



BROWARD COMMUNITY COLLEGE COURSE OUTLINE

COMMON COURSE NUMBER: NUR 2202

STATUS: D

COURSE TITLE: TRANSITION NURSING III

CREDIT HOURS: 5

CONTACT HOURS BREAKDOWN:

Lecture/Discussion:	<u>80</u>
Laboratory:	<u>0</u>
Other _____:	<u>0</u>
Contact Hours/Week:	<u>10</u>

CATALOG COURSE DESCRIPTION:

Transition Nursing III, is a course designed to provide the LPN/RN students, knowledge needed in the care of clients with selected dysfunctions in health status. The course is divided into two sections: Campus and clinical laboratories for application of theory and practice of skills are offered concurrently. Section A: Begins utilization of the nursing process in altered health states and explores the Registered Nurse role in the care of clients with elimination disorders. Section B: Continues to use of the nursing process in the care of clients with altered circulatory and respiratory status and endocrine function.

Prerequisite: NUR 2201, NUR 2201L

Corequisite: NUR 2202L

UNIT TITLES:

1. CARDIOVASCULAR
2. CARDIOVASCULAR SYSTEM - CARDIAC ANATOMY
3. CARDIOVASCULAR SYSTEM - CARDIAC DYSRHYTHMIAS
4. RESPIRATORY
5. RESPIRATORY ANATOMY

LAST REVIEW Academic Year 2001-2002

NEXT REVIEW Academic Year 2004-05

Interim Revision Dates:

COURSE TITLE: TRANSITION NURSING III

UNITS TITLES:

6. RESPIRATORY DISORDERS
7. HEMATOLOGIC
8. HEMATOLOGY ANATOMY
9. HEMATOLOGY DISORDERS
10. VASCULAR AND LYMPHATIC
11. VASCULAR AND LYMPHATIC ANATOMY
12. VASCULAR AND LYMPHATIC DISORDERS
13. THYROID/PARATHYROID
14. THYROID/PARATHYROID ANATOMY
15. THYROID/PARATHYROID DISORDERS
16. STRUCTURAL DISORDER OF THE GENITO-URINARY SYSTEM
17. TRAUMATIC DISORDERS OF THE GENITO-URINARY SYSTEM
18. DEGENERATIVE DISORDERS OF THE GENITO-URINARY SYSTEM
19. INFECTIOUS DISORDERS OF THE GENITO- URINARY SYSTEM
20. STRUCTURAL DISORDERS OF THE ENDOCRINE SYSTEM
21. TRAUMATIC DISORDERS OF THE ENDOCRINE SYSTEM

Course Overview:

Upon completion of this unit, the student should be able to utilize the theoretical concepts regarding disorders of the Cardiovascular, Respiratory, and Endocrine System.

UNITS

Unit 1. 1. CARDIOVASCULAR

General Outcome:

- 1.0 The student should be able to manage the care of patient with disorders related to cardiovascular system

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 1.1 Synthesize knowledge from nursing practice and other disciplines to promote health in individuals and families.
- 1.2 Synthesize the nursing process as systematic critical thinking method to provide safe and effective care for patients with cardiovascular alterations in variety of health care settings.
- 1.3 Generates caring skilled nursing interventions across the life span in the management of patients with alterations in cardiovascular status.
- 1.4 Develop a collaborative plan with significant Health Care Team Members to manage care of patients or groups with alterations in wellness related to cardiovascular conditions.
- 1.5 Differentiates and integrates the concepts of biophysical, psychosocial, spiritual, cultural, and wellness into holistic nursing practice for patients with cardiovascular conditions.
- 1.6 Adapts culturally sensitive communication strategies when interacting with patients with alterations in the cardiovascular systems, their significant others, and members of the health care team.
- 1.7 Appraise professional practice issues as they relate to the patient with cardiovascular disorders.

Unit 2. 2. CARDIOVASCULAR SYSTEM - CARDIAC ANATOMY

General Outcome:

- 2.0 The student should be able to manage the care of patient with disorders related to cardiovascular system, specifically cardiac anatomy.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 2.1 Synthesize and apply knowledge from nursing practice and other disciplines to promote health in individuals and families.
- 2.2 Synthesize the nursing process as systematic critical thinking method to provide safe and effective care for patients with cardiovascular alterations in variety of health care settings.

Unit 3. 3. CARDIOVASCULAR SYSTEM - CARDIAC DYSRHYTHMIAS

General Outcome:

- 3.0 The student should be able to manage the care of patient with disorders related to cardiovascular system, specifically cardiac dysrhythmias.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 3.1 Synthesize knowledge from nursing practice and other disciplines to promote health in individuals and families.
- 3.2 Synthesize the nursing process as systematic critical thinking method to provide safe and effective care for patients with cardiovascular alterations in variety of health care settings.
- 3.3 Generates caring skilled nursing interventions across the life span in the management of patients with alterations in cardiovascular status.
- 3.4 Develop a collaborative plan with significant Health Care Team Members to manage care of patients or groups with alterations in wellness related to cardiovascular conditions.
- 3.5 Differentiates and integrates the concepts of biophysical, psychosocial, spiritual, cultural, and wellness into holistic nursing practice for patients with cardiovascular conditions.
- 3.6 Adapts culturally sensitive communication strategies when interacting with patients with alterations in the cardiovascular systems, their significant others, and members of the health care team.
- 3.7 Appraise professional practice issues as they relate to the patient with cardiovascular disorders.

Unit 4. 4. RESPIRATORY

General Outcome:

- 4.0 The student should be able to utilize the theoretical concepts regarding disorders of the Respiratory System.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 4.1 Adapts culturally sensitive communication strategies when interacting with patients with alterations in the respiratory system, their significant others, and members of the health care team.
- 4.2 Synthesize the nursing process as systematic critical thinking method to provide safe and effective care for patients with respiratory alterations in variety of health care settings
- 4.3 Differentiates and integrates the concepts of biophysical, psychosocial, spiritual, cultural, and wellness into holistic nursing practice for patients with respiratory conditions.
- 4.4 Synthesize knowledge from nursing practice and other disciplines to promote health in individuals and families.
- 4.5 Develop a collaborative plan with significant Health Care Team Members to manage patients/groups with alterations in wellness related to respiratory conditions.
- 4.6 Generates caring skilled interventions across the life span in the management of patients with alterations in respiratory status.
- 4.7 Demonstrate the ability to respond to professional practice issues in the work place.

Unit 5. 5. RESPIRATORY ANATOMY

General Outcome:

- 5.0 The student should be able to manage the care of patient with disorders related to respiratory anatomy system.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 5.1 Synthesize knowledge from nursing practice and other disciplines to promote health in individuals and families.
- 5.2 Synthesize the nursing process as systematic critical thinking method to provide safe and effective care for patients with respiratory alterations in variety of health care settings.

Unit 6. 6. RESPIRATORY DISORDERS

General Outcome:

- 6.0 The student should be able to manage the care of patient with disorders related to respiratory disorders system.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 6.1 Synthesize knowledge from nursing practice and other disciplines to promote health in individuals and families.
- 6.2 Synthesize the nursing process as systematic critical thinking method to provide safe and effective care for patients with respiratory alterations in variety of health care settings.
- 6.3 Generates caring skilled nursing interventions across the life span in the management of patients with alterations in respiratory status.
- 6.4 Develop a collaborative plan with significant Health Care Team Members to manage care of patients or groups with alterations in wellness related to respiratory conditions.
- 6.5 Differentiates and integrates the concepts of biophysical, psychosocial, spiritual, cultural, and wellness into holistic nursing practice for patients with respiratory conditions.
- 6.6 Adapts culturally sensitive communication strategies when interacting with patients with alterations in the respiratory systems, their significant others, and members of the health care team.
- 6.7 Appraise professional practice issues as they relate to the patient with respiratory disorders.

Unit 7. 7. HEMATOLOGIC

General Outcome:

7.0 The student should be able to utilize the theoretical concepts regarding disorders of the Hematologic system.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 7.1 Adapts culturally sensitive communication strategies when interacting with patients with alterations in the hematologic systems, their significant others, and members of the health care team.
- 7.2 Synthesize the nursing process as systematic critical thinking method to provide safe and effective care for patients with hematologic alterations in variety of health care settings
- 7.3 Differentiates and integrates the concepts of biophysical, psychosocial, spiritual, cultural, and wellness into holistic nursing practice for patients with hematologic conditions.
- 7.4 Synthesize knowledge from nursing practice and other disciplines to promote health in individuals and families.
- 7.5 Develop a collaborative plan with significant Health Care Team Members to manage patients/groups with alterations in wellness related to hematologic conditions.
- 7.6 Generates caring skilled interventions across the life span in the management of patients with alterations in hematologic status
- 7.7 Demonstrate the ability to respond to professional practice issues in the work place.

