

**College of San Mateo  
Official Course Outline**

1. **COURSE ID:** NURS 212    **TITLE:** Concepts of Homeostasis in Nursing  
**Units:** 4.5 units    **Hours/Semester:** 32.0-36.0 Lecture hours; 120.0-135.0 Lab hours; and 64.0-72.0 Homework hours  
**Method of Grading:** Letter Grade Only  
**Prerequisite:** NURS 211

2. **COURSE DESIGNATION:**  
**Degree Credit**  
**Transfer credit:** CSU

3. **COURSE DESCRIPTIONS:**  
**Catalog Description:**

Continuation of the study of human health needs and the principles, facts, concepts, and skills basic to nursing care using the nursing process to promote homeostasis. Supervised learning experiences corresponding with classroom instruction in off-campus health care facilities. (Fall only.)

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**

Upon successful completion of this course, a student will meet the following outcomes:

1. Demonstrate a sound knowledge of nursing methods, skills and health care management of the acute care patient.
2. Use theory and knowledge from nursing, the physical/behavioral sciences and the humanities in providing nursing care.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**

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

**THEORY OBJECTIVES: I. OPERATIONALIZE THE NURSING PROCESS AND USE CRITICAL-THINKING SKILLS TO PROMOTE HOMEOSTASIS**

1. Discuss the components of nursing assessments of adult patients of all ages based on changes in all dimensions of health.
2. Give one example each of Maslow's hierarchy of needs.
3. Differentiate among the six major concepts involved with the body's homeostatic response to maintain health.
4. List three special needs of the chronically ill patient and six nursing interventions to meet these needs.
5. Compare five effects of chronic vs. acute illness in adults.
6. Identify nursing interventions for each drug classification.
7. List three special needs of the dying patient and nursing interventions to meet these needs.
8. Describe at least six major principles/factors of nutrition and diet therapy and nursing interventions involved in maintaining nutrition.
9. Describe at least six major principles/factors of respiration, ways to improve oxygenation and types of equipment used in oxygen therapy.
10. Describe at least six major principles/factors involved in fluid and electrolyte balance and six nursing interventions involved in maintaining adequate fluid and electrolyte balance.
11. List five special needs of the surgical patient and nursing interventions to meet these needs including discharge planning.
12. Evaluate the nurse's role in acknowledging the 5 rights of adult patients of all ages including the right to sexual expression.
13. Evaluate the developmental stage and tasks for adult patients of all ages.
14. Design nursing interventions to promote developmental integrity for adult patients of all ages.
15. Use a variety of skills when applying nursing process to actual and simulated patient situations.

**II. ASSUME ROLE AS A COMMUNICATOR**

1. State three communication techniques used in working with adult patients of all ages with special needs, i.e., terminally ill, chronically ill, patient in pain, or a patient who is hard of hearing.
2. Evaluate the principles of therapeutic communication and relate them to the special needs of the older adult or frail elder patient.
3. Use therapeutic communication skills in person and in writing.
4. Report patient status using SBAR communication in RN-RN communications and in RN-MD

communications.

### **III. ASSUME ROLE AS A TEACHER**

1. Identify seven principles of the teaching-learning process.
2. Compare and contrast teaching and learning.
3. Differentiate between macro and micro teaching strategies.
4. Identify differences in learning needs and teaching approaches for adult patients of all ages.
5. Identify two possible barriers to learning especially for the older adult or frail elder.
6. State two major contributing factors of medication side effects in older adults.
7. Differentiate among the medication issues of knowledge deficit, adherence, and non-adherence for adult patients of all ages.
8. Evaluate the role of the nurse as the teacher.
9. Describe the RN's role in first dose teaching.
10. Assume the role of the nurse as a teacher of adult patients of all ages.

### **IV. ASSUME ROLE AS A LEADER/MANAGER**

1. Identify two expanded nursing roles, i.e., oncology nurse, gerontology nurse, hospice nurse.
2. Describe the significance of continuum of care for adult patients including the older adult or frail elder patient in diverse settings.
3. Implement the role as patient care manager of 2-3 patients using a variety of skills including effective time-management strategies.
4. Compare the roles of the RN in acute care, long term care, ambulatory care and community care settings.

### **V. ASSUME ROLE AS A MEMBER WITHIN THE PROFESSION OF NURSING**

1. Describe the role of the student nurse in diverse settings.
2. Identify two legal and two ethical issues facing nurses in the care of adult patients of all ages in acute care and long term care settings.
3. Implement the role of nursing in the continuum of care which includes that of patient advocate, leader/manager of care, communicator, teacher and member of the health care team.
4. Implement the role of the student nurse and meet the JCAHO national patient safety goals.

### **CLINICAL OBJECTIVES**

#### **I. OPERATIONALIZE THE NURSING PROCESS AND USE CRITICAL THINKING SKILLS TO PROMOTE HOMEOSTASIS Use the nursing process, with guidance, to provide a safe care that promotes health for adult patients of all ages with well-defined illnesses which have predictable outcomes. Collect data from clinical sources to identify basic patient needs in all dimensions of health.**

1. Prepare for clinical assignment which includes filling in CSM worksheet and doing pathophysiology preparation with nursing implications.
2. Correlate patient's medical diagnosis, primary signs and symptoms, and nursing diagnosis for the assigned patient(s).
3. Gather and interpret pertinent data from patient, family, Kardex, report and chart while adhering to HIPAA guidelines.
4. Identify patient status changes within last 24 hours and from change of shift report.
5. Identify patient's short term and long term expected outcomes.
6. Differentiate between objective and subjective data.

#### **Assess patient status.**

1. Identify actual and potential threats to homeostasis.
2. Determine patient's ability to meet basic needs using Maslow's hierarchy of needs.
3. Identify assessments of adult patients of all ages related to the aging process in all dimensions of health.
4. State priority nursing diagnosis (es).
5. State expected outcomes in measurable behavioral terms including short term and long term outcomes.

#### **Plan, with guidance, standard nursing measures designed to assist adult patients of all ages to meet their basic needs, to promote health and to maintain homeostasis.**

1. Identify priority nursing actions with documented rationale that will assist the patient in meeting needs and stated expected outcomes.
2. Plan care with consideration of the special needs of the older adult and frail elder.
3. Involve patient and family in patient care plan.
4. Use agency's standardized care plan in planning patient care.

#### **Perform, with guidance, basic physical assessment and technical skills safely and competently.**

1. Initiate safely and complete indicated nursing actions at a competent level.
2. Implement care including complete bath and basic hygienic care and make an unoccupied/occupied bed for two to three patients in the assigned clinical timeframe.
3. Complete and document basic multisystem physical assessment, patient's plan of care and nursing actions at a competent level.

4. Practice asepsis.
5. Practice body mechanics for patient and self.
6. Take and document vital signs accurately and timely (T,P,R,BP, Pain Assessment, Pulse Oximetry).
7. Must pass medication calculation test with competency prior to administering medications in the clinical setting.
8. Must pass video competency prior to administering medications in the clinical setting.
9. Administer medications accurately 100% of the time.
10. Carry out procedures to meet nutritional and elimination needs.
11. Carry out comfort measures using pharmacological and non-pharmacological measures.
12. Implement skills at a competent level learned during skills lab.
13. Complete top 10 medication cards.
14. Work with IVs in the clinical setting.
15. Implement care consistent with JCAHO National Patient Safety Goals.

**Recognize, with guidance, whether nursing interventions meet identified needs and outcome criteria.**

1. Explain rationale for selected nursing action given.
2. Evaluate effects of nursing care in meeting the needs of adult patients of all ages.
3. Explain whether expected outcomes were met.

**Use a variety of skills when applying nursing process to actual patient situations.**

**Complete geriatric well-elder assessment in a community setting.**

**Complete a geriatric pain assessment.**

**Demonstrate competency on designated skill during evaluation video session by deadline date.**

**II. ASSUME ROLE AS A COMMUNICATOR**

**With minimum guidance, the student will use therapeutic communication skills to facilitate goal-directed interactions with patients, families, colleagues and other members of the health care team while adhering to HIPAA guidelines.**

1. Will consistently introduce self and address patient by name.
2. Will consistently use basic therapeutic communication skills including positive attending behavior.
3. Use therapeutic communication skills to make an assessment of the adult patients of all ages in all dimensions of health while focusing on the patient's needs.
4. Will be able to do a basic pain assessment of a patient whose primary language is Spanish.

**Will report and record, with guidance, patient assessment, interventions and their effectiveness and any other significant occurrences accurately and in a timely manner.**

1. Question and report status of patient during clinical time in a timely manner to instructor and RN staff.
2. Give a comprehensive verbal report when leaving the unit.
3. Record and submit charting using correct terminology and agency format.
4. Use patient care plan and/or clinical pathway as a guide for charting.
5. Use SBAR communication as a method of professional communication between RN-RN, RN-MD and all professional interactions.
6. Contribute in conferences and is respectful and attending of other students' and participants' contributions.

**III. ASSUME ROLE AS A TEACHER**

**Recognize patient's need for health teaching and supervision and confer with instructor or staff concerning appropriate action.**

1. Identify two needs for health teaching.
2. Identify differences in teaching approach for adult patients of all ages.
3. Assess motivation, readiness and prior knowledge of learner.
4. Involve other family members or significant others in teaching as appropriate while adhering to HIPAA guidelines.
5. Implement teaching at a level appropriate for the patient, using repetition, simple explanations and demonstration as needed for the older adult or frail elder patient.
6. Teach accurate information to patient and/or family as appropriate.
7. Support and reinforce the teaching plan of others.
8. Report verbally and in writing patient teaching.

**Will assume the role as a teacher of a geriatric patient by teaching about medications using the principles of the teaching-learning process.**

**Will assume the role as a teacher of a patient as necessary in first dose teaching.**

**IV. ASSUME ROLE AS A LEADER/MANAGER**

**Recognize patient's need for assistance from other health team members and confer with instructor and staff regarding appropriate action.**

1. Identify the role and contribution of each health team member.
2. Continually report patient's status and report to team leader and instructor when appropriate.

**Implement the role as manager of 2-3 patients using a time-management worksheet in the assigned clinical time.**

**Implement care in stressful situations.**

**Compare and contrast the RN role in acute-care vs. long-term care vs. community health care agencies.**

**Use Time-Management Format as an integral part for a 2-3 patient care load to document the management of patient care.**

#### **V. ASSUME ROLE AS A MEMBER WITHIN THE PROFESSION OF NURSING**

**Practice within the ethical standard, legal, accreditation, and regulatory framework with guidance.**

1. Relate professional Code of Ethics, the Nursing Practice Act, agency policies and student policies to own practice.
2. Maintain patient safety while performing patient care including "Competencies of Care" criteria and JCAHO safety goals.
3. Demonstrate accountability and responsibility for patient care assignment by using direct faculty supervision.

**Identify his/her own most obvious learning needs and begin to seek needed experiences, with guidance, and begin to use resources for additional learning to achieve competency in professional role.**

1. Use worksheet to delineate daily learning goal as a means to achieve own goals.
2. Share information and experience with peers and instructor.
3. Perform only those skills that have been presented/demonstrated/practiced.

**Evaluate learning experiences and assess his/her progress with guidance.**

1. Submit self-evaluation at midterm and completion of course documenting specific data.
2. Modify performance based on instructor's feedback, staff's feedback and previous clinical evaluation.
3. Take corrective action when in error; report error to instructor and follow through with appropriate written reporting.

**Implement the role of the student nurse in the acute care agency.**

1. Identify the role of the student nurse in relation to the roles of the other nurses.
2. Explain student's role and objectives to patients, families and members of the health care team.

**Implement the role of the professional nurse which includes that of patient advocate.**

1. Identify themes from clinical situations where the nurse acted appropriately as a patient advocate.

#### **6. COURSE CONTENT:**

##### **Lecture Content:**

1. The Role of the Professional Nurse in the Continuum of Care: Acute Care Settings and Community Care Settings.
2. Dimensions of Health; Nursing Assessment and Health Promotion Strategies throughout the Adult Life Span.
3. Teaching Learning Strategies: The Nurse as the Teacher
4. Nursing Process: Rest and comfort needs
5. Pharmacology: Survey classification
6. Nursing Process: Understanding and teaching medications to adults of all ages
7. Nursing Process: Nutritional needs of adults of all ages
8. Nursing Process: Respiratory status of adults of all ages
9. Nursing Process: Beginning concepts of Acid-Base balance in adults of all ages
10. Nursing Process: Fluid and electrolyte status/needs in adults of all ages
11. Nursing Process: The patient experiencing surgery of adults of all ages; discharge planning skills
12. Nursing Process: The patient experiencing loss/death including social and emotional effect of death in adults of all ages
13. Nursing Process: Lab values and diagnostic procedures in the assessment of health of adults of all ages

##### **Lab Content:**

See attachment

#### **7. REPRESENTATIVE METHODS OF INSTRUCTION:**

Typical methods of instruction may include:

- A. Lecture
- B. Lab
- C. Activity
- D. Directed Study
- E. Discussion
- F. Guest Speakers
- G. Observation and Demonstration

H. Other (Specify): Lecture, concept mapping, critical thinking situations, , web-assisted online , group work, simulation scenarios, medication dosage calculation clinics, theory specific study clinics

## 8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

### Writing Assignments:

Well Elder Interview and Written Assignment

Older Adult Patient Teaching Practicum and accompanied Written Assignment

Older Adult Pain Assessment - Practicum and accompanied Written Assignment

### Reading Assignments:

Refer to Course Study Guide for specified Reading assignments (Text and Online articles)

### Other Outside Assignments:

Well Elder Interview

## 9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

A. Class Participation

B. Class Performance

C. Class Work

D. Exams/Tests

E. Group Projects

F. Homework

G. Lab Activities

H. Oral Presentation

I. Papers

J. Projects

K. Quizzes

L. Simulation

M. Written examination

N. Exams, written assignments, individual and group oral presentations, clinical evaluation, evaluation video-sessions, and performance-based competency assessment and simulation.

## 10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

A. Lilley, Rainforth & Collins. *Pharmacology and the Nursing Process*, 9th ed. St Louis, MO: Elsevier, 2020

B. American Psychological Association. *Publication Manual of the American Psychological Association*, 7th ed. Washington DC: American Psychological Association, 2020

C. Curren. *Dimensional Analysis for Meds*, 5th ed. Clifton Park NY: Delmar, 2019

D. Potter & Perry. *Fundamentals of Nursing*, 10th ed. Philadelphia: Elsevier, 2021

E. Ignatavicius, D. & Workman, M. *Medical Surgical Nursing*, 10th ed. Philadelphia, PA: W.B. Saunders Company, 2021

F. Perry, Potter and Ostendorf. *Nursing Interventions and Clinical Skills*, 10th ed. Philadelphia: Elsevier, 2021

G. Ackley, Ladwig & Makic. *Nursing Diagnosis Handbook*, 12th ed. Philadelphia, PA: Elsevier, 2020

H. Pagana & Pagana. *Mosby's Manual of Laboratory and Diagnostic Tests*, 6th ed. Elsevier, 2018

Possible software includes:

A. Sherpath Fundamentals. Elsevier, 9th ed.

Assignments, lessons, adaptive quizzes, case studies and virtual simulations.

B. Evolve Online Clinical Skills. Elsevier, 2018 ed.

Demo videos with skills, checklists, directions and supplies needed for different nursing skills.

Other:

A. Nursing 212 Syllabus, CSM.

B. Any required for N211

**Origination Date:** November 2021

**Curriculum Committee Approval Date:** December 2021

**Effective Term:** Fall 2022

**Course Originator:** Natalie Waechtler