



# BROWARD COMMUNITY COLLEGE COURSE OUTLINE

**LAST REVIEW: 2008-2009**

*2007-2008*

**NEXT REVIEW: 2013-2014**

*2010-2011*

**STATUS: A**

*Active*

**COURSE TITLE: NURSING PROCESS II**

**COMMON COURSE NUMBER: NUR 1210**

**CREDIT HOURS: 3**

**CONTACT HOUR BREAKDOWN**

*(per 8 week term)*

**CLOCK HOURS: 0**

Lecture: 6 (48 total) Lab: **0**

Clinic: Other: **0**

**PREREQUISITE(S): NUR 1020, NUR 1020L, MTB 1370**

**COREQUISITE(S): NUR 1210L, HSC1149**

**PRE/COREQUISITE(S):**

## **COURSE DESCRIPTION:**

The second in a series of theoretical courses for the beginning-nursing students. This course builds on previously learned concepts and introduces more sophisticated nursing interventions related to medication and blood administration; care of patients experiencing alterations in the basic needs of nutrition, elimination, comfort, fluid and electrolyte balance, acid-base balance, oxygenation, mobility, and asepsis; and care of the surgical patient, aging patient, and patient with knowledge deficits.

## **UNIT TITLES**

- 1.0 UTILIZING THE NURSING PROCESS IN MEETING BASIC HUMAN NEEDS
- 2.0 NURSING PROCESS AND CRITICAL THINKING AS THE SCIENTIFIC BASIS FOR NURSING PRACTICE
- 3.0 CARING THROUGHOUT THE LIFE SPAN AND IN SPECIAL SITUATIONS



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## COURSE OUTLINE

Common Course Number: NUR 1210

### UNIT 1

#### 1.0 UTILIZING THE NURSING PROCESS IN MEETING BASIC HUMAN NEEDS

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to: identify and plan to meet the nutritional. Bowel elimination, urinary elimination, oxygenation, and comfort needs of patients with simple alterations in wellness, applying those concepts in case studies and discussions.**

**1.1 The learner will be able to apply the nursing process to plan care in case studies and discussion for a patient experiencing Alteration in Nutrition.**

- a. List the needs met by eating.
- b. State reasons nutritional requirements change throughout the life cycle.
- c. Define essential nutrients.
- d. Discuss energy and nitrogen balance regarding:
  1. Factors that influence a person's caloric intake
  2. Evidence of the person's energy balance
- e. State the method to determine ideal body weight
- f. Define
  1. Overweight
  2. Obese
- g. Describe nutrients in relation to:
  1. Energy supplying or regulating
  2. Basic components of
  3. Digestion of
  4. Uses of
  5. Sources for
- h. Discuss factors affecting nutritional status.
- i. Describe methods of assessing nutritional status.
  1. History
  2. Physical assessment
  3. Laboratory tests
    - a. H & H
    - b. Serum albumin
    - c. Cholesterol/triglycerides
    - d. BUN
    - e. Electrolytes
- j. Discuss nursing responsibilities regarding nutrition.



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## COURSE OUTLINE

1. Stimulating appetite
2. Special diets
3. Assisting with eating
4. Withholding food
- k. Discuss gavage
  1. Indications for
  2. Placement of tubes
  3. Composition of formulas
  4. Feeding schedules
  5. Nursing care during
  6. Complications related to
- l. Discuss Parenteral Nutrition (PN) and
  1. Indications for
  2. Solution composition
  3. Placement of tube in relation to solution composition (TPN versus PPN)
  4. Complications of
  5. Nursing responsibilities

**1.2 The learner will be able to apply the nursing process in case studies and discussions to plan care for a patient experiencing Alteration in Bowel Elimination.**

- a. Describe the anatomy and physiology of bowel elimination.
- b. Define
  1. Peristalsis
  2. Mass peristalsis
- c. Describe the physiological act of defecation.
- d. Discuss the factors that affect individual bowel elimination.
  1. Development
  2. Daily patterns
  3. Food and fluid
  4. Activity and muscle tone
  5. Life style
  6. Pathologic conditions
  7. Medications
    - a. Anticoagulants
    - b. Iron
    - c. Antacids
    - d. Antibiotics
  8. Surgery and anesthesia

- e. State the components of the bowel elimination assessment.
  1. History



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2. Characteristics of normal stool
- f. Discuss common bowel elimination problems including definition of, causes of, and nursing interventions for:
  1. Constipation
  2. Fecal impaction
  3. Diarrhea
  4. Fecal incontinence
  5. Flatulence
- g. List nursing interventions for promotion of regular bowel habits
- h. Define
  1. Cathartics/laxatives
    - a. Metamucil
    - b. Colace
    - c. Docolax
    - d. Mineral oil
  2. Antidiarrheals
  3. Enemas
    - a. Cleansing enemas
      - Hypotonic
      - Isotonic
      - Hypertonic
      - Soap suds
    - b. Retention enemas
    - c. Carminative
    - d. Return flow (Harris flush)
    - e. State the procedure for administration of enemas

### 1.3 The learner will be able to apply the nursing process in case studies and discussions to plan care for a patient experiencing Alteration in **Urinary Elimination**.

- a. Describe the anatomy and physiology of the urinary system.
- b. Describe the physiological process of micturition.
- c. Discuss the factors affecting micturition.
  1. Development
  2. Food and fluid
  3. Activity and muscle tone
  4. Pathologic conditions
  5. Medications
    - a. Nephrotoxic drugs
    - b. Diuretics
    - c. Analgesics
    - d. Antihistamines
    - e. Pyridium
    - f. Urisep
    - g. Anticoagulants

- d. Define
  1. Anuria



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2. Oliguria
  3. Polyuria
  4. Dysuria
  5. Enuresis
  6. Frequency
  7. Glycosuria
  8. Hematuria
  9. Hesitancy
  10. Incontinence
  11. Nocturia
  12. Pneumaturia
  13. Proteinuria
  14. Pyuria
  15. Urgency
  16. Retention
  17. Paradoxical incontinence – overflow
- e. Identify the characteristics of normal urine
- f. Discuss nursing interventions for promotion of normal urination
- g. Discuss urinary catheterization
1. State the reasons for urinary catheterization
  2. Identify types of catheters
    - a. Sizes for males and females
    - b. Balloon inflation volumes
    - c. Foley catheters
    - d. Three-way catheters
    - e. Condom catheters
  3. Discuss the uses of straight catheters versus Foley catheters
  4. State the procedure for urinary catheterization
  5. List the appropriate nursing care for the patient with an indwelling catheter
  6. State procedure for irrigating the urinary catheter
  7. State procedure for removal of the urinary catheter
  8. Discuss the nursing implications for care of the patient following removal of an indwelling catheter
  9. Discuss bladder training
    - a. Indication for
    - b. Method of



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### 1.4 The learner will be able to apply the nursing process to plan care for a patient experiencing Alteration in Oxygenation.

- a. List the three factors necessary for normal respiratory functioning
- b. Discuss the anatomy and physiology of the respiratory system
- c. Contrast internal respiration to external respiration.
- d. Compare the two phases of ventilation.
- e. State the normal respiratory drive
- f. Describe the principles of respiratory physiology
- g. State the two ways oxygen is carried in the blood
- h. Identify factors that influence respiratory function
- i. Define the following and state the signs and symptoms
  1. Hypoxia
  2. Hypoxemia
- j. Discuss the components of respiratory assessment.
- k. Identify nursing interventions to promote optimal respiratory functioning.
  1. Deep breathing exercises
  2. Use of the Incentive spirometer
  3. Breathing exercises for COPD patients
    - a. Diaphragmatic breathing
    - b. Pursed lipped exhalation
  4. Controlling involuntary coughing
    - a. Cough suppressants
    - b. Expectorants
  5. Voluntary coughing
    - a. TCDB
    - b. Double cough
    - c. Cascade cough
    - d. Huff cough
    - e. Quad cough
  6. Respiratory Therapy
    - a. Percussing
    - b. Vibrating
    - c. Postural drainage