Unit 8. 8. HEMATOLOGY ANATOMY

General Outcome:

- 8.0 The student should be able to utilize the theoretical concepts regarding disorders of the Hematologic Anatomy system.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 8.1 Synthesize knowledge from nursing practice and other disciplines to promote health in individuals and families.
- 8.2 Synthesize the nursing process as systematic critical thinking method to provide safe and effective care for patients with hematologic alterations in variety of health care settings.

Unit 9. 9. HEMATOLOGY DISORDERS

General Outcome:

- 9.0 The student should be able to utilize the theoretical concepts regarding disorders of the Hematologic Disorders system.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 9.1 Synthesize knowledge from nursing practice and other disciplines to promote health in individuals and families.
- 9.2 Synthesize the nursing process as systematic critical thinking method to provide safe and effective care for patients with hematologic alterations in variety of health care settings.
- 9.3 Generates caring skilled nursing interventions across the life span in the management of patients with alterations in hematologic status.
- 9.4 Develop a collaborative plan with significant Health Care Team Members to manage care of patients or groups with alterations in wellness related to hematologic conditions.
- 9.5 Differentiates and integrates the concepts of biophysical, psychosocial, spiritual, cultural, and wellness into holistic nursing practice for patients with hematologic conditions.
- 9.6 Adapts culturally sensitive communication strategies when interacting with patients with alterations in the hematologic systems, their significant others, and members of the health care team.
- 9.7 Appraise professional practice issues as they relate to the patient with hematologic disorders.

Unit 10. 10. VASCULAR AND LYMPHATIC

General Outcome:

10.0 The student should be able to utilize the theoretical concepts regarding Vascular and Lymphatic disorders.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 10.1 Adapts culturally sensitive communication strategies when interacting with patients with vascular and lymphatic disorders, their significant others, and members of the health care team.
- 10.2 Synthesize the nursing process as systematic critical thinking method to provide safe and effective care for patients with alterations of vascular and lymphatic systems in variety of health care settings
- 10.3 Differentiates and integrates the concepts of biophysical, psychosocial, spiritual, cultural, and wellness into holistic nursing practice for patients with conditions affecting vascular and lymphatic systems.
- 10.4 Synthesize knowledge from nursing practice and other disciplines to promote health in individuals and families.
- 10.5 Develop a collaborative plan with significant Health Care Team Members to manage patients/groups with alterations in wellness related to vascular and lymphatic disorders.
- 10.6 Generates caring skilled interventions across the life span in the management of patients with vascular and lymphatic disorders.
- 10.7 Demonstrate the ability to respond to professional practice issues in the work place.

Unit 11. 11. VASCULAR AND LYMPHATIC ANATOMY

General Outcome:

11.0 The student should be able to utilize the theoretical concepts regarding Vascular and Lymphatic Anatomy disorders.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 11.1 Synthesize knowledge from nursing practice and other disciplines to promote health in individuals and families.
- 11.2 Synthesize the nursing process as systematic critical thinking method to provide safe and effective care for patients with vascular alterations in variety of health care settings.

Unit 12. 12. VASCULAR AND LYMPHATIC DISORDERS

General Outcome:

12.0 The student should be able to utilize the theoretical concepts regarding Vascular and Lymphatic disorders.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 12.1 Synthesize knowledge from nursing practice and other disciplines to promote health in individuals and families.
- 12.2 Synthesize the nursing process as systematic critical thinking method to provide safe and effective care for patients with hematologic alterations in variety of health care settings.
- 12.3 Generates caring skilled nursing interventions across the life span in the management of patients with alterations in hematologic status.
- 12.4 Develop a collaborative plan with significant Health Care Team Members to manage care of patients or groups with alterations in wellness related to hematologic conditions.
- 12.5 Differentiates and integrates the concepts of biophysical, psychosocial, spiritual, cultural, and wellness into holistic nursing practice for patients with hematologic conditions.
- 12.6 Adapts culturally sensitive communication strategies when interacting with patients with alterations in the hematologic systems, their significant others, and members of the health care team.
- 12.7 Appraise professional practice issues as they relate to the patient with hematologic disorders.

