COURSE OUTLINE
Patient Centered Care (PCC) 3: Complex Physical and Mental Health Problems

Course Description
NR 243. Patient Centered Care (PCC) 3: Complex Physical and Mental Health Problems. 7 hours credit. Prerequisites: NR 122, NR 117, NR 262, and BI 250, all with a C or better, or concurrent enrollment in BI 250. Corequisites: NR 218 and NR 263. This course will enable the student to care for a group of patients with complex physical and/or mental health problems with unpredictable outcomes. The student will utilize nursing judgment to prioritize evidence-based care to patients across the lifespan experiencing complex health problems. The student will incorporate patient care technologies, information systems, and communication devices that support safe nursing practice for patients. The student will demonstrate previous and new knowledge, skills, and attitudes to care for and communicate therapeutically with both patients with complex health problems across the lifespan and the patients’ families. The student will collaborate with the multidisciplinary healthcare team to enhance patient centered care and to evaluate the effectiveness of teaching and learning for diverse patient populations.

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. Utilize nursing judgment to prioritize evidence-based care for a group of patients across the lifespan experiencing complex health problems.
2. Incorporate patient care technologies, information systems, and communication devices that support safe nursing practice for patients with complex physical and mental health conditions.
3. Demonstrate effective communication skills, professional behaviors and collaborative teamwork while caring for patients with complex health problems and the patients’ families.
4. Collaborate with the multidisciplinary healthcare team to enhance patient centered care.
5. Evaluate the effectiveness of teaching and learning for diverse patient populations.

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):

Personal Development Skills
- Interpersonal interaction - By caring for groups of patients effectively and efficiently while working with peers and the healthcare team, the student will develop teamwork skills.

Analytical Thinking Skills
- Critical thinking - Through assessing clients and groups of patients and analyzing assessments, the student will discern nursing diagnoses, develop plans of care, implement the plans and evaluate their effectiveness.

Communication Skills
- Reception and interpretation of messages - Through interactions with patients experiencing altered mental health states, the student will further develop listening skills.

Major Summative Assessment Task(s)

These Butler-assessed Outcome(s) and Learning PACT skill(s) will be demonstrated by

1. Preparing a project using principles of relationship building that documents knowledge of therapeutic communication techniques.
2. Applying the nursing process to prioritize, delegate, and perform cognitive and psychomotor skills for a group of patients in the simulated laboratory setting.

Skills or Competencies

These actions are essential to achieve the course outcomes:
1. Utilize nursing judgment to prioritize evidence-based care for a group of patients across the lifespan experiencing complex health problems.
   A. Utilize critical thinking while incorporating the nursing process into the care of patients in a variety of clinical settings.
   B. Utilize research associated with evidence-based practice to prioritize and identify nursing interventions.
   C. Manage care and intervene appropriately using pharmacologic and non-pharmacologic measures.
   D. Implement strategies to promote active involvement of patients in their own
healthcare.

2. Incorporate patient care technologies, information systems, and communication devices that support safe nursing practice for patients with complex physical and mental health conditions.
   A. Utilize appropriate interventions to maintain patient safety.
   B. Use technology to document patient care and outcomes.
   C. Access patient health data utilizing electronic health records.
   D. Discuss how technology and information management are related to the quality and safety of patient care.
   E. Discuss benefits and limitations of different communication technologies and their impact on safety and quality.

3. Demonstrate effective communication skills, professional behaviors and while caring for patients and families with complex health problems.
   A. Uphold the American Nurses Association (ANA) Code of Ethics with all class actions and interactions, demonstrating professional accountability and responsibility.
   B. Provide support to patient in coping with life changes.
   C. Utilize effective communication methods to manage patient needs and to interact with other healthcare team members.

4. Collaborate with the multidisciplinary healthcare team to enhance patient centered care.
   A. Provide palliative care for end of life including management of pain and other symptoms.
   B. Examine various roles to assure coordination, integration, and continuity of patient care is provided.
   C. Identify strategies for identifying and managing overlaps in team member roles and accountabilities.

5. Evaluate the effectiveness of teaching and learning for diverse patient populations.
   A. Collaborate with multi-disciplinary healthcare team to plan and provide patient/family centered teaching.
   B. Utilize strategies to empower patients or families in all aspects of the healthcare process.