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- i. Discuss providing supplemental oxygen
  1. Physiological dangers associated with
    - a. Atelectasis
    - b. Retrolental fibroplasia
    - c. Oxygen-induced carbon dioxide narcosis
    - d. Oxygen toxicity
  1. Physical danger – fire
  2. Oxygen delivery systems—description, uses, flow rate, and nursing considerations for:
    - a. Low-flow systems
      - Nasal cannula
      - Trach collar
      - Simple face mask
      - Partial rebreathing mask
    - b. High-flow systems
    - c. Nonrebreathing mask
    - d. Venturi (Venti) mask

**1.5 The learner will be able to apply the nursing process in case studies and discussions to plan care for a patient experiencing Pain.**

- a. Define pain
- b. Compare physical pain to psychogenic pain
- c. Identify the four events necessary for the pain sensation
- d. Distinguish between A delta fibers and C fibers in pain conduction
- e. Discuss Gate Control Theory and its application to practice
- f. Identify factors that affect the suffering experience
- g. Discuss pain behaviors: subjective and objective
- h. Identify pain symptoms using the PQRST mnemonic
- i. Describe elements of the pain assessment
- j. Discuss limitations of pain assessment when applied to
  1. Children
  2. Cognitively impaired Identify nursing interventions for alleviation of pain
    1. Independent
      - a. Remove the cause
      - b. Distraction
      - c. Imagery
      - d. Relaxation

2. Dependent: Identify



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- a. The nurse's role in administration of the following medications
- b. Possible side effects
- c. Mode of action
  - Non narcotics
    - ASA
    - Tylenol
    - Nonsteroidal anti inflammatories
  - Narcotic agonists – opioids
  - Narcotic antagonists
    - Narcan
    - Standol
    - Talwin
    - Nubain.
- i. Discuss reasons that pain is often undertreated in the hospital setting from the perspective of
  1. Physicians
  2. Patients
  3. Nurses
- m. Explain the use of a PCA
- n. Discuss the use of a placebo in pain management
  1. Rationale for administration
  2. Ethical position for nurses
  3. Approach to the patient



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### Unit 2

#### 2.0 NURSING PROCESS AND CRITICAL THINKING AS THE SCIENTIFIC BASIS FOR NURSING PRACTICE

##### Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to: incorporate the concepts of nursing process and critical thinking to the care of patients with simple alterations in fluids and electrolytes or acid base balance and to patients requiring medication administration and blood transfusions, applying the concepts incase studies and discussions.

- 2.1 The learner will be able to apply the nursing process in case studies and discussions to plan care for a patient experiencing Alteration in Fluid & Electrolyte, Acid/Base Balance.
- a. Define electrolytes
  - b. Contrast electrolytes to nonelectrolytes
  - c. List the chief functions of electrolytes in the body
  - d. Discuss the following electrolytes regarding: functions, sources, regulation, normal extracellular concentration, alterations in balance, cause of imbalance, signs indicating imbalance, and nursing assessments and interventions related to the imbalance.
    1. Sodium
    2. Potassium
    3. Calcium
    4. Magnesium
    5. Chloride
    6. Bicarbonate
    7. Phosphate
  - e. Explain how fluid and electrolytes move
    1. Osmosis
    2. Diffusion
    3. Active transport
    4. Filtration
      - a. Colloid osmotic pressure
      - b. Hydrostatic pressure
      - c. Filtration pressure
  - f. Describe the factors that regulate body fluids and maintain homeostasis
    1. Heart and blood vessels
    2. ADH
    3. Aldosterone
    4. Thirst



