COURSE OUTLINE
Patient Centered Care (PCC) 2: Common, Acute and Chronic Health Problems

Course Description
NR 122. Patient Centered Care (PCC) 2: Common, Acute and Chronic Health Problems. 7 hours credit. Prerequisites: NR 101, NR 102, NR 116, NR 161, BI 231, BS 260, and AH 111, all with a C or better or concurrent enrollment in AH 111 and BS 260. Corequisite: NR 117 and NR 262. This course will enable the student to begin to prioritize care for patients with common, (acute and chronic), physical and mental health problems across the lifespan. The student will also provide evidence-based care for the childbearing and childrearing families. The student will apply developmental concepts to the care of the patient and family across the lifespan in diverse clinical settings. The student will demonstrate effective communication skills, professional behaviors, complex nursing skills, and care coordination while caring for patients across the lifespan. The student will integrate teaching and learning processes in the delivery of patient care across the lifespan.

Required Materials
*For complete material(s) information, refer to https://bookstore.butlercc.edu

Online Resources/Software
Hybrid/Blended materials will be presented through the online course management system.

The student will need an electronic device that is capable of having the Evolve Bundle installed which can be purchased online or through the bookstore. Listed below are the required programs:

- Nursing Concept Online by Evolve (NCO)

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.

Supplies
A stethoscope, penlight, watch, and black pen are required for clinical in addition to the uniform described in the student handbook. http://www.butlercc.edu/nursing/h_intro.html

Butler-Assessed Outcomes
The intention is for the student to be able to
1. Prioritize care for patients with common, (acute and chronic), physical and mental health problems across the lifespan, including childbearing and childrearing families.
2. Perform complex nursing skills using technology that contributes to patient safety.
3. Utilize the nursing process to provide safe, developmentally and culturally appropriate nursing care to patients across the lifespan who experience common, (acute and chronic), physical and mental health problems.
4. Demonstrate effective communication skills, professional behaviors, and care coordination while caring for patients across the lifespan.
5. Integrate teaching and learning processes in the delivery of patient care across the lifespan.

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(s) in a simulated environment using appropriate techniques.

Technological Skills
- Discipline-specific technology - Through repeated practice using the electronic medical record, the student will develop the skills necessary to document appropriately.

Major Summative Assessment Task(s)
These Butler-assessed Outcome(s) and Learning PACT skill(s) will be demonstrated by
1. Identifying, administering, providing education, and documenting medication(s) within the electronic health record in a simulated clinical environment.

Skills or Competencies
These actions are essential to achieve the course outcomes:
1. Prioritize care for patients with common, (acute and chronic), physical and mental health problems across the lifespan, including childbearing and childrearing families.
   a. Discuss clinical inquiry, clinical judgement, and conceptual thinking in the delivery of care to the specified population.
   b. Incorporate evidence-based practices (EBP) to support clinical decision making for optimal patient care outcomes.
   c. Prioritize interventions to maintain patient safety and minimize the risk.
   d. Implement therapeutic nursing interventions that are individualized for the specified population in a caring, safe, organized, and timely manner according to patient needs to achieve optimum outcomes.
2. Perform complex nursing skills using technology that contributes to patient safety.
   a. Apply all previously learned cognitive and psychomotor skills to patient care.
   b. Perform specific psychomotor skills accurately using standard precautions and principles of asepsis in described patient populations.
   c. Use the nursing process as a critical thinking guide in the provision of care for individuals across the lifespan.
   d. Calculate safe drug dosages and perform safe medication administration via all routes.
e. Demonstrate techniques and concepts of enteral care and nutrition, ostomy care, urinary catheterization, and peripheral intravenous insertion.

f. Administer meds via PO, IV, IM, SQ, and topical/drop routes safely.

3. Utilize the nursing process to provide safe, developmentally, and culturally appropriate nursing care to patients across the lifespan experiencing common, (acute and chronic), physical and mental health problems.
   a. Collect and analyze comprehensive data, identify expected outcomes based on the data, and develop, implement, and coordinate a plan of care for patients across the lifespan, including the childbearing and childrearing families and the developing child.
   b. Perform systematic physical/psychosocial assessments based on patient needs.
   c. Integrate knowledge gained from cultural assessments into the nursing care plan.
   d. Apply cultural and developmental concepts to the care of the patient and childbearing and rearing families across the lifespan.
   e. Explore patient and family mental health issues.
   f. Examine the concepts associated with perinatal nursing care (pregnancy, childbirth, and postpartum).
   g. Apply concepts associated with common, (acute and chronic), physical and mental health problems of patients across the lifespan to the provision of safe, quality care.
   h. Apply perioperative concepts to patient care and nursing care interventions.

4. Demonstrate effective communication skills, professional behaviors, and care coordination while caring for patients across the lifespan.
   a. Identify various methods of communication tools and processes used by the interdisciplinary team.
   b. Demonstrate open communication, mutual respect, and shared decision making to achieve quality patient centered care to patients across the lifespan experiencing common, (acute and chronic), physical and mental health problems.
   c. Convey information about patient care clearly, accurately, efficiently, and responsibly using appropriate terminology in oral, written, and/or computerized format.
   d. Collaborate with patients and members of the interdisciplinary health care team to optimize patient outcomes.

5. Integrate teaching and learning processes in the delivery of patient care across the lifespan.
   a. Identify patient education needs related to reduce risks.
   b. Restore, maintain, and promote health of patients in the specified population.
   c. Implement a teaching plan individualized to the patient in the specified population, including childbearing and rearing families and the developing child.

Learning Units
I. Homeostasis and regulation concepts
   A. Acid base balance introduction
      1. Definition
      2. Scope or categories
      3. Common risk factors
4. Physiologic consequences
5. Assessment
6. Collaborative interventions for prevention
7. Nursing interventions
8. Interrelated concepts

B. Clotting
1. Introduction
   a. Definition
   b. Scope or categories
   c. Common risk factors
   d. Physiologic consequences
   e. Assessment
   f. Collaborative interventions for prevention
   g. Nursing interventions
   h. Interrelated concepts
2. Exemplars
   a. Deep veins thromboembolism (DVT)
      (1) Related concepts
      (2) Pathophysiology
      (3) Nursing role
      (4) Special considerations
   b. Pulmonary embolism
      (1) Related concepts
      (2) Pathophysiology
      (3) Nursing role
      (4) Special considerations

C. Perioperative care
1. Introduction
   a. Definition
   b. Scope or categories
   c. Common risk factors
   d. Physiologic consequences
   e. Assessment
   f. Collaborative interventions for prevention
   g. Nursing interventions
   h. Interrelated concepts
2. Exemplar
   a. Preoperative
      (1) Related concepts
      (2) Pathophysiology
      (3) Nursing role
      (4) Special considerations
   b. Postoperative
      (1) Related concepts
      (2) Pathophysiology
      (3) Nursing role
D. Metabolism
   1. Introduction
      a. Definition
      b. Scope or categories
      c. Common risk factors
      d. Physiologic consequences
      e. Assessment
      f. Collaborative interventions for prevention
      g. Nursing interventions
      h. Interrelated concepts

2. Exemplars
   a. Diabetes
      (1) Related concepts
      (2) Pathophysiology
      (3) Nursing role
      (4) Special considerations

E. Gas exchange exemplars
   1. Pneumonia
      a. Related concepts
      b. Pathophysiology
      c. Nursing role
      d. Special considerations
   2. Asthma
      a. Related concepts
      b. Pathophysiology
      c. Nursing role
      d. Special considerations
   3. Apnea
      a. Related concepts
      b. Pathophysiology
      c. Nursing role
      d. Special considerations
   4. Respiratory syncytial virus (RSV)
      a. Related concepts
      b. Pathophysiology
      c. Nursing role
      d. Special considerations

F. Nutrition exemplars
   1. Gastroesophageal reflux disease
      a. Related concepts
      b. Pathophysiology
      c. Nursing role
      d. Special considerations
   2. Peptic ulcer disease (PUD)
      a. Related concepts
b. Pathophysiology
c. Nursing role
d. Special considerations

3. GI bleed
   a. Related concepts
   b. Pathophysiology
   c. Nursing role
   d. Special considerations

4. Cholecystitis
   a. Related concepts
   b. Pathophysiology
   c. Nursing role
   d. Special considerations

5. Celiac disease
   a. Related concepts
   b. Pathophysiology
   c. Nursing role
   d. Special considerations

6. Failure to thrive
   a. Related concepts
   b. Pathophysiology
   c. Nursing role
   d. Special considerations

G. Elimination exemplars
   1. Benign prostatic hyperplasia (BPH)
      a. Related concepts
      b. Pathophysiology
      c. Nursing role
      d. Special considerations
   2. Erectile Dysfunction (ED)
      a. Related concepts
      b. Pathophysiology
      c. Nursing role
      d. Special considerations

H. Perfusion
   1. Heart Failure
      a. Related concepts
      b. Pathophysiology
      c. Nursing role
      d. Special considerations
   2. Peripheral vascular disease
      a. Related concepts
      b. Pathophysiology
      c. Nursing role
      d. Special considerations
   3. Anemia
a. Related concepts
b. Pathophysiology
c. Nursing role
d. Special considerations

II. Sexuality and reproduction concepts
   A. Reproductive/Sexuality
      1. Introduction
         a. Definition
         b. Scope or categories
         c. Common risk factors
         d. Physiologic consequences
         e. Assessment
         f. Collaborative interventions for prevention
         g. Nursing interventions
         h. Interrelated concepts
      2. Exemplars
         a. Prenatal
            (1) Related concepts
            (2) Pathophysiology
            (3) Nursing role
            (4) Special considerations
         b. Intrapartum
            (1) Related concepts
            (2) Pathophysiology
            (3) Nursing role
            (4) Special considerations
         c. Postpartum
            (1) Related concepts
            (2) Pathophysiology
            (3) Nursing role
            (4) Special considerations
         d. Newborn assessment
            (1) Related concepts
            (2) Pathophysiology
            (3) Nursing role
            (4) Special considerations
         e. Contraception
            (1) Related concepts
            (2) Pathophysiology
            (3) Nursing role
            (4) Special considerations
         f. Sexually transmitted illnesses
            (1) Related concepts
            (2) Pathophysiology
            (3) Nursing role
(4) Special considerations (LGBTQ)
g. Fibroid/prolapse
   (1) Related concepts
   (2) Pathophysiology
   (3) Nursing role
   (4) Special considerations

III. Resilience, mood, and cognition concepts
A. Mood and affect
   1. Introduction
      a. Definition
      b. Scope or categories
      c. Common risk factors
      d. Physiologic consequences
      e. Assessment
      f. Collaborative interventions for prevention
      g. Nursing interventions
      h. Interrelated concepts
   2. Exemplars
      a. Depression
         (1) Related concepts
         (2) Pathophysiology
         (3) Nursing role
         (4) Special considerations
      b. Dementia
         (1) Related concepts
         (2) Pathophysiology
         (3) Nursing role
         (4) Special considerations
      c. Delirium
         (1) Related concepts
         (2) Pathophysiology
         (3) Nursing role
         (4) Special considerations

B. Coping
   1. Substance use disorder
      a. Related concepts
      b. Pathophysiology
      c. Nursing role
      d. Special considerations
   2. Suicide
      a. Related concepts
      b. Pathophysiology
      c. Nursing role
      d. Special considerations
   3. Self-harm
a. Related concepts
b. Pathophysiology
c. Nursing role
d. Special considerations

IV. Protection and movement concepts
A. Sensory perception introduction
   1. Definition
   2. Scope or categories
   3. Common risk factors
   4. Physiologic consequences
   5. Assessment
   6. Collaborative interventions for prevention
   7. Nursing interventions
   8. Interrelated concepts
B. Sensory perception exemplars
   1. Cataracts
      a. Related concepts
      b. Pathophysiology
      c. Nursing role
      d. Special considerations
   2. Otitis media
      a. Related concepts
      b. Pathophysiology
      c. Nursing role
      d. Special considerations
C. Mobility exemplars
   1. Fractures
      a. Related concepts
      b. Pathophysiology
      c. Nursing role
      d. Special considerations
   2. Amputation
      a. Related concepts
      b. Pathophysiology
      c. Nursing role
      d. Special considerations

Learning Activities
Learning activities will be assigned to assist the student to achieve the intended learning outcome(s) through lecture, instructor-led class discussion, textbook and nursing journal readings, classroom activities, case studies, online learning materials, computer assisted programs, clinical, and simulation experiences. These activities may either be face-to-face or online. Didactic: 4 credit hours, Clinical: 3 credit hours.

Grade Determination
The student will be graded on learning activities and assessment tasks. Grade determinants may include the following: written assignments, quizzes, exams, class participation, 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, which includes unit exams and a comprehensive final, in order to pass the course. Once the student passes the clinical component and earns a 75% or higher in 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.