Unit 13. 13. THYROID/PARATHYROID

General Outcome:

13.0 The student should be able to utilize the theoretical concepts regarding disorders of selected Endocrine functions:

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 13.1 Adapts culturally sensitive communication strategies when interacting with patients with alterations in the Thyroid/Parathyroid glands, their significant others, and members of the health care team.
- 13.2 Synthesize the nursing process as systematic critical thinking method to provide safe and effective care for patients with alterations of Thyroid/Parathyroid glands in variety of health care settings
- 13.3 Differentiates and integrates the concepts of biophysical, psychosocial, spiritual, cultural, and wellness into holistic nursing practice for patients with conditions of Thyroid/Parathyroid glands.
- 13.4 Synthesize knowledge from nursing practice and other disciplines to promote health in individuals and families.
- 13.5 Develop a collaborative plan with significant Health Care Team Members to manage patients/groups with alterations in wellness related to conditions of Thyroid/Parathyroid glands.
- 13.6 Generates caring skilled interventions across the life span in the management of patients with alterations in status of Thyroid/Parathyroid glands.
- 13.7 Demonstrate the ability to respond to professional practice issues in the work place.

Unit 14. 14. THYROID/PARATHYROID ANATOMY

General Outcome:

14.0 The student should be able to utilize the theoretical concepts regarding disorders of selected Endocrine Anatomy functions:

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 14.1 Synthesize knowledge from nursing practice and other disciplines to promote health in individuals and families.
- 14.2 Synthesize the nursing process as systematic critical thinking method to provide safe and effective care for patients with thyroid/parathyroid alterations in variety of health care settings.

Unit 15. 15. THYROID/PARATHYROID DISORDERS

General Outcome:

15.0 The student should be able to utilize the theoretical concepts regarding disorders of selected Endocrine Disorders functions:

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 15.1 Synthesize knowledge from nursing practice and other disciplines to promote health in individuals and families.
- 15.2 Synthesize the nursing process as systematic critical thinking method to provide safe and effective care for patients with thyroid and parathyroid alterations in variety of health care settings.
- 15.3 Generates caring skilled nursing interventions across the life span in the management of patients with alterations in thyroid and parathyroid status.
- 15.4 Develop a collaborative plan with significant Health Care Team Members to manage care of patients or groups with alterations in wellness related to thyroid and parathyroid conditions.
- 15.5 Differentiates and integrates the concepts of biophysical, psychosocial, spiritual, cultural, and wellness into holistic nursing practice for patients with thyroid and parathyroid conditions.
- 15.6 Adapts culturally sensitive communication strategies when interacting with patients with alterations in the thyroid and parathyroid systems, their significant others, and members of the health care team.
- 15.7 Appraise professional practice issues as they relate to the patient with thyroid and parathyroid disorders.

Unit 16. 16. STRUCTURAL DISORDER OF THE GENITO-URINARY SYSTEM

General Outcome:

16.0 The student should be able to utilize the theoretical concepts regarding structural disorders of the genito-urinary system.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 16.1 Interact in a culturally sensitive manner when communicating with patients with *structural* alterations in the genito-urinary system, their significant others, and members of the health care team.
- 16.2 Apply the nursing process as a systematic critical thinking method to plan safe and effective care for patient with *structural* genito-urinary alterations in a variety of health care settings.
- 16.3 Plan holistic nursing care that includes the biophysical, psychosocial, spiritual, and cultural domains, and the developmental stage appropriate for patients with *structural* genito-urinary conditions.
- 16.4 Apply knowledge acquired from nursing and other disciplines to plan care for patients with *structural* genito-urinary conditions.
- 16.5 Participate in collaborative practice with members of the health care team while implementing care for patients with alterations in wellness related to *structural* genito-urinary conditions.
- 16.6 Incorporate legal/ethical principles as a component of professional accountability for safe nursing practice in the care of patients with *structural* genito-urinary conditions.

Unit 17. 17. TRAUMATIC DISORDERS OF THE GENITO-URINARY SYSTEM

General Outcome:

17.0 The student should be able to utilize the theoretical concepts regarding traumatic disorders of the genito-urinary system.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 17.1 Interact in a culturally sensitive manner when communicating with patients with *traumatic* alterations in the genito-urinary system, their significant others, and members of the health care team.
- 17.2 Apply the nursing process as a systematic critical thinking method to plan safe and effective care for patient with *traumatic* genito-urinary alterations in a variety of health care settings.
- 17.3 Plan holistic nursing care that includes the biophysical, psychosocial, spiritual, and cultural domains, and the developmental stage appropriate for patients with *traumatic* genito-urinary conditions.
- 17.4 Apply knowledge acquired from nursing and other disciplines to plan care for patients with *traumatic* genito-urinary conditions.
- 17.5 Participate in collaborative practice with members of the health care team while implementing care for patients with alterations in wellness related to *traumatic* genito-urinary conditions.
- 17.6 Incorporate legal/ethical principles as a component of professional accountability for safe nursing practice in the care of patients with *traumatic* genito-urinary conditions.