**Learning Units**

I. Homeostasis and regulation exemplars
   A. Fluid and electrolyte
      1. Magnesium
         a. Related concepts
         b. Pathophysiology
         c. Nursing role
         d. Special considerations
      2. Calcium
         a. Related concepts
         b. Pathophysiology
         c. Nursing role
d. Special considerations

B. Acid-base balance
1. Metabolic Acidosis and Alkalosis
   a. Related concepts
   b. Pathophysiology
   c. Nursing role
   d. Special considerations
2. Respiratory Acidosis and Alkalosis
   a. Related concepts
   b. Pathophysiology
   c. Nursing role
   d. Special considerations

C. Gas exchange
1. COPD
   a. Related concepts
   b. Pathophysiology
   c. Nursing role
   d. Special considerations
2. Cystic Fibrosis
   a. Related concepts
   b. Pathophysiology
   c. Nursing role
   d. Special considerations

D. Metabolism
1. Cirrhosis
   a. Related concepts
   b. Pathophysiology
   c. Nursing role
   d. Special considerations
2. Thyroid
   a. Related concepts
   b. Pathophysiology
   c. Nursing role
   d. Special considerations

E. Nutrition
1. Pancreatitis
   a. Related concepts
   b. Pathophysiology
   c. Nursing role
   d. Special considerations
2. Obesity
   a. Related concepts
   b. Pathophysiology
   c. Nursing role
   d. Special considerations
3. Eating disorders (anorexia and bulimia)
a. Related concepts
b. Pathophysiology
c. Nursing role
d. Special considerations

F. Elimination
1. Acute kidney injury (AKI)
   a. Related concepts
   b. Pathophysiology
   c. Nursing role
   d. Special considerations
2. Chronic kidney disease (CKD)
   a. Related concepts
   b. Pathophysiology
   c. Nursing role
   d. Special considerations
3. Nephrotic syndrome
   a. Related concepts
   b. Pathophysiology
   c. Nursing role
   d. Special considerations
4. Ulcerative colitis
   a. Related concepts
   b. Pathophysiology
   c. Nursing role
   d. Special considerations
5. Bowel obstruction
   a. Related concepts
   b. Pathophysiology
   c. Nursing role
   d. Special considerations

II. Protection and movement exemplars
A. Comfort
   1. Migraine headache
      a. Related concepts
      b. Pathophysiology
      c. Nursing role
      d. Special considerations
   2. Palliative care
      a. Related concepts
      b. Pathophysiology
      c. Nursing role
      d. Special considerations
   3. Death and dying
      a. Related concepts
      b. Pathophysiology
c. Nursing role  
d. Special considerations  

B. Immunity  
1. Cancer  
a. Related concepts  
b. Pathophysiology  
c. Nursing role  
d. Special considerations  
2. Rheumatoid arthritis  
a. Related concepts  
b. Pathophysiology  
c. Nursing role  
d. Special considerations  
3. Multiple sclerosis  
a. Related concepts  
b. Pathophysiology  
c. Nursing role  
d. Special considerations  
4. HIV/ AIDS  
a. Related concepts  
b. Pathophysiology  
c. Nursing role  
d. Special considerations  

C. Mobility  
1. Spinal cord injury  
a. Related concepts  
b. Pathophysiology  
c. Nursing role  
d. Special considerations  
2. Lower back pain and surgery  
a. Related concepts  
b. Pathophysiology  
c. Nursing role  
d. Special considerations  
3. Parkinson’s disease  
a. Related concepts  
b. Pathophysiology  
c. Nursing role  
d. Special considerations  
4. Muscular dystrophy  
a. Related concepts  
b. Pathophysiology  
c. Nursing role  
d. Special considerations  

III. Resilience, mood and cognition exemplars  
A. Coping
1. ADHD
   a. Related concepts
   b. Pathophysiology
   c. Nursing role
   d. Special considerations
2. Borderline personality disorder
   a. Related concepts
   b. Pathophysiology
   c. Nursing role
   d. Special considerations
3. PTSD
   a. Related concepts
   b. Pathophysiology
   c. Nursing role
   d. Special considerations
4. Bipolar
   a. Related concepts
   b. Pathophysiology
   c. Nursing role
   d. Special considerations
5. Autism spectrum disorders
   a. Related concