



NURP 1114

Division: Career and Technical Education

Department: Allied Health

Course: NURP 1114

Title: Caring for the Adult I

Catalog Description:

The course is designed to introduce students to the active role of the practical nurse in health care delivery. The focus is on application of the nursing process to health promotion and chronic and disabling conditions of the adult. This course prepares students for clinical settings in various health care agencies helping them gain knowledge and understanding of the varied disease processes and conditions that affect clients and their families. Students will also gain an awareness of the roles of other health care team members and community resources. Students must be accepted into the Practical Nursing program to enroll. This course is part of a required series to prepare students to take the National Council Licensure Examination for Practical Nurses (NCLEX-PN). This course is a prerequisite for NURP 1115.

General Education Requirements: N/A

Semesters Offered: TBA

Credit/Time Requirement: Credit: 4; Lecture: 3; Lab: 3

Clock/Hour Requirements: 90

Offered for Non-Credit: No

Prerequisites: N/A

Justification:

This course is an important component of the education of practical nurses helping them to understand the disease processes and conditions that affect the client and families they will be caring for. Components of the Susan Ferguson Service Model are incorporated throughout the course. The nursing process will also be introduced with an emphasis on assessment, interventions, and evaluation. The course is necessary to provide safe, responsible, and competent care. This course provides the basic knowledge and skills used in the clinical component Caring for the Adult II (NURP 1115).

Student Learning Outcomes:

Upon successful completion of this course, students will:

- apply basic principles from the biological and behavioral sciences and nursing theory to determine nursing actions in primary and secondary health care settings
- apply basic principles of communication when relating to clients, family members, health care team members, and faculty
- apply principles of teaching/learning needed to teach basic health care concepts to clients in primary

and secondary health care settings

- identify and utilize appropriate resources for learning and personal growth
- demonstrate knowledge and skills to safely follow established procedures for selected psychomotor skills used at the primary and secondary level of care
- develop a basic knowledge of the more common primary and secondary care diseases and conditions, as well as applying the nursing process into the client's care with emphasis on assessment, interventions, and evaluation for each disease process or condition
- demonstrate a knowledge of basic laboratory values and how they relate to the care of the client in the primary and secondary health care setting
- demonstrate the understanding and skill of blood glucose monitoring and teaching diabetic patients.

Content:

Students will develop skills needed to perform responsibly with competence and safety in a health care setting. Students will demonstrate the ability to provide individualized and holistic care. Students will be taught theory of the above objectives and the disease processes and conditions of primary and secondary health care, which include the following areas:

- neurologic disorders
- cardiovascular disorders
- digestive disorders
- urologic disorders
- musculoskeletal disorders
- endocrine disorders
- reproductive disorders
- integumentary disorders
- disorders of the eyes, ears, nose, and throat
- medical and surgical care
- physiologic responses to illness.

General Education Outcomes:

Applied Education Outcomes:

1) Students will acquire entry-level skills specific to and appropriate for employment in their chosen field of study.

Students will learn, through theory and practical application, the various techniques used in the practical nursing profession. This course prepares students for clinical settings in various health care agencies to gain knowledge and understanding of the varied disease processes and conditions that affect clients and their families. The instructor will assess students' knowledge through observation and written assignments. Students will receive feedback through written and oral exchange in class.

2) Students will become aware of industry specific certification and develop skills sufficient to acquire the same.

Students will become aware of the theory and specific skills needed to pass the state NCLEX-PN and to become a practical nurse. The instructor will assess students' knowledge of information through written tests and oral exchange in class and provide feedback to the student.

4) Students will demonstrate interpersonal skills specific to the skills and environment inherent in their field.

Students will learn communication and interpersonal skills needed for the practical nursing profession. Instructors will observe students in class and through written assignments and give written and oral feedback on a regular basis.

Key Performance Indicators:

In class:

- The student's final score will be based on: tests, quizzes, and other assignments (80%), and the final exam (20%). Percentages are approximate.
- An overall score of 74% is required in order for a student to continue in the Practical Nursing program.

Representative Text and/or Supplies:

- Adrienne Dill Linton, *Introduction to Medical-Surgical Nursing*, current edition, W. B. Saunders Company, Philadelphia, PA (text and workbook).
- Pagana, *Diagnostic and Laboratory Test Reference*, current edition, Elsevier.
- Saunders, *Comprehensive Review for the NCLEX-PN Examination*, current edition, Elsevier.

Optimum Class Size: 20

Maximum Class Size: 24

Signatures:

I hereby submit this course syllabus:

Amber Epling, MSN, Associate Professor

I hereby find this course consistent with the goals and resources of the Allied Health Department:

Amber Epling, MSN, Associate Professor, Chair

I hereby find this course consistent with the goals and resources of the Career and Technical Education Division:

Michael P. Medley, MBA, Assistant Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)