COURSE INFORMATION FORM

**DISCIPLINE**
Professional Nursing

**COURSE TITLE**
Adult Nursing I

| CR.HR | 3.0 | LECT HR | 3.0 | LAB HR | CLIN/INTERN HR | CLOCK HR |  |
|-------|-----|---------|-----|--------|---------------|---------| |

**CATALOG DESCRIPTION**

Adult Nursing I is the first of three medical-surgical nursing courses and builds upon the basic nursing content and skills learned in Fundamentals of Professional Nursing and Essential Nursing Concepts. Gerontological concepts are presented along with selected medical-surgical problems associated with this population. The nursing process will serve as a framework to integrate the concepts of legal-ethical issues, culture and ethnicity, developmental stages/tasks and communication. Emphasis is placed on identifying physiological and psychological changes of clients aged 65 and older.

**PREREQUISITES**

Admission to nursing program; completion of RNUR 131, RNUR 126, PSYC 243; completion of or concurrent enrollment in BIOL 208

**EXPECTED STUDENT OUTCOMES IN THE COURSE (ESO)**

Upon completion of this course, the student will be able to:

1. Correlate developmental tasks with implications for the care of adults.
2. Discuss socioeconomic and cultural/ethnic factors which affect adults.
3. Describe the basic needs of older adults as they relate to physiological changes of aging.
4. Discuss the continuum of care and services available to adults in the health care environment.
5. Describe the impact of selected medical-surgical disease processes on adult clients.
6. Examine aging issues as they affect the individual, the health care delivery system and the community.
7. Identify therapeutic communication techniques which consider sensory deficits.
8. Examine ethical dilemmas and the legal implications encountered in the care of the aged.

**GENERAL EDUCATION OUTCOMES (ESO)**

Specify which general education outcomes, if any, are substantially addressed by the course. Numbers in parentheses identify the Expected Student Outcomes linked to the specific General Education Outcome.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>(ESO)</th>
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<tr>
<td>2. Critical Thinking</td>
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<td>A. Sort and classify information.</td>
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<tr>
<td>1. Distinguish among facts, feelings, judgment, and inferences, and prioritize the respective role of each within a given context.</td>
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PROGRAM-LEVEL OUTCOMES

CAREER AND TECHNICAL EDUCATION PROGRAM OUTCOMES
Specify which Career and Technical program outcomes, if any, are substantially addressed by the course by completing the “Career and Technical Education template” to show the relationship between course and program outcomes to assessment measures.

Upon completion of this Level I course within the Associate Degree Nursing Program, the student will:

1. Recognize the significance of principles of growth and development in providing age appropriate nursing care.
2. Respect cultural and ethnic differences when planning care.
3. Provide basic client care organized according to Maslow’s hierarchy of needs throughout the health-illness continuum.
4. Identify the impact of the environment in providing care throughout the wellness-illness continuum.
5. Describe the role of the Associate Degree Nurse in the health care delivery system.
6. Utilize the nursing process as a framework for data collection, assessment, diagnosis, planning, implementation and evaluation in providing client care.
7. Utilize basic concepts of scientific knowledge to provide rationale for nursing actions.
8. Utilize verbal and written skills to communicate pertinent information.
9. Discuss legal/ethical guidelines in the provision of basic nursing care.

CLASS-LEVEL ASSESSMENT MEASURES

Student accomplishment of expected student outcomes will be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

1. Written examinations (1-8)
2. Written quizzes (1-8)
3. Nursing care plan (1-8)
4. Paper on the Aging Adult (1-8)
Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allows. An *asterisk can be used to mark an item as optional.

I. Introduction to gerontology
   A. Population and its characteristics
   B. Theories of aging
   C. Cultural assessment of the elder

II. Issues in aging
    A. Strategies for teaching the elder
    B. Pharmacological treatment in the elder
    C. Public policy and the elder
    D. Legal issues
    E. Continuum of care
    F. Ethical issues affecting the elder
    G. Death and Dying

III. Aging changes in the body systems

IV. The nursing process as it relates to the elder
    A. Assessment techniques specific to the elder
    B. Alterations in nursing care

V. Care of clients with disorders common to the elder
    A. Respiratory system
       1. Pneumonia
       2. Influenza
       3. Herpes Zoster
    B. Gastrointestinal system, Anemia, and Nutrition in the Elderly
       1. Nutrition
       2. Constipation
       3. Types of Anemia
    C. Endocrine system – diabetes
    D. Renal system and Sexuality in aging
       1. Urinary Incontinence
       2. Urinary Tract Infection
       3. Benign Prostatic Hyperplasia
       4. Prostate Cancer
5. Changes in Sexuality Unique to the Elder

E. Nervous system
1. Cognition
2. Dementia
3. Delirium
4. Parkinson’s Disease
5. Sensory deprivation
6. Sensory loss
7. CVA
8. Cranial nerve disorders
9. Headaches
10. Cataracts
11. Glaucoma
12. Hearing Loss

F. Musculoskeletal system
1. Activities of daily living
2. Instrumental activities of daily living
3. Safety
4. Degenerative joint disease
5. Osteoporosis
6. Soft Tissue Injuries
7. Joint Dislocation
8. Septic Arthritis
9. Fractures
10. Traction
11. Compartment Syndrome
12. Cast Care
13. Hip fracture/replacement
14. Compression fractures
15. Rheumatoid arthritis