



BROWARD COMMUNITY COLLEGE COURSE OUTLINE

LAST REVIEW: 2008-2009

2007-2008

NEXT REVIEW: 2013-2014

2010-2011

STATUS: A

Active

COURSE TITLE: HEALTH ALTERATIONS I

COMMON COURSE NUMBER: NUR 1220

CREDIT HOURS: 3

CONTACT HOUR BREAKDOWN

(per 8 week term)

CLOCK HOURS: 0

Lecture: 48

Lab: 0

Clinic:

Other: 0

PREREQUISITE(S): {NUR 1210, NUR 1210L & HSC1149} OR {NUR 2000, NUR 2000L, MTB1370 & HSC1149}

COREQUISITE(S): NUR 1220L

PRE/COREQUISITE(S):

COURSE DESCRIPTION:

Health Alterations I is a course designed to provide the student with knowledge of alterations of ingestion, digestion, metabolism, and elimination throughout the life cycle. The major focus is directed at meeting the health care needs of the adult patient through utilization of the nursing process. The student will be expected to integrate principles of anatomy, physiology, and pathophysiology of the digestive and genitourinary systems into the nursing process. Components of pharmacology and nutrition will be included in this course. Consideration will also be given to the psychosocial aspects of the wellness/illness continuum.

UNIT TITLES

- 1.0 Nursing Process Related to Genito-Urinary Structural Disorders
- 2.0 Care of the Adult with Genito-Urinary System Infectious Disorders
- 3.0 Care of the adult with Acute and Chronic Renal Failure
- 4.0 Care of the adult with Endocrine Disorders
- 5.0 Structural Disorders of the Gastro-Intestinal System
- 6.0 Care of the Adult with Gastro-Intestinal System Inflammatory Disorders
- 7.0 Care of the Adult with Abdominal Trauma



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COURSE OUTLINE

Common Course Number:

UNIT 1

1.0 NURSING PROCESS RELATED TO GENITO-URINARY STRUCTURAL DISORDERS

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to: Utilize the nursing process theoretical concepts regarding structural disorders of the Genito-urinary system of the adult patient:

- a. **Urinary Tract – the upper tract – Kidneys and Ureters and the lower tract – Urinary Bladder and Urethra**
 - b. **Male Reproductive System**
- 1.1 **Review and examine anatomical and physiological factors that comprise the urinary system and the male reproductive system.**
 - 1.2 **Utilize the nursing process as a systematic critical thinking methods to plan safe and effective care for patients with structural urinary and male reproductive alterations in case studies and discussions.**
 - a. **Determine pertinent subjective & objective data and risk factors as related to structural urinary and male reproductive alterations in case studies and discussions.**
 - b. **Subjective and Objective Manifestations**
 1. **Urinary System**
 2. **Male reproductive system**
 - 1.3 **Correlate appropriate caring nursing interventions used in the management of patients with structural urinary disorders and male reproductive system.**
 - 1.4 **Identify appropriate collaborative interventions used in the management of patients with structural urinary and male reproductive system disorders.**
 1. **Collaborative Management**
 2. **Physician**
 3. **Pharmacological**
 5. **Other Health Care Team Management**
 6. **Nutritional**
 7. **Rehabilitation**



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COURSE OUTLINE

- 1.5 **Select culturally sensitive therapeutic communication techniques in order to communicate effectively with patients with structural alteration in the urinary and male reproductive system, their significant others, and members of the health care team in case studies and discussions.**
 - a. **Identify therapeutic communication components that support the patient with structural urinary and male reproductive system disorders when making health care decisions.**

- 1.6 **Using case studies, plan holistic nursing care that includes the biophysical, psychosocial, spiritual, and cultural domains, and the developmental stage appropriate for patients with structural urinary and male reproductive system conditions.**
 - a. **Integrate holistic principles regarding life span concepts and cultural factors in the management therapies for the patient with structural urinary and the male reproductive system disorders.**
 1. **Lifespan considerations**
 2. **Cultural considerations**
 3. **Community support**