Unit 18. 18. DEGENERATIVE DISORDERS OF THE GENITO-URINARY SYSTEM

General Outcome:

18.0 The student should be able to utilize the theoretical concepts regarding degenerative disorders of the genito-urinary system.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 18.1 Interact in a culturally sensitive manner when communicating with patients with *degenerative* alterations in the genito-urinary system, their significant others, and members of the health care team.
- 18.2 Apply the nursing process as a systematic critical thinking method to plan safe and effective care for patient with *degenerative* genito-urinary alterations in a variety of health care settings.
- 18.3 Plan holistic nursing care that includes the biophysical, psychosocial, spiritual, and cultural domains, and the developmental stage appropriate for patients with *degenerative* genito-urinary conditions.
- 18.4 Apply knowledge acquired from nursing and other disciplines to plan care for patients with *degenerative* genito-urinary conditions.
- 18.5 Participate in collaborative practice with members of the health care team while implementing care for patients with alterations in wellness related to *degenerative* genito-urinary conditions.
- 18.6 Incorporate legal/ethical principles as a component of professional accountability for safe nursing practice in the care of patients with *degenerative* genito-urinary conditions.

Unit 19. 19. INFECTIOUS DISORDERS OF THE GENITO- URINARY SYSTEM

General Outcome:

19.0 The student should be able to utilize the theoretical concepts regarding structural disorders of the genito-urinary system.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 19.1 Interact in a culturally sensitive manner when communicating with patients with *infectious* processes of the genito-urinary system, their significant others, and members of the health care team.
- 19.2 Apply the nursing process as a systematic critical thinking method to plan safe and effective care for patient with genito-urinary infections in a variety of health care settings.
- 19.3 Plan holistic nursing care that includes the biophysical, psychosocial, spiritual, and cultural domains, and the developmental stage appropriate for patients with *infectious* genito-urinary conditions.
- 19.4 Apply knowledge acquired from nursing and other disciplines to plan care for patients with *infectious* genito-urinary conditions.
- 19.5 Participate in collaborative practice with members of the health care team while implementing care for patients with alterations in wellness related to *infectious* genito-urinary conditions.
- 19.6 Incorporate legal/ethical principles as a component of professional accountability for safe nursing practice in the care of patients with *infectious* genito-urinary conditions.

Unit 20. 20. STRUCTURAL DISORDERS OF THE ENDOCRINE SYSTEM

General Outcome:

20.0 The student should be able to utilize the theoretical concepts regarding structural disorders of the endocrine system.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 20.1 Interact in a culturally sensitive manner when communicating with patients with *structural* alterations in the endocrine system, their significant others, and members of the health care team.
- 20.2 Apply the nursing process as a systematic critical thinking method to plan safe and effective care for patient with *structural* endocrine alterations in a variety of health care settings.
- 20.3 Plan holistic nursing care that includes the biophysical, psychosocial, spiritual, and cultural domains, and the developmental stage appropriate for patients with *structural* endocrine conditions.
- 20.4 Apply knowledge acquired from nursing and other disciplines to plan care for patients with *structural* endocrine conditions.
- 20.5 Participate in collaborative practice with members of the health care team while implementing care for patients with alterations in wellness related to *structural* endocrine conditions.
- 20.6 Incorporate legal/ethical principles as a component of professional accountability for safe nursing practice in the care of patients with *structural* endocrine conditions.

Unit 21. 21. TRAUMATIC DISORDERS OF THE ENDOCRINE SYSTEM

General Outcome:

21.0 The student should be able to utilize the theoretical concepts regarding traumatic disorders of the endocrine.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 21.1 Interact in a culturally sensitive manner when communicating with patients with *traumatic* alterations in the endocrine system, their significant others, and members of the health care team.
- 21.2 Apply the nursing process as a systematic critical thinking method to plan safe and effective care for patient with *traumatic* endocrine alterations in a variety of health care settings.
- 21.3 Plan holistic nursing care that includes the biophysical, psychosocial, spiritual, and cultural domains, and the developmental stage appropriate for patients with *traumatic* endocrine conditions.
- 21.4 Apply knowledge acquired from nursing and other disciplines to plan care for patients with *traumatic* endocrine conditions.
- 21.5 Participate in collaborative practice with members of the health care team while implementing care for patients with alterations in wellness related to *traumatic* endocrine conditions.
- 21.6 Incorporate legal/ethical principles as a component of professional accountability for safe nursing practice in the care of patients with *traumatic* endocrine conditions.