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- g. Explain fluid imbalances regarding causes, personal at risk, signs and symptoms, and nursing interventions for the following
  1. Fluid volume deficit (Hypovolemia)
  2. Fluid volume excess (Hypervolemia)
- h. Discuss edema
  1. Signs of
  2. Nursing care related to an edematous extremity
- i. Identify assessment measures related to fluid balance
  1. Lab tests
  2. Physical exam
- j. Describe the role of buffer systems and respiratory and renal mechanisms in achieving acid-base balance.
- k. Discuss acid-base balance
  1. The pH scale
  2. Normal body pH
  3. Values indicating abnormalities
  4. Homeostatic regulators of H<sup>+</sup>
    - a. Carbonic acid-sodium bicarbonate buffer system
    - b. Respiratory control
    - c. Renal control
    - d. Other buffers
  5. Assessment parameters
    - a. Patient presentation
    - b. Laboratory tests for
  6. Causes of alterations in pH
    - a. Respiratory acidosis and alkalosis
    - b. Metabolic acidosis and alkalosis
- l. Identify nursing assessments and interventions/implications for patients experiencing pH balance

**2.2 The learner will begin to explain the actions of drugs, and will discuss drug delivery systems and nursing interventions and implications for safe, effective medication administration.**

- a. Identify the nurse's role in medication administration.
- b. Discuss drugs regarding
  1. Nomenclature
  2. Preparation
  3. Classifications
- c. Define mechanics of drug actions
  1. Pharmacodynamics
  2. Pharmacokinetics
- d. Identify factors that affect drug actions
- e. Identify adverse drug effects
  1. Iatrogenic
  2. Drug tolerance
  3. Cumulative effect
  4. Interaction



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- f. Compare types of drug orders
  - 1. Standing or routine orders
  - 2. PRN orders
  - 3. Single or one-time orders
  - 4. STAT, now, or ASAP orders
- g. Identify and list the components of a medication order
- h. Discuss the steps the nurse should take in questioning a medication order
- i. Define medication supply systems
  - 1. Stock supply
  - 2. Unit dose
  - 3. Automated dispensing systems (ex: PYXIS or SUREMED)
- j. Discuss safety measures utilized in medication preparation and administration.
- k. Identify legal requirements for administration of controlled substances.
- l. Discuss documentation of medication administration
  - 1. Routine medications
  - 2. Omitted drugs
  - 3. Refused drugs
  - 4. Medication errors
  - 5. PRN medications
- m. State technique for administration of drugs by the following routes.
  - 1. Oral
  - 2. Sublingual
  - 3. Buccal
  - 4. Topical
    - a. Skin application
    - b. Eye instillation
    - c. Ear instillation
    - d. Nasal instillation
    - e. Vaginal applications
    - f. Rectal instillation
- n. Inhalation administration
- o. Discuss administration of medication by the parenteral route.
  - 1. Equipment
    - a. Needle length and gauges
    - b. Syringe sizes and specific use
    - c. Selection criteria
  - 2. State the type of asepsis used in parenteral medication administration and the technique used to maintain this asepsis
  - 3. Identify the methods of packaging of drugs for injection and describe how to open each type
  - 4. State the procedures for
    - a. Mixing medications in one syringe
    - b. Mixing insulins in one syringe
    - c. Reconstituting powders for injections



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5. Discuss the absorption rate, uses for, method of identifying sites, equipment used, and technique for:
  - a. Intradermal
  - b. Subcutaneous
  - c. Intramuscular
    - Deltoid
    - Dorsogluteal
    - Ventrogluteal
    - Vastus lateralis
    - Rectus femoris
6. State the technique for Z-track method and rationale for use.
7. List measures to reduce discomfort of injections.
- o. State the purpose of IV Therapy and discuss nursing responsibilities and techniques for safe administration
  1. Define types of IV solutions and give examples of each
    - a. Hypertonic
    - b. Hypotonic
    - c. Isotonic
  2. Identify equipment used to administer IV therapy
    - a. Containers
      - Bottles
      - Bags
    - b. Administration sets
      - Drop factor
      - Ports
      - Drop systems (factors)
      - Buretrol
      - In-line filters
  3. State method for preparing a timing strip
  4. Discuss the use of the IV pump
  5. List factors that affect the flow rate of IV fluids
  6. Identify signs of and nursing actions related to the complications associated with peripheral IV therapy
    - a. Local complications
      - Hematoma
      - Infiltration
      - Phlebitis
      - Clotting
    - b. Systemic complications
      - Catheter embolism
      - Air embolism
      - Circulatory overload
      - Septicemia
  7. Identify components of nursing documentation related to IV therapy
  8. State technique for site care



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9. Lists steps for discontinuing IV therapy
10. Identify procedure for administration of various types of IV administration routes
  - a. Medications added to primary infusion fluid
  - b. IV bolus
  - c. Intermittent infusion
  - d. Saline lock (heparin lock)
- p. Calculate drug dosages, using the various systems of equivalents

**2.3 The learner will be able to apply the nursing process in case studies and discussions to plan care for a patient undergoing a blood transfusion.**

- a. List the functions of blood
- b. State the objectives of transfusion therapy
- c. Define the two basic components of blood
  1. Formed elements
  2. Plasma
- d. Discuss the various ways that blood is supplied and the indication for each.
  1. Whole blood
  2. RBCs
  3. WBCs
  4. Plasma
  5. Platelets
- e. Review blood group classifications
- f. List the criteria for blood donor selection
- g. Define autologous transfusion and the four methods for collection
- h. Discuss directed donation
- i. Identify the nursing responsibilities in each phase involved in the administration of blood transfusions
  1. Preparation
  2. Verification
  3. Administration
- j. Identify transfusion reactions
  1. Types
    - a. Causes of
    - b. Preventative measures
  2. Signs and symptoms associated
  3. Nursing management of

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### 3.0 CARING THROUGHOUT THE LIFE SPAN AND SPECIAL SITUATIONS

#### Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to: identify and plan to meet the needs of patients experiencing stress, wounds, or immobility; of patients who have teaching and learning needs, of patients during the perioperative period; and of patients who are aging, applying those concepts to patients with simple alterations in wellness in case studies and discussions.

#### 3.1 The learner will be able to apply the nursing process in case studies and discussions to plan care for a patient experiencing Stress.

- a. Define
  1. Homeostasis
  2. Stress
  3. Stressor
- b. Contrast psychologic homeostasis to physiologic homeostasis
- c. Discuss physiologic homeostasis
  1. Control mechanisms
  2. Stressors
- d. Physiologic response to stress
  1. Local Adaptation Syndrome (LAS)
    - a. Definition
    - b. Purpose
    - c. Examples
    - d. Pain
  - e. Inflammation
    - Purpose
    - Phases
    - Cardinal sign
  2. General Adaptation Syndrome (GAS)
    - a. Definition
    - b. Purpose
    - c. Phases
    - d. Physiological response to each phase
  3. Mind-body interaction
- e. Identify nursing assessment of patient risk and response to stress
- f. Identify nursing interventions appropriate for stress

#### 3.2 The learner will be able to apply the nursing process to plan care in case studies and discussions for a patient experiencing Alteration Skin Integrity: Wounds.

- a. Review the anatomy and physiology of the skin
- b. State the principles of tissue healing



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- c. Identify types of wounds
  1. Accidental/intentional
  2. Open/closed
  3. Clean/contaminated
  4. Superficial/deep
- d. Discuss characteristics of wound healing by
  1. Primary intent
  2. Secondary intent
  3. Tertiary intent
- e. Identify the four major phases of healing
- f. Define four types of exudates
  1. Serous
  2. Sanguineous
  3. Purulent
  4. Serosanguineous
- g. Discuss factors that affect wound healing
- h. Discuss wound complications including the signs of, risk factors, nursing interventions for
  1. Infections
  2. Hemorrhage
  3. Dehiscence
  4. Eviscerations
- i. Discuss surgical wounds concerning
  1. Appearance
    - a. Sutures
      - Skin
      - Retention
    - c. Steri-strips
    - d. Drains and tubes, drainage systems
    - e. Pain
  - j. Discuss wound care including the advantages, disadvantages, purpose of, and nursing responsibilities
    1. Techniques of
      - a. Open/closed
      - b. Wet-to-dry
    2. Identify equipment used for wound care
      - a. Cleaning agents
      - b. Supplies
      - c. Montgomery straps
    3. Principles used for wound care
    4. Documentation of wound care
    5. Staple/suture removal
    6. Irrigation of wounds



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## COURSE OUTLINE

- k. Discuss use of binders and bandages
  - 1. Purposes
  - 2. General principles
  - 3. Types of
- i. Discuss the application of heat and cold therapy
  - 1. Uses for
  - 2. Contraindications
  - 3. Effects
  - 4. Complication of
  - 5. Types of delivery systems
  - 6. Nursing responsibilities

### 3.3 **The learner will be able to apply the nursing process in case studies and discussions to plan care for a patient undergoing the surgical experience.**

- a. State the time frame for each phase of the perioperative period.
  - 1. Preoperative
  - 2. Intraoperative
  - 3. Postoperative
  - 4. Perioperative
- b. Define surgical procedures as they are based on
  - 1. Urgency
  - 2. Risk
  - 3. Purpose
- c. Discuss informed consent regarding
  - 1. Definition of
  - 2. What it must contain
  - 3. Person responsible for obtaining
  - 4. Nurse's role in
- d. Discuss the nurse's responsibilities in preparing the patient for surgery psychologically, including:
  - 1. Teaching
  - 2. Expected sensations postoperatively
  - 3. Pain management
  - 4. Physical activities required postoperatively
- e. Discuss the nurse's responsibility in preparing the patient for surgery, physically, including:
  - 1. Preoperative screening tests
  - 2. Hygiene and skin prep
  - 3. Elimination
  - 4. Nutrition and fluids
  - 5. Activities that must be completed immediately preoperatively
- f. Define the nurse's role during the intraoperative period
  - 1. Scrub nurse
  - 2. Circulating nurse
- g. Discuss anesthesia regarding classifications and the four stages of inhalation anesthesia
- h. Describe immediate postoperative care including:
  - 1. Where it occurs
  - 2. Average length of stay



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3. Nursing focus and interventions
4. Criteria for termination of
- i. Describe on-going postoperative care including:
  1. Initial nursing assessment
  2. Signs of and nursing interventions to prevent the following postoperative complications
    - a. Cardiovascular
      - Hemorrhage and shock
      - Thrombophlebitis
      - Pulmonary embolus
    - b. Pulmonary
      - Pneumonia
      - Atelectasis
    - c. Wound complications
    - d. Elimination needs
    - e. Fluid and electrolyte needs
    - f. Comfort and rest needs
      - Nausea and vomiting
      - Thirst
      - Surgical pain
    - g. Alteration in self-concept related to surgical scar and/or loss of physical functioning

### 3.4 The learner will be able to apply the nursing process to plan care in case studies and discussions for a patient experiencing **Knowledge Deficit**.

- a. Identify the legal basis for teaching in patient care
- b. Discuss the reasons that teaching is important for patient care
- c. Define:
  1. teaching
  2. learning
- d. Compare the three domains of learning
  1. Cognitive
  2. Psychomotor
  3. Affective
- e. Describe the assessment of the patient's learning needs
- f. List the principles of teaching-learning
- g. Relate the teaching process to principles of communication
- h. Discuss individual factors that affect learning
- i. Identify nursing diagnoses for learning needs.
- j. Explain how to create and implement a teaching plan and the evaluation of learning.
- k. Identify components of documentation of the teaching-learning process.

### 3.5 The learner will be able to apply the nursing process in case studies and discussions to plan care for a patient experiencing **Alteration in Mobility: Immobility**.

- a. Discuss the degrees of immobility that may be imposed on a patient
  1. Complete bed rest
  2. Bed rest with bathroom privileges



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- b. State the benefits of bedrest
- c. Describe the effects of exercise and immobility on major body systems
  - 1. Musculo-skeletal
    - a. Disuse osteoporosis
    - b. Contractures
  - 2. Cardiovascular
    - a. Orthostatic hypotension
    - b. Cardiac workload
    - c. Thrombus formation
  - 3. Respiratory
    - a. Decreased respiratory movement
    - b. Stasis of secretions & hypostatic pneumonia
    - c. Atelectasis
  - 4. Metabolic
    - a. Negative nitrogen balance
    - b. Calcium loss from bones
    - c. Increased BMR
    - d. Anorexia
  - 5. Urinary
    - a. Urinary stasis
    - b. Urinary calculi
    - c. Retention
    - d. Infection
  - 6. Gastro-intestinal – constipation
  - 7. Integument – pressure ulcers
    - a. Etiology of decubiti
    - b. Pathogenesis of decubiti and states of development
    - c. Treatment
  - 8. Psychological
- d. Describe the assessment of mobility and activity intolerance.
- e. Identify independent nursing interventions for the promotion of hazards of immobility.
  - 1. Positioning
    - a. Fowler's
    - b. Prone
    - c. Dorsal recumbent
    - d. Supine
    - e. Sims'
    - f. Side-lying
  
  - 2. Range of motion to all joints
    - a. Flexion
    - b. Extension
    - c. Rotation
    - d. Adduction
    - e. Abduction



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- f. Internal rotation
- g. External rotation
- h. Circumduction
- i. Supination
- j. Pronation
- k. Hyperextension
- l. Dorsal flexion
- m. Plantar flexion
- n. Inversion
- o. Eversion
- 3. Promotion nutritional intake
- 4. Hygienic care
- f. Identify dependent nursing interventions for the promotion of mobility and the prevention of the hazards of immobility.
  - 1. Anti-embolic devices
    - a. Elastic stockings
    - b. Sequential Compression Stockings
    - d. Continuous passive range-of-motion machine
  - 3. Pressure reducing and relieving devices-
    - a. Support beds and mattresses
    - b. Treatment of pressure ulcers

### 3.6 The learner will be able to apply the nursing process in case studies and discussions to plan holistic care for a patient experiencing changes associated with aging.

- a. Identify aging trends in the populations and the implication this trend will have on nursing.
- b. Define ageism and describe common myths and stereotypes that perpetuate ageism.
- c. Compare the popular opinion of the elderly to the actual socioeconomic status of the elderly
- d. Discuss the physiological theories of aging
- e. Describe physical changes that can be anticipated with aging by organ system
  - 1. Skin
  - 2. Senses
  - 3. GI
  - 4. Respiratory
  - 5. Cardiovascular
  - 6. Musculoskeletal
  - 7. Neurological
  - 8. Urinary
  - 9. Reproductive
- f. Discuss changes in cognition and care of the patient experiencing changes in cognition
  - 1. Dementia
    - a. Alzheimer's
    - b. Vascular dementia
    - c. Other causes of dementia
  - 2. Delirium



## BROWARD COMMUNITY COLLEGE COURSE OUTLINE

3. Organic Brain Syndrome
  4. Confusion and depression
- g. Discuss developmental tasks of the older adult as described by Erickson
  - h. Discuss the biological and psychosocial theories of aging.
    1. Stochastic Theories
    2. Nonstochastic Theories
    3. Disengagement Theory
    4. Activity Theory
    5. Continuity Theory
  - i. Identify socio-environmental and economic factors in our society that may inhibit the older adult from meeting needs and realizing potentials.
  - j. Discuss nursing implications for the care of the healthy aged adult
  - k. List community resources that can be used to maintain the health and independence of the elderly person.
  - l. Describe the health care needs of the older adult in terms of chronic illnesses, accidental injuries, and acute care needs



# BROWARD COMMUNITY COLLEGE COURSE OUTLINE

**Common Course Number:**

## **Unit 4**

**General Outcome:**

**4.0 The student shall:**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

**4.1**

**4.2**

**4.3**

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**4.14**

**4.15**



# BROWARD COMMUNITY COLLEGE COURSE OUTLINE

**Common Course Number:**

## **Unit 5**

**General Outcome:**

**5.0 The student shall:**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

**5.1**

**5.2**

**5.3**

**5.4**

**5.5**

**5.6**

**5.7**

**5.8**

**5.9**

**5.10**

**5.11**

**5.12**

**5.13**

**5.14**

**5.15**



# BROWARD COMMUNITY COLLEGE COURSE OUTLINE

Common Course Number:

## Unit 6

**General Outcome:**

**6.0 The student shall:**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

**6.1**

**6.2**

**6.3**

**6.4**

**6.5**

**6.6**

**6.7**

**6.8**

**6.9**

**6.10**

**6.11**

**6.12**

**6.13**

**6.14**

**6.15**



# BROWARD COMMUNITY COLLEGE COURSE OUTLINE

**Common Course Number:**

## **Unit 7**

**General Outcome:**

**7.0 The student shall:**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

**7.1**

**7.2**

**7.3**

**7.4**

**7.5**

**7.6**

**7.7**

**7.8**

**7.9**

**7.10**

**7.11**

**7.12**

**7.13**

**7.14**

**7.15**



# BROWARD COMMUNITY COLLEGE COURSE OUTLINE

**Common Course Number:**

## **Unit 8**

**General Outcome:**

**8.0 The student shall:**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

**8.1**

**8.2**

**8.3**

**8.4**

**8.5**

**8.6**

**8.7**

**8.8**

**8.9**

**8.10**

**8.11**

**8.12**

**8.13**

**8.14**

**8.15**



# BROWARD COMMUNITY COLLEGE COURSE OUTLINE

**Common Course Number:**

## **Unit 9**

**General Outcome:**

**9.0 The student shall:**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

**9.1**

**9.2**

**9.3**

**9.4**

**9.5**

**9.6**

**9.7**

**9.8**

**9.9**

**9.10**

**9.11**

**9.12**

**9.13**

**9.14**

**9.15**



# BROWARD COMMUNITY COLLEGE COURSE OUTLINE

**Common Course Number:**

## **Unit 10**

**General Outcome:**

**10.0 The student shall:**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

**10.1**

**10.2**

**10.3**

**10.4**

**10.5**

**10.6**

**10.7**

**10.8**

**10.9**

**10.10**

**10.11**

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**10.13**

**10.14**

**10.15**



# BROWARD COMMUNITY COLLEGE COURSE OUTLINE

**Common Course Number:**

## **Unit 11**

**General Outcome:**

**11.0 The student shall:**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

**11.1**

**11.2**

**11.3**

**11.4**

**11.5**

**11.6**

**11.7**

**11.8**

**11.9**

**11.10**

**11.11**

**11.12**

**11.13**

**11.14**

**11.15**



# BROWARD COMMUNITY COLLEGE COURSE OUTLINE

**Common Course Number:**

## **Unit 12**

**General Outcome:**

**12.0 The student shall:**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

**12.1**

**12.2**

**12.3**

**12.4**

**12.5**

**12.6**

**12.7**

**12.8**

**12.9**

**12.10**

**12.11**

**12.12**

**12.13**

**12.14**

**12.15**



# BROWARD COMMUNITY COLLEGE COURSE OUTLINE

**Common Course Number:**

## **Unit 13**

**General Outcome:**

**13.0 The student shall:**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

**13.1**

**13.2**

**13.3**

**13.4**

**13.5**

**13.6**

**13.7**

**13.8**

**13.9**

**13.10**

**13.11**

**13.12**

**13.13**

**13.14**

**13.15**