- 1.7 **Incorporate legal/ethical principles as a component of professional accountability for safe Nursing practice in the care of patients with structural urinary and male reproductive system conditions.**
 - a. **Examine the legal, ethical, and regulatory framework for the patient with structural urinary and the male reproductive system disorders.**
 1. **Legal**
 2. **Ethical**
 3. **Regulatory frameworks**
 4. **caring behaviors**



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Common Course Number: NUR 1220

Unit 2

2.0 CARE OF THE ADULT WITH GENITO-URINARY SYSTEM INFECTIOUS DISORDERS

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to: identify and analyze infectious genitor-urinary disorders involving the:

- a. Urinary Tract the upper tract – Kidneys and Ureters and the lower tract – Urinary Bladder and Urethra
 - b. Male Reproductive System
- 2.1 Describe normal and abnormal functions of urinary system and the male reproductive system.
1. Urinary tract infection
 2. Cystitis
 3. Pyelonephritis
 4. Prostatitis
 5. Epididymitis
 6. Orchitis
- 2.2 Apply the nursing process as a systematic critical thinking method to plan safe and effective care for patients with infectious urinary and male reproductive alterations in a variety of health care settings.
- a. Determine pertinent subjective & objective data and risk factors as related to infectious disorders.
 - b. Subjective and Objective Manifestations
 1. Urinary system
 2. Male reproductive system
- 2.3 Correlate appropriate caring nursing interventions used in the management of patients with infectious urinary disorders and male reproductive system.
1. Nursing management
 2. Nursing diagnosis
 3. Interventions
 4. Education
- 2.4 Identify appropriate collaborative interventions used in the management of patients with *infectious* urinary and male reproductive system disorders.
1. Collaborative Management
 2. Physician
 3. Pharmacological
 4. Non – Pharmacological
 5. Other Health Care Team Management
 6. Nutritional
 7. Rehabilitation



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COURSE OUTLINE

- 2.5 Identify therapeutic communication components that support the patient with *infectious* urinary and male reproductive system disorders when making health care decisions.
 - a. Therapeutic communications
- 2.6 Plan holistic nursing care that includes the biophysical, psychosocial, spiritual, and cultural domains, and the developmental stage appropriate for patients with *infectious* urinary and male reproductive system conditions.
 - a. Integrate holistic principles regarding life span concepts and cultural factors into the management therapies for the patient with *infectious* urinary and the male reproductive system disorders.
 1. Lifespan considerations
 2. Cultural considerations
 3. Community support
- 2.7 Incorporate legal/ethical principles as a component of professional accountability for safe nursing practice in the care of patients with *infectious* urinary and male reproductive system conditions.
 - a. Examine the legal, ethical, and regulatory framework for the patient with *infectious* urinary and the male reproductive system disorders.
 1. Legal
 2. Ethical
 3. Regulatory frameworks
 4. Caring behaviors



Unit 3

3.0 CARE OF THE ADULT WITH ACUTE AND CHRONIC RENAL FAILURE

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to: identify and analyze alteration in renal function of the adult patient.

- 3.1 Identify etiologic and pathophysiologic parameters for the patient with acute and chronic renal failure.
- 3.2 Apply the nursing process as a systematic critical thinking method to plan safe and effective care for patients with acute or chronic renal failure in a variety of health care settings.
 - a. Determine pertinent subjective & objective data and risk factors as related to acute or chronic renal failure.
- 3.3 Determine appropriate nursing interventions used in the management of patients with acute and chronic renal failure.
- 3.4 Correlate appropriate caring nursing interventions used in the management of patients with acute and chronic renal failure.
 1. Nursing management
 2. Nursing diagnosis
 3. Interventions
 4. Education
- 3.5 Propose appropriate collaborative interventions used in the management of patients with acute and chronic renal failure.
 1. Collaborative Management
 2. Physician
 3. Pharmacological
 4. Non – Pharmacological
 5. Other Health Care Team Management
 6. Nutritional
 7. Rehabilitation
- 3.6 Identify therapeutic communication components that support the patient with acute and chronic renal failure making health care decisions.
- 3.7 Plan holistic nursing care that includes the biophysical, psychosocial, spiritual, and cultural domains, and the developmental stage appropriate for patients with acute and chronic renal failure.
 - a. Integrate holistic principles regarding life span concepts and cultural factors into the management therapies for the patient with acute and chronic renal failure.



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1. Lifespan considerations
 2. Cultural considerations
 3. Community support
- 3.8 Examine the legal, ethical, and regulatory framework for the patient with acute and chronic renal failure.
1. Legal
 2. Ethical
 3. Regulatory frameworks
 4. Caring behaviors
- 4.1 Explains etiologic and pathophysiologic parameters for the following endocrine disorders:
- a. Diabetes Mellitus
 - b. Pituitary Hyperfunction
 - c. Pituitary Hypofunction
 - d. Adrenal Gland Hyperfunction
 - e. Adrenal Hypofunction
- 4.2 Determine the nursing process as a systematic critical thinking method to plan safe and effective care for patients with selective endocrine disorders in the variety of health care settings.
- a. Determine pertinent subjective & objective data and risk factors as related to selective endocrine disorders.
Determine appropriate nursing interventions used in the management of patients with selective endocrine disorders.
- 4.4 Correlate appropriate caring nursing interventions used in the management of patients with selective endocrine disorders.
1. Nursing management
 2. Nursing diagnosis
 3. Interventions
 4. Education
- 4.5 Propose appropriate collaborative interventions used in the management of patients with selective endocrine disorders.



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COURSE OUTLINE

1. Collaborative Management
 2. Physician
 3. Pharmacological
 4. Non – Pharmacological
 5. Other Health Care Team Management
 6. Nutritional
 7. Rehabilitation
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- 4.6 Identify therapeutic communication components that support the patient with selective endocrine disorders making health care decisions.

 - 4.7 Plan holistic nursing care that includes the biophysical, psychosocial, spiritual, and cultural domains, and the developmental stage appropriate for patients with selective endocrine disorders.
 - a. Integrate holistic principles regarding life span concepts and cultural factors into the management therapies for the patient with *selective* endocrine disorders.
 1. Lifespan considerations
 2. Cultural considerations
 3. Community support

 - 4.8 Examine the legal, ethical, and regulatory framework for the patient with selective endocrine disorders.
 1. Legal
 2. Ethical
 3. Regulatory frameworks
 4. Caring behaviors

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COURSE OUTLINE

4.0 STRUCTURAL DISORDERS OF THE GASTRO-INTESTINAL SYSTEM

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to: utilize the nursing process knowledge when performing a comprehensive gastro-intestinal assessment of the adult patient involving the:

- a. **Gastro-intestinal System**
 - Upper: Mouth, Esophagus, Stomach
 - Lower: Small and Large Bowel
 - b. **Accessory Organ Systems: Pancreas, Liver, Gall Bladder**
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- 5.1 Review and examine anatomical and physiological factors that comprise the gastro-intestinal system and accessory organs systems.
 - a. Describe between normal and abnormal functions of gastro-intestinal system and accessory organs systems.
 1. Structural – mechanical dysfunction (Hiatal Hernia, Achalsia, GERD, Diverticulosis (itis), Henias, Intestinal Obstructions, Hemorrhoids, Fistulas, cirrhosis/complications, cholelithiasis).
 2. Neoplastic disorders
 3. Ostomy surgery
 - 5.2 Determine the nursing process as a systematic critical thinking method to plan safe and effective care for patients with *structural* disorders of the gastro-intestinal and accessory organs systems in a variety of health care settings.
 - a. Determine pertinent subjective & objective data and risk factors as related to *structural* disorders of the gastro-intestinal and accessory organs systems.
 - b. Subjective and Objective Manifestations
 - 5.3 Correlate appropriate caring nursing interventions used in the management of patients with *structural* disorders of the gastro-intestinal and accessory organs systems.
 1. Nursing management
 2. Nursing diagnosis
 3. Interventions
 4. Education
 - 5.4 Identify appropriate collaborative interventions used in the management of patients with *structural* disorders of the gastro-intestinal and accessory organs systems.



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COURSE OUTLINE

1. Collaborative Management
 2. Physician
 3. Pharmacological
 4. Non – Pharmacological
 5. Other Health Care Team Management
 6. Nutritional
 7. Rehabilitation
- 5.5 Identify therapeutic communication components that support the patient with *structural* disorders of the gastro-intestinal and accessory organs systems disorders when making health care decisions
- 5.6 Plan holistic nursing care that includes the biophysical, psychosocial, spiritual, and cultural domains, and the developmental stage appropriate for patients with *structural* disorders of the gastro-intestinal and accessory organs systems.
- a. Integrate holistic principles regarding life span concepts and cultural factors into the management therapies for the patient with *structural* disorders of the gastro-intestinal and accessory organs systems.
 1. Lifespan considerations
 2. Cultural considerations
 3. Community support
- 5.7 Incorporate legal/ethical principles as a component of professional accountability for safe nursing practice in the care of patients with *structural* disorders of the gastro-intestinal and accessory organs systems.
- a. Examine the legal, ethical, and regulatory framework for the patient with *structural* disorders of the gastro-intestinal and accessory organs systems disorders.
 1. Legal
 2. Ethical
 3. Regulatory frameworks
 4. Caring behavior

Common Course Number: NUR 1220

Unit 6



BROWARD COMMUNITY COLLEGE

COURSE OUTLINE

6.0 CARE OF THE ADULT WITH GASTRO-INTESTINAL SYSTEM INFLAMMATORY DISORDERS

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to: identify and examine inflammatory disorders of the gastro-intestinal and selected accessory organs systems involving the:

- a. Gastro-intestinal System the upper systems – Mouth, Esophagus, Stomach and the lower organs - Small and Large Bowel
- b. Accessory Organ Systems: Pancreas, Liver, Gall Bladder

6.1 Review and examine anatomical and physiological factors that comprise the gastro-intestinal system.

- a. Describe between normal and abnormal functions of gastro-intestinal and accessory organs systems.
 1. Inflammatory disorders (Stomatitis, Esophagitis, Gastroenteritis, Inflammatory Bowel Diseases, Appendicitis/Peritonitis, Hepatitis, Pancreatitis, Cholecystitis).
 2. Neoplastic disorders
 3. Ostomy surgery

6.2 Determine the nursing process as a systematic critical thinking method to plan safe and effective care for patients with *inflammatory* disorders of the gastro-intestinal and accessory organs systems in a variety of health care settings.

- a. Determine pertinent subjective & objective data and risk factors as related to *inflammatory* disorders of the gastro-intestinal and accessory organs systems.
- b. Subjective and Objective Manifestations

6.3 Correlate appropriate caring nursing interventions used in the management of patients with *inflammatory* disorders of the gastro-intestinal and accessory organs systems.

1. Nursing management
2. Nursing diagnosis
3. Interventions
4. Education

6.4 Participate in collaborative practice with members of the health care team while implementing care for patients with alterations in wellness related to *inflammatory* disorders of the gastro-intestinal and accessory organs systems.

- a. Propose appropriate collaborative interventions used in the management of patients with *inflammatory* disorders of the gastro-intestinal and accessory organs systems.



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1. Collaborative Management
 2. Physician
 3. Pharmacological
 4. Non – Pharmacological
 5. Other Health Care Team Management
 6. Nutritional
 7. Rehabilitation
- 6.5 Identify therapeutic communication components that support the patient with *inflammatory* disorders of the gastro-intestinal and accessory organs systems disorders when making health care decisions.
- 6.6 Plan holistic nursing care that includes the biophysical, psychosocial, spiritual, and cultural domains, and the developmental stage appropriate for patients with *inflammatory* disorders of the gastro-intestinal and accessory organs systems.
- a. Integrate holistic principles regarding life span concepts and cultural factors into the management therapies for the patient with *inflammatory* disorders of the gastro-intestinal and accessory organs systems.
 1. Lifespan considerations
 2. Cultural considerations
 3. Community support
- 6.7 Incorporate legal/ethical principles as a component of professional accountability for safe nursing practice in the care of patients with *inflammatory* disorders of the gastro-intestinal and accessory organs systems.
- a. Examine the legal, ethical, and regulatory framework for the patient with *inflammatory* disorders of the gastro-intestinal and accessory organs systems.
 1. Legal
 2. Ethical
 3. Regulatory frameworks
 4. Caring behaviors

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BROWARD COMMUNITY COLLEGE

COURSE OUTLINE

7.0 CARE OF THE ADULT WITH ADULT ABDOMINAL TRAUMA

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to: identify and analyze alterations in selected disorders of abdominal trauma.

- 7.1 Determine pertinent subjective & objective data and risk factors as related to abdominal traumas.
 - a. Subjective and Objective Manifestations

- 7.2 Identify knowledge acquired from nursing and other disciplines to plan care for patients with abdominal trauma.
 - a. Correlate appropriate caring nursing interventions used in the management of patients with abdominal trauma.
 - 1. Nursing management
 - 2. Nursing diagnosis
 - 3. Interventions
 - 4. Education

- 7.3 Identify appropriate collaborative interventions used in the management of patients with abdominal trauma.
 - 1. Collaborative Management
 - 2. Physician
 - 3. Pharmacological
 - 4. Non – Pharmacological
 - 5. Other Health Care Team Management
 - 6. Nutritional
 - 7. Rehabilitation

- 7.4 Identify therapeutic communication components that support the patient with abdominal trauma when making health care decisions.



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COURSE OUTLINE

- 7.5 Plan holistic nursing care that includes the biophysical, psychosocial, spiritual, and cultural domains, and the developmental stage appropriate for patients with abdominal trauma.
 1. Lifespan considerations
 2. Cultural considerations
 3. Community support

- 7.6 Incorporate legal/ethical principles as a component of professional accountability for safe nursing practice in the care of patients with abdominal trauma.
 - a. Examine the legal, ethical, and regulatory framework for the patient with abdominal trauma.
 1. Legal
 2. Ethical
 3. Regulatory frameworks
 4. Caring behaviors



BROWARD COMMUNITY COLLEGE COURSE OUTLINE

Common Course Number:

Unit 8

General Outcome:

5.0 The student shall:

Specific Measurable Learning Outcomes:

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

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BROWARD COMMUNITY COLLEGE COURSE OUTLINE

Common Course Number:

Unit 9

General Outcome:

6.0 The student shall:

Specific Measurable Learning Outcomes:

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

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BROWARD COMMUNITY COLLEGE COURSE OUTLINE

Common Course Number:

Unit 10

General Outcome:

7.0 The student shall:

Specific Measurable Learning Outcomes:

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

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BROWARD COMMUNITY COLLEGE COURSE OUTLINE

Common Course Number:

Unit 11

General Outcome:

8.0 The student shall:

Specific Measurable Learning Outcomes:

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

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BROWARD COMMUNITY COLLEGE COURSE OUTLINE

Common Course Number:

Unit 12

General Outcome:

9.0 The student shall:

Specific Measurable Learning Outcomes:

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

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BROWARD COMMUNITY COLLEGE COURSE OUTLINE

Common Course Number:

Unit 13

General Outcome:

10.0 The student shall:

Specific Measurable Learning Outcomes:

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

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