COURSE OUTLINE
Patient Centered Care of the Developing Individual and Family

Course Description
NR 106. Patient Centered Care of the Developing Individual and Family. 9 hours credit. Prerequisites: BI 231, NR 105 and NR 104 all with a C or better and AH 111 and BS 260 with a C or better or concurrent enrollment. This course will enable the student to apply health promotion and common altered health state concepts associated with adult reproductive health, childbearing, childrearing, child, and family mental health issues and the perioperative environment to patient care. The student will utilize the nursing process in the provision of safe and culturally competent care for the individual and family. The student will demonstrate effective communication skills and caring behaviors and incorporate evidence-based practice while caring for the newborn, child, adult, and family. The student will exhibit professional behaviors with all class actions and interactions by embracing the American Nurses Association (ANA) Code of Ethics for Nursing and demonstrating professional accountability and responsibility for behavior. Classroom: 88 hours; Clinical hours: 157.5 hours.

Required Materials

Course manual, by Course Faculty.

NR106 custom bundle (includes Halter, McKinney, LaCharity) or may purchase text(s) individually.


Online Resources/Software

NR 106 Patient Centered Care of the Developing Individual and Family
Web-facilitated materials will be presented through the online course management system.

Evolve – HESI RN Patient Reviews product key code (unless previously purchased within last two years).

ExamSoft – Used for computerized testing through the ExamSoft company
www.examsoft.com/butlernursing. Billing information will be sent via Pipeline email and payments will be completed online.

The student will need a cell phone or tablet running on Android or iOS capable of having the following programs installed on it. The software can be purchased through the bookstore or online.

- Davis Drug Guide for Nurses
- Davis Comprehensive handbook of laboratory and diagnostic tests with nursing Implications
- Gahart IV Medication Administration

An online vendor for digital device software is Skyscape which gives Butler students a discount. http://www.skyscape.com/butler

Supplies
A stethoscope, penlight, watch, and black pen are required for clinical in addition to the uniform described in the nursing student handbook.

* - For complete textbook information, refer to https://bookstore.butlercc.edu

Butler-Assessed Outcomes
The intention is for the student to be able to
1. Apply concepts associated with Health Promotion (HP) and Altered Health States (AHS) of the newborn, child, adult, and family to the provision of safe, quality care.
2. Utilize appropriate cognitive, affective, and psychomotor skills necessary for the provision of safe and culturally competent care for developing individuals and families.
3. Exhibit professional, accountable, and responsible behaviors when caring for the newborn, child, adult, and family.
4. Incorporate evidence-based practices to support clinical decision making for optimal patient care outcomes.
5. Demonstrate effective communication and documentation when interacting with individuals and families.

Learning PACT Skills that will be developed and documented in this course
Through involvement in this course, the student will develop ability in the following PACT skill area(s):
Analytical Thinking Skills
• Critical thinking - By interpreting a medication administration record, the student will identify and administer the appropriate medication in a simulated environment using appropriate techniques.

Major Summative Assessment Task(s)
These Butler-assessed Outcome(s) and Learning PACT skill(s) will be demonstrated by:
1. Identifying, administering, and documenting an intravenous medication in a simulated clinical environment.

Skills or Competencies
These actions are essential to achieve the course outcomes:
1. Apply concepts associated with Health Promotion (HP) and Altered Health States (AHS) of the newborn, child, adult, and family to the provision of safe, quality care
   A. Examine HP and AHS associated with perinatal nursing (pregnancy, childbirth, and postpartum).
   B. Examine HP and AHS associated with the child.
   C. Explore child and family mental health issues.
   D. Discuss essential aspects of perioperative nursing.
2. Utilize appropriate cognitive, affective, and psychomotor skills necessary for the provision of safe and culturally competent care for developing individuals and families.
   A. Apply all previously learned cognitive and psychomotor skills to patient care.
   B. Use the nursing process as a critical thinking guide in the provision of care for individuals and/or families across the lifespan.
      1. Collect and analyze comprehensive data, identify expected outcomes based on the data, and develop, implement, and coordinate a plan of care.
   C. Develop safe nursing practices within a variety of clinical settings.
      1. Performs safe medication administration via all routes and calculates safe drug dosages.
      2. Apply sterile technique concepts to all aseptic procedures.
      3. Demonstrate techniques and concepts of enteral nutrition.
3. Incorporate evidence-based practices (EBP) to support clinical decision making for optimal patient care outcomes.
   A. Identify and review evidence-based research articles as it relates to patient care.
   B. Identify evidence-based practices and apply to clinical decision making, especially as it relates to the development of a nursing care plan.
4. Demonstrate effective communication and documentation when interacting with individuals and families.
   A. Identify various methods of communication tools and processes used by the interdisciplinary team within perioperative nursing.
   B. Demonstrate open communication, mutual respect, and shared decision making to achieve quality patient centered care.
   C. Develop and deliver patient education to promote, maintain, or restore health
      1. Complete a basic teaching project that meets the learning need for individuals, communities, and/or families from diverse cultures.
2. Identify patient education needs related to health promotion of the newborn, child, and adult reproductive population and common altered health states.

5. Exhibit professional, accountable, and responsible behavior when caring for the newborn, child, adult, and family.

A. Provide a caring environment by demonstrating respect for individuals and/or families across the life span.
   1. Identify and discuss legal and ethical issues within perinatal nursing and healthcare.
   2. Assess and integrate knowledge gained from a cultural assessment into the nursing care plan.

B. Show responsibility for personal growth and explore concepts of a professional nurse.
   1. Define and utilize principles of leadership, management, and delegation within the intra-disciplinary team in the healthcare setting.
   2. Explore concepts of professional behavior in nursing and incorporate these concepts into nursing practice.

Learning Units
I. ANA Standards of Practice
   A. Assessment
   B. Diagnosis
   C. Outcomes identification
   D. Planning
   E. Implementation
      1. Coordination of care
      2. Health teaching and health promotion
   F. Evaluation

II. QSEN Competencies
   A. National agenda for quality and safety in healthcare practice
   B. Overview of competencies
   C. Patient Centered Care
      1. Introduce concepts of transition and continuity related to patient centered care
      2. Impact of active patient/family involvement in own care on safety, quality, and cost-effectiveness
      3. Barriers to active involvement of patients in their own health care
      4. Strategies to empower patients or families in aspects of the health care process
   D. Teamwork and collaboration
      1. Own strengths, limitations, and values in functioning as a member of a team
      2. Identifying team member roles and accountabilities in decision making process
      3. Contributions of other individuals and groups in helping patient/family achieve health goals
4. Differences in communication style preferences among patients and families, nurses, and other members of the health team

E. Evidence-Based Practice
   1. Clinical opinion vs. research and evidence summaries
   2. How available evidence influences the choice of interventions in provision of patient centered care

F. Quality improvement-strategies for learning about the outcomes of care in the setting in which one is engaged in clinical practice

G. Safety
   1. General categories of errors and hazards in care
   2. Potential and actual impact of national patient safety resources, initiatives, and regulations

H. Informatics
   1. How technology is related to the quality and safety of patient care
   2. How information management is related to the quality and safety of patient care

III. Foundations of professional nursing concepts
    A. Legal and ethical Issues
       1. Abuse and neglect
       2. Abortion/contraception
       3. Nurse Practice Act

    B. Leadership and management
       1. Styles of leadership/models
       2. Models of care delivery

    C. Delegation/supervision
       1. Scope of Practice of the LPN Role
       2. Intra-disciplinary roles and responsibility within nursing

    D. Collaboration
       1. Intra-disciplinary
       2. Inter-professional team

    E. Evidence-Based Practice (research based interventions)

    F. Communication
       1. Age appropriate – family/pediatric
       2. Inter-professional – Situation, Background, Assessment, Recommendation (SBAR)

IV. Client Need: Safe and effective care environment
    A. Management of care
       1. Informed consent
       2. Concepts of management
       3. Concepts of leadership
       4. Information technology
       5. Role of the LPN
       6. Delegation

    B. Safety and infection control
1. Accident/Injury prevention
2. Home safety
3. Injury prevention
4. Safe use of equipment
5. Security plan

V. Client need: Health promotion and maintenance
   A. Aging process – infants through 18 years
   B. Antepartum
      1. Developmental stages and transitions
      2. Disease prevention
      3. Expected body image changes
   C. Intrapartum
      1. Developmental stages and transitions
      2. Disease prevention
      3. Expected body image changes
   D. Postpartum
      1. Developmental stages and transitions
      2. Disease prevention
      3. Expected body image changes
   E. Newborn care
      1. Developmental stages and transitions
      2. Disease prevention
      3. Expected body image changes
   F. Family planning
   G. Family systems
      1. Developmental stages and transitions
      2. Support systems
   H. Growth and development
   I. Health and wellness
   J. Health promotion/disease prevention
   K. High risk behaviors
   L. Human sexuality
   M. Immunizations
   N. Life style choices
   O. Principles of teaching/learning
   P. Self care - Parents as providers of care

VI. Client need: Psychosocial integrity
   A. Cultural diversity
      1. Introduction to various cultural practices
      2. Cultural assessment of family/childrearing and childbearing practices
   B. Family dynamics
   C. Grief and loss
   D. Alterations in cognitive and perceptual processes – Autism
   E. Alterations in attention and behaviors - Child/adolescent disorders
F. Alterations in coping
   1. Abuse/neglect of the individual and the family
   2. Eating disorders
G. Religious and spiritual influences on health
H. Therapeutic communications

VII. Client need: Physiological integrity
A. Basic comfort and care
   1. Mobility/immobility
   2. Nutrition and oral hydration
B. Pharmacological and parenteral therapies
   1. Blood and blood products
   2. Medication administration
      a. Appropriateness/accuracy of medication order for client per institution policy
      b. Reconciling orders
   3. Parenteral/intravenous therapy
   4. Pharmacological pain management
C. Reduction of risk potential
   1. Diagnostic tests
   2. Laboratory values
   3. Monitoring conscious sedation
   4. Potential for alterations in body systems
   5. Potential for complications of diagnostic tests/treatments/procedures
   6. Potential for complications from surgical procedures and health alterations
   7. System specific assessment
   8. Therapeutic procedures
D. Physiological adaptation
   1. Electrolyte imbalances
      a. Sodium, Na
      b. Potassium, K
      c. Calcium, Ca
   2. Medical emergencies-wound dehiscence, prolapsed cord, hemorrhage
   3. Alterations in body systems
      a. Basic concepts of disease process - Genetics
      b. Integumentary system - Infectious/inflammatory: Bacterial
      c. Hematological system
         1) Alterations in oxygen transport
            a) Hemolytic anemias
            b) Deficiency in red blood cell production
         2) Alterations in white blood cells and lymphoid tissue
            a) Leukemias
            b) Lymphomas
         3) Alterations in hemostasis
            a) Platelet disorders
            b) Coagulation deficits
d. Cardiovascular system
   1) Alterations in cardiac function - heart failure
   2) Infectious cardiac disorders
      a) Rheumatic fever
      b) Infective carditis
   3) Congenital malformations
   4) Acquired - Kawasaki

e. Respiratory system
   1) Infectious and inflammatory
      a) Bronchiolitis
      b) Laryngotracheobronchitis
   2) Obstructive
      a) Asthma
      b) Cystic fibrosis
   3) Restrictive disorders: RDS – neonatal

f. Renal and urinary tract system
   1) Obstructive
      a) Hydronephrosis
      b) Vescoureteral reflux
   2) Infectious and inflammatory
      a) Glomerulonephritis
      b) Nephrotic syndrome
   3) Congenital
      a) Wilm's tumor
      b) Hypospadias and Epispadias
      c) Bladder extrophy

g. Gastrointestinal and Hepatic system
   1) Structural alterations of gastrointestinal system
      a) GERD
      b) Pyloric stenosis
   2) Inflammatory stomach and intestinal disorders
      a) Gastroenteritis
      b) Appendicitis/Peritonitis
   3) Alterations in intestinal motility
      a) Necrotizing enterocolitis
      b) Intussusception
   4) Congenital
      a) Cleft lip and palate
      b) Upper and lower GI
   5) Infectious and inflammatory hepatic disorders
      a) Hyperbilirubinemia
      b) Hepatitis

h. Endocrine system
   1) Alterations in pituitary and growth hormone function
   2) Diabetes mellitus - Diabetic ketoacidosis

i. Nervous system
1) Acute alterations of brain function
   a) Meningitis
   b) Headache
2) Chronic alterations of brain function
   a) Seizure disorders
   b) Hydrocephalus
   c) Cerebral palsy
4) Traumatic head and brain injury
   a) Increased intracranial pressure
   b) Head injury – concussion/contusion/hematoma
5) Congenital - Spina bifida

j. Musculoskeletal system
1) Injury and trauma
   a) Fractures
   b) Soft tissue injuries
2) Infections / tumors of the bone
   a) Osteosarcoma
   b) Osteomyelitis
3) Alterations in bone mass and structure
   a) Scoliosis
   b) Legg-Calve-Perthes
4) Congenital
   a) Club foot
   b) Congenital hip dysplasia
5) Alterations in function - Muscular dystrophy

k. Reproductive system
1) Altered cellular growth
   a) Female
   b) Male
2) Infectious and inflammatory
   a) Sexually transmitted diseases
   b) Pelvic inflammatory disease
3) Alterations in pregnancy
   a) Premature rupture of membranes
   b) Gestational diabetes
   c) Eclampsia
   d) Rh alloimmunization
4) Alterations in childbirth
   a) Dysfunctional labor
   b) Preterm labor
   c) Intrapartum emergencies
5) Alterations in postpartum
   a) Postpartum hemorrhage
   b) Subinvolution of the uterus
   c) Thromboembolic disorders
   d) Puerperal infection
6) Congenital - Infant /child defects

**Learning Activities**
Learning activities will be assigned to assist the student to achieve the intended learning outcomes through textbook and nursing journal readings, classroom activities, case studies, online learning materials, computer assisted programs, laboratory, simulation and clinical experiences. These activities may be either face-to-face or online.

**Grade Determination**
The student will be graded on assessment tasks, written assignments, exams and other methods of evaluation at the discretion of the instructor. The student must pass the clinical component of this course in order to earn a passing grade. The student must also earn a 75% or higher on total exam only points (includes unit exams, pharmacology exam and comprehensive final), in order to pass the course. Once the student passes the clinical component and earns a 75% or higher total exam only points, the points earned for all other course work will be added to determine the final course grade. The student must earn a letter grade of a C or higher (75%) to pass the course.