Goal Number
Critical Thinking (CT)	2
Human Diversity (HD)	7
Global Perspective (GP)	8
Ethical and Civic Responsibility (EC)	9
People and the Environment (PE)	10

*These five MnTC Goals have been identified as Riverland Community College Disciplines.

** These five MnTC Goals have been identified as Riverland Community College Core Themes.

NOTE: The Minnesota Transfer Curriculum “10 Goal Areas of Emphasis” are reflected in the five required discipline areas and five core themes noted in the Riverland Community College program of study guide and/or college catalog.