Nursing 241 – Process & Application IV

I. Course Description:

This course is designed to integrate previous science and nursing course theory into an in-depth study of patients with increasingly complex health problems. Complex, multi-system, acute and emergency nursing theory is presented. This course provides theoretical perspective, science-based knowledge and principles needed by students to guide their application of the nursing process and choice of nursing interventions for individuals. Professional, legal and ethical issues are explored.

Through utilization of developmental theories (primarily Erickson) and the Roy Adaptation Model nursing care for individual experiencing adaptation problems across the lifespan in the physiologic mode, psychologic mode and selected adaptation problems for person with acute, complex medical and/or surgical conditions related to neurologic system adaption, adaption problems of special senses, complex cardiac, complex respiratory, complex endocrine, and complex immunology/hematology systems. Multisystem stressors are presented. Community nursing, and home health nursing are discussed. The nurse as leader of the nursing team and case management in nursing is explored.

II. A. Prerequisites, if any:
NURS 231 Nursing Process & Application III
NURS 211 Nursing Skills Lab III

B. Corequisites, if any:
NURS 241 Nursing Process & Applic IV
NURS 221 Nursing Skills Lab IV
NURS 230 Trends in Nursing

III. Attendance:
Students may be absent from 16 hours over the semester. If absences exceed the 16 hours, the student will be dropped from the class. When a student is absent a Case Study will be due for every 2-3 hours missed. The due date will be determined by the instructor for which the absence occur.

IV. Grading:
Grading is performed through tests, case studies and clinical performance. Eighty-five percent of the grades will come from lecture and 15 percent will incorporate clinical performance.
The lecture component will be 70 percent from quizzes and 15 percent from the final. The clinical component will consist of three case studies and the clinical evaluation. Two case studies will come from the acute care environment and one from home health care.

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V. Course Objectives:
1. Apply knowledge of leadership and case management to planning and coordinating care for a variety of patients and/or clients.
2. Differentiate history and physical data to determine the client’s level of neurological adaptation.
3. Apply the nursing process to assess, plan implement and evaluate care of the client with problems of neurological adaptation.
4. Differentiate history and physical data to determine the client’s level of adaptation with complex cardiac problems.
5. Apply the nursing process to assess, plan implement and evaluate care of the client with complex problems of cardiac adaptation.
6. Differentiate history and physical date to determine the client’s level adaptation with complex respiratory problems.
7. Apply the nursing process to assess, plan implement and evaluate care of the client with complex problems of the respiratory system.
8. Differentiate history and physical date to determine the client’s level adaptation with complex endocrine system problems.
9. Apply the nursing process to assess, plan implement and evaluate care of the client with complex problems of the endocrine system.
10. Apply the nursing process to assess, plan, implement and evaluate car of the client and family affected by non-reproductive cancers.
11. Identify factors that have been found to be carcinogen and discuss prevention.
12. Differentiate history and physical data to determine the client’s level of adaptation with multisystem stressors.
13. Apply the nursing process to assess, plan implement and evaluate care of the client with multisystem stressors.
14. Apply the nursing process and knowledge of community resources in the planning, implementation and evaluation of care for variety of client’s in community and home health settings.
15. Identify nursing diagnosis and collaborative problem through critical thinking skills.
16. Determine appropriate emergency/community response to disaster situations.
17. Identify the role of the nurse in relation to emergencies and disaster preparedness.

VI. Student will able to:
1. Demonstrate proper leadership and case management skills
2. Plan, implement and evaluate nursing care for adult, geriatric and pediatric patients with common and/or chronic adaptive disorders of the neurological system, including the following:
   a. Pathophysiology
   b. Diagnostic Test
   c. Pharmacologic agents
   d. Nutritional requirements
   e. Teaching/Learning needs
   f. Nursing Interventions
   g. Growth and developmental needs
   h. Coping mechanisms
   i. Legal/ethical issues
   j. Cultural aspects
   k. Psychosocial
   l. Spiritual needs

3. Plan, implement and evaluate nursing care for adult, geriatric and pediatric patients with complex adaptive disorder of the cardiac system, including the following:
   a. Pathophysiology
   b. Diagnostic Test
   c. Pharmacologic agents
   d. Nutritional requirements
   e. Teaching/Learning needs
   f. Nursing Interventions
   g. Growth and developmental needs
   h. Coping mechanisms
   i. Legal/ethical issues
   j. Cultural aspects
   k. Psychosocial
   l. Spiritual needs

4. Plan, implement and evaluate nursing care for adult, geriatric and pediatric patients with complex adaptive disorder of the respiratory system, including the following:
   a. Pathophysiology
   b. Diagnostic Test
   c. Pharmacologic agents
   d. Nutritional requirements
   e. Teaching/Learning needs
f. Nursing Interventions

h. Coping mechanisms

i. Legal/ethical issues

j. Cultural aspects

k. Psychosocial

l. Spiritual needs

5. Plan, implement and evaluate nursing care for adult, geriatric and pediatric patients with complex adaptive disorder of the endocrine system, including the following:
   a. Pathophysiology
   b. Diagnostic Test
   c. Pharmacologic agents
   d. Nutritional requirements
   e. Teaching/Learning needs
   f. Nursing Interventions
   g. Growth and developmental needs
   h. Coping mechanisms
   i. Legal/ethical issues
   j. Cultural aspects
   k. Psychosocial
   l. Spiritual needs

6. Plan, implement and evaluate nursing care for adult, geriatric and pediatric patients suffering from multisystem stressors, including the following:
   a. Pathophysiology
   b. Diagnostic Test
   c. Pharmacologic agents
   d. Nutritional requirements
   e. Teaching/Learning needs
   f. Nursing Interventions
   g. Growth and developmental needs
   h. Coping mechanisms
   i. Legal/ethical issues
   j. Cultural aspects
   k. Psychosocial
   l. Spiritual needs

7. Plan, implement and evaluate nursing care for adult, geriatric and pediatric patient with disorders of the sensory system including the following:
   a. Pathophysiology
   b. Diagnostic Test
   c. Pharmacologic agents
   d. Nutritional requirements
   e. Teaching/Learning needs
   f. Nursing Interventions
g. Growth and developmental needs
h. Coping mechanisms
i. Legal/ethical issues
j. Cultural aspects
k. Psychosocial
l. Spiritual needs
Unit # 1: Nursing in the Community

Course Description:
This unit is designed to assist the student in defining community, identifying goal of community health, describing the role of community health nurse and evaluating the method of health, are delivery in this setting.

Unit Outcome Competencies:
Utilizing the Roy adaptation model the student will learn how the home health care nurse uses the nursing process to deliver optimum care.

Student Learning Classroom Objective:
1. Compare and contrast the assessment and care of a client in the community with one in the acute care setting.
2. Reconstruct the process by which a client is admitted to, cared for, and discharged from a home health agency
3. Evaluate the nursing process for clients involved in community health situations.
4. Describe the safety/security measures used in visiting client in the community setting.
5. Identify programs provided by the county health department to improve health care and evaluate their effectiveness.
6. Design a nursing care plan for a client in the community health or hospice setting.
7. Describe problems solving strategies used in home health nursing.
8. Describe four intellectual skills used in home health nursing.
9. Apply critical thinking skills and home care theory to two patient scenarios.

Learning Activities:
1. Know terminology
2. Review the commutable disease process
3. Review physical assessment for all age groups
4. In a group discussion compare and contrast nursing care in the community setting with care in hospital and other settings
5. Case scenarios on utilization of community resources
6. Computer software and videos as assigned
Unit # 2: Adult with Complex Health Problem of the Cardiovascular System

Description:
This unit presents the cardiovascular system which is responsible for transporting oxygen and nutrients throughout the body and carrying waste products to the organs for elimination.

Unit Outcome Competencies:
The student will be able to develop a plan of care for patients with cardiovascular problems. Discuss the social psychological and physical problems of the patient with cardiovascular problems.

Student Learning Classroom Objectives:
Upon completion of this unit the student will be able to:

1. Utilize the Roy adaptation model to discuss the interrelatedness of the cardiovascular, renal, respiratory, and the nervous systems as they impact on homeostasis.
2. Explain complex disorders of the cardiovascular system which cause interference in the delivery of an adequate blood supply to tissues and organs.
3. Compare and contrast environmental and cultural factors which impact on the functioning of the cardiovascular system.
4. Discuss diagnostic tests used to establish normal, or abnormal, functioning of the cardiovascular system.
5. Identify high risk factors related to dysfunction of the cardiovascular system.
6. Review and discuss nursing interventions designed to prevent, restore, or rehabilitate, the cardiovascular system to a normal state of homeostasis.
7. Discuss health teaching needs of patients with complex cardiovascular problems.
8. Identify pre and postoperative care of patients with common surgical procedures related to the cardiovascular system.
9. Identify infections processes that result in cardiovascular problems.
10. Identify the generic environmental and cultural factors which impact cardiovascular functioning.
11. Use critical thinking skills in applying the nursing process to formulate a nursing care plan for complex cardiovascular problem.
Include:
  a) Pathophysiology  
  b) Diagnostic tests 
  c) Pharmacologic agents  
  d) Nutritional requirements  
  e) Teaching/ learning needs 
  f) Nursing interventions/Restorative measures  
  g) Growth and developmental needs 
  h) Coping mechanisms 
  i) Legal/ethical issues 
  j) Cultural aspects 
  k) Psycho social needs 
  l) Collaboration 
  m) Teaching 
  n) Spiritual 

4. Complete a plan of care for a patient who is having surgical intervention for a complex cardiovascular disorder. If a patient is not available, the instructor will provide a patient situation. Class discussion will include pre-operative, intra-operative and post-operative care.

Learning Activities:
  a. Review the anatomy and physiology of the cardiovascular system. 
  b. Review acid-base imbalanced 
  c. Know terminology 
  d. Review fluid and electrolyte changes 
  e. Review assigned audio-visual materials, computer programs and journal articles. 
  f. Using simulated cases, develop a plan of care for patients with complex cardiovascular problems. 
  g. Discuss the psychological implications for the patient with a complex chronic cardiovascular problem. 
  h. Perform CPR in a simulated situation.
Unit # 3: Application of the Nursing Process in Caring for the Pediatric Patient with Complex Problems of the Cardiovascular System

Description:
Special emphasis will be given to common cardiovascular disorders in pediatric patients. Abnormalities in the development of the heart or blood vessels may occur prenatally and manifest at or shortly after birth. Children who have symptoms of deficient cardiac output may be treated medically or surgically. The nurse must be alert to the signs of cardiac distress, and must be proficient in technical and interpersonal skills in dealing with the patient in the family.

Unit Outcome Competencies:
The student will be able to develop a plan of care for pediatric patients with cardiovascular problems and be able to discuss social psychological and physical problems.

Student Learning Classroom Objective:
Upon completion of this unit the student will be able to:

1. Review common congenital heart defects.
2. Discuss tertiary care and interventions for common congenital heart defects.
3. Use critical thinking skills in applying the nursing process to formulate a nursing care plan for pediatric patient with complex chronic cardiovascular problems.

Include:
a) Pathophysiology
b) Diagnostic tests
c) Pharmacologic agents
d) Nutritional requirements
e) Teaching/ learning needs
f) Nursing interventions/Restorative measure
g) Growth and developmental needs
h) Coping mechanisms
i) Legal/ethical issues
j) Cultural aspects
k) Psycho social needs
l) Collaboration
m) Teaching
n) Spiritual
4. Complete a plan of care for a pediatric patient who has had surgical intervention for a cardiovascular disorder. If a patient is not available, the instructor will provide a patient simulation. Class discussion will include pre-operative, intra-operative and post-operative care.

5. Review medications administered to a pediatric patient with a chronic cardiovascular disorder.

**Learning Objectives:**

1. Know terminology
2. Review assigned cardiovascular audio-visual materials, computer programs and journal articles.
3. Discuss psycho social aspects of care for the child with cardiovascular problems
4. Discuss the role of the nurse in interaction with the patient, family and community.
Unit # 4:  Adult with Complex Health Problems of the Neurological System

Description:
This unit focuses on complex of neurological dysfunction. Emphasis is placed on application of the nursing process to manifested adaptive problems.

Unit Outcome Competencies:
The student will be able to apply the nursing process to formulate nursing diagnosis for existing and potential neurological problems, utilizing the Roy adaptation model.

Student Learning Classroom Objectives:
Upon completion of this unit the student will be able to:

1. Identify the special nursing needs of patients with complex neurological conditions.
2. Describe the importance of physical assessment to the diagnosis of complex neurological dysfunction.
3. Discuss the psychological and emotional needs of patients with a complex neurological dysfunction.
4. Describe clinical manifestations, diagnosis, and treatments of patients with complex neurological dysfunctions.
5. Explain common pharmacological agents used in treating conditions of complex neurological dysfunctions.
6. Describe the preventative aspect of nursing care for patients with spinal cord injury.
7. Discuss the physical, psychological and rehabilitation needs of the paraplegic patient.
8. Review clinical manifestations of increased intracranial pressure.
9. Explain the pharmacological agents used in treating conditions of increased intracranial pressure.
10. Discuss the physical psychological and rehabilitation of the patient with an acute head injury.
11. Use critical thinking skills in applying the nursing process to formulate a nursing care plan for adult with complex neurological problems. 

Include:
- Pathophysiology
- Diagnostic tests
- Pharmacologic agents
- Nutritional requirements
- Teaching/learning needs
- Nursing interventions/Restorative measures
- Growth and developmental needs
- Coping mechanisms
- Legal/ethical issues
- Cultural aspects
- Psycho social needs
- Collaboration
- Teaching
- Spiritual

12. Complete a plan of care for a patient who is having surgical intervention for a neurological disorder. If a patient is not available, the instructor will provide a patient situation. Class discussion will include pre-operative, intra-operative and post-operative care.

Learning Activities:

1. Know terminology
2. Review anatomy and physiology (Neurological System)
3. View audio-visual materials and review computer programs on neurological conditions and dysfunctions as assigned.
4. Read current articles as assigned by instructors.
5. Using the nursing process, develop a nursing care plan for a patient with a complex neurological problem.
6. Outline common safety measures to prevent head and spinal cord injuries.
7. Discuss, in class, the long term needs of neurological debilitated patient and the impact of the condition on the family members.
8. Review and discuss, in class, how cultural beliefs can affect rehabilitation and recovery of chronic or long term neurological conditions.
9. Review diagnostic tests/procedures comparing their purpose and nursing implications.
10. Discuss, in class, personal experiences in performing neurological assessments on previous patients.
11. Discuss, in class, the psychological implications of the patient with a neurological dysfunction.
Unit # 5: Applications of the Nursing Process in Caring for Pediatric Patients with Complex Health Problems of the Neurological System

Description:
This unit gives special emphasis to the congenital anomalies that can occur in the central nervous system as well as those injuries, tumors or other conditions that occur as the child matures. Both medical and surgical treatments are addressed. The nurse not only needs skill in observing and assessing clinical evidence of pediatric neurological dysfunction, but he/she must also develop skill in maintaining effective interpersonal relationships with parents and family members of the child.

Unit Outcome Competencies:
The student will be able to apply the nursing process to formulate a nursing diagnosis for existing and potential for pediatric patients utilizing the Roy’s Adaptation Model.

Student Learning Classroom Objectives:
Upon completion of this unit the student will be able to:

1. Identify complex congenital conditions that result in complex neurological problems.
2. Discuss medical and surgical modalities and nursing intervention for complex neurological conditions.
3. Differentiate mental retardation from minimal brain dysfunction including assessment, etiology, diagnosis, management, and common pharmacological agents used.
4. Discuss cultural beliefs which will impact on nursing care of infants and children with complex neurological conditions, such as spinal injuries.
5. Describe the psycho social and educational needs of a child who is ventilator dependent.
6. Use critical thinking skills in applying the nursing process to formulate a nursing care plan for pediatric patients with complex neurological problems.

Include:
a) Pathophysiology
b) Diagnostic tests
c) Pharmacologic agents
d) Nutritional requirements
e) Teaching/ learning needs
f) Nursing interventions/Restorative measures
g) Growth and developmental needs
h) Coping mechanisms
i) Legal/ethical issues
j) Cultural aspects
k) Psycho social needs
l) Collaboration
m) Teaching
n) Spiritual

8. Complete a plan of care for a pediatric who is having surgical intervention for a complex neurological disorder. If a patient is not available, the instructor will provide a patient situation. Class discussion will include pre-operative, intra-operative and post-operative care.

Learning Activities:
1. Know terminology
2. View audio-visual materials on congenital anomalies of the neurological system disorders or diseases.
3. Review computer programs and read current articles as assigned by instructors.
4. Develop a nursing care plan for a pediatric patient with a complex neurological problem
5. Review the common neurological congenital anomalies, their diagnosis, methods, management and nursing interventions.
Units # 6: Nursing Management of Oncological Condition

Description:
This unit presents an in depth look at the multisystem effects in the human body and the bio-psycho-social behavioral responses of the client and family to the disease process.

Unit Outcomes Competencies:
The student will be able to assess, plan and implement care for the client and family affected by cancer.

Student Learning Objectives:
1. Compare and contrast the structure and function of the normal cell and the cancer cell.
2. Differentiate between benign and malignant tumors associated with the metastatic process.
3. Identify factors that have been found to be carcinogens and discuss prevention.
4. Discuss the varied responsibilities of the nurse in cancer care, as it related to diagnosis and stage.
5. Identify and discuss the varied modalities utilized in cancer treatment including surgery, radiation therapy, gene therapy, chemotherapy, biologic response modifiers, and hyperthermia and treatment.
6. Describe hospice care and pain management.
7. Explain the nurse's roll and responsibility in pain management in a cancer client.
8. Describe effective multidisciplinary pain management techniques in clients with cancer.
9. Discuss and identify the nurses' role in oncologic emergency.
10. Discuss the role of the nurse in psychosocial support of both the client experiencing cancer and the family.
11. Explain pathophysiology of the disease process related to cancer for each age group.
12. Compare the nursing care of the child and adult with the more prevalent cancers.
13. Describe the role of hospice/care in oncology nursing.

Learning Activities:
1. Complete assigned chapters
2. View assigned videos and CDC’s
3. Read assigned list of readings
Unit # 7: Multisystem Stressors

Description:
This unit focuses on the adaptive systems involved in caring with multi-physical stresses and the common nursing intervention.

Unit Outcome Competencies:
The student will be able to apply the nursing process to formulate a nursing diagnosis utilizing the Roy adaptation model.

Student Learning Classroom Objective:
Upon completion of this unit the student will be able to:
1. Identify factors that can result in overwhelming physical stress to the body.
2. Describe the signs and symptoms of various types of shock and the compensatory mechanisms
3. Discuss replacement fluids therapy, pharmacologic agents used and the nursing responsibilities for various types of shock.
4. Compare and contrast the effects of shock/trauma on the body system
5. Identify common laboratory tests used in the identification and treatment of shock.
6. Describe the pathophysiological changes which occur following a severe burn.
7. Identify the various causes, types, and treatment of thermal injuries.
8. Discuss the physical and psychosocial outcomes for the person with thermal injuries.
9. Describe the emergency care for major burns and the initial inpatient therapy.
   Include:
   1) Airway maintenance
   2) Pain management
   3) Fluid and electrolyte balance
   4) Prevention of infection
   5) Nutrition
   6) Rehabilitation
   7) Emotional support for patient and family
9. Describe the etiology, pathophysiology and identify the clinical manifestation of complex respiratory, endocrine, cardiopulmonary and renal disorders.
10. Discuss the nursing priorities for treatment and management of complex respiratory endocrine, cardiopulmonary, and renal disorders.
11. Delineate the clinical significance of selected laboratory test and diagnostic procedures in assessment of complex respiratory endocrine, cardiopulmonary, and renal disorders.
12. Delineate the clinical significance of selected laboratory test and diagnostic procedures in assessment of complex respiratory endocrine and renal disorders.

13. Use critical thinking skill in applying the nursing process in the care of patients with overwhelming trauma.
   **Include:**
   a) Pathophysiology
   b) Diagnostic tests
   c) Pharmacologic agents
   d) Nutritional requirements
   e) Teaching/ learning needs
   f) Nursing interventions/Restorative measures
   g) Growth and developmental needs
   h) Coping mechanisms
   i) Legal/ethical issues
   j) Cultural aspects
   k) Psycho social needs
   l) Collaboration
   m) Teaching
   n) Spiritual

**Learning Activities:**

Know terminology.

Develop a plan of nursing care for a patient with a thermal injury/trauma.
   **Include:**
   a) Pathophysiology
   b) Diagnostic tests
   c) Pharmacologic agents
   d) Nutritional requirements
   e) Teaching/ learning needs
   f) Nursing interventions/Restorative measures
   g) Growth and developmental needs
   h) Coping mechanisms
   i) Legal/ethical issues
   j) Cultural aspects
   k) Psycho social needs
   l) Collaboration
   m) Teaching
   n) Spiritual

Identify the various community agencies involved in the care of patients with these injuries.

Unit # 8:  **Application of the Nursing Process in Caring for Patients with Common Health Problems of the Visual, Auditory, and Speech Systems**

**Description:**
This unit focuses on common health problems affecting the visual system may occur across the life span and may be due to trauma, infection, and aging. Alterations in visual acuity that occur as a result of a health problem are likely to have both physical and psychosocial implications.

Common health problems affecting the auditory system occur across the life span and may be due to infection, trauma, and/or degeneration. Alteration in hearing ability has both physical and psychosocial implications.

The spoken word (speech) is used to share thoughts with others, to develop interpersonal relationships, and to discuss ideas. The other forms of communication--gestures, etc.--are utilized to a certain extent but verbal communication is our tool for expressing ourselves. Therefore, an alteration in the speech system can have a profound effect upon an individual both physically and psychosocially.

**Unit Outcome Competencies:**
This unit will promote understanding the above common health problems and help the nurse and the patient promote, maintain, or restore health.

**Student Learning Classroom Objectives:**
Upon completion of this unit the student will be able to:

1. Discuss the common health problems of the visual system.
   a) Differentiate the common ocular injuries and the nursing interventions necessary for care of ocular injuries. Include perforating wounds, foreign bodies, chemical injuries, and burns.
   b) Identify the nursing care responsibilities in caring for patients with cataracts, glaucoma, and detached retina both medically and surgically.
   c) Discuss the nursing care of the visually impaired in order to promote rehabilitation, prevention of further deficit, and maintenance of health.

2. Discuss the common health problems of the auditory system throughout the life span. Include identifying symptoms for, and treatment of, the following: otitis media, mastoiditis, Meniere's disease, presbycusis.

3. Differentiate the various articulation disorders from the other common health problems of the speech system. Include stuttering, laryngitis, and tumors.
4. Explain the common treatment modalities for the prevention, maintenance and rehabilitation of patients with problems in the visual, auditory, and speech systems.

5. Explain the diagnostic assessments to be made by the nurse to assist in identifying the common health problems of the visual, auditory, or speech systems.

6. Identify the caring practices necessary for patients with these problems; including the child and family.

7. Use critical thinking skill in applying the nursing process to formulate a care plan for patient with sensory system problems.
   Include:
   a) Pathophysiology
   b) Diagnostic tests
   c) Pharmacologic agents
   d) Nutritional requirements
   e) Teaching/ learning needs
   f) Nursing interventions/Restorative measures
   g) Growth and developmental needs
   h) Coping mechanisms
   i) Legal/ethical issues
   j) Cultural aspects
   k) Psycho social needs
   l) Collaboration
   m) Teaching
   n) Spiritual

8. Complete a plan of care for a patient who is having surgical intervention for a sensory disorder. If a patient is not available, the instructor will provide a patient situation. Class discussion will include pre-operative, intra-operative and post-operative care.

Learning Activities:
1. Review anatomy and physiology of the visual, auditory, and speech systems.
2. Know terminology.
3. View audio-visual materials on eye, ear, and speech function.
4. Discuss, in class, common symptoms of eye and ear problems.
5. Plan nursing care for a patient having an eye, ear or speech problem. Do care plan for both adult and child. Include the following:
   1) Assessment data
   2) Diagnostic tests--if appropriate
   3) Nursing interventions
      a) Procedures
      b) Medications
   4) Interpersonal support system
6. View assigned videos and computer software.
Nursing 241  
Nursing Process Application IV  
Acute Home Health Clinical

Unit # 9, Part 1: Application of the Nursing Process to Patient in the Community Health Settings.

Home Health Clinical Objective are design to reinforce classroom theory and provide the practical skills necessary to assess analgesia, plan, implement and evaluate the nursing care giver to individuals in a community health setting.

Clinical Objectives:

1. Compare and contrast the assessment and care of a client in the community with one in the acute care setting.
2. Reconstruct the process by which a client is admitted to, cared for and discharged from a home health agency.
3. Associate public health nursing with a community problem.
4. Evaluate the nursing process for clients involved in community health situations.
5. Become familiar with the routines of the home health agency that you are assigned to.
6. Know the safety/security measures used in visiting clients in the community setting.
7. Interact with clients in the community setting.
8. Evaluate the discharge planning for a community health client.
9. Identify environmental health hazards that affect clients on a local, national and world level and compare nursing interventions at each level.
10. Identify programs provided by the county health department to improve health care and evaluate their effectiveness.
11. Design a nursing care plan for a client in the community health or hospice setting.
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Nursing Process Application IV

Unit 9, Part 2: The Application of the nursing Process to patients in the acute care setting. Cardiovascular, Neurological, Oncological and multisystem Clinical Objectives are designed to reinforce classroom theory and provide the practical skills necessary to assess, analyze, plan, implement and evaluate the nursing care giver to individuals and groups of patients.

Clinical Objectives:

1. Provide nursing care for patients with a variety of cardiovascular, neurological, oncology and multisystem conditions.

2. Perform a detailed and focused assessment on assigned patients.

3. Complete a nursing care plan on a patient with a cardiac, neurological, oncological and multisystem problem.

4. Prepare a teaching plan for a patient with complex multisystem problems. Include family needs in the teaching plan.

5. Assist with medical procedures relevant to all assigned patients.

6. Prepare a patient for diagnostic testing.

7. Record appropriately on all flow charts required on the patient with a cardiac disorder.

8. Identify common rhythms on a patient monitor.


10. Discuss social, psychological, emotional, ethical, financial, and cultural issues of patients with cardiovascular, neurological, oncological and multisystem disease.

11. Identify common coping mechanisms employed by the family and the patient with a cardiovascular, neurological, oncological and multisystem problems.

12. Provide nursing care for an infant or child with a cardiovascular, neurological, and multisystem problem.

13. Prepare a child and the family for diagnostic procedures.
14. Administer oral and parenteral medications to a pediatric patient


16. Prepare a teaching plan for the family of a pediatric patient with a chronic cardiac, neurological and multisystem condition.

17. Discuss common diagnostic tests, procedures and drugs related therapy at post-conference.

18. Demonstrate critical thinking skills in the formulation of a nursing care plan.

19. Consistently demonstrate the critical thinking approach in making clinical judgments.

20. Provide nursing care to the pediatric or adult patient undergoing a surgical procedure for an assigned patient. (Include pre and postoperative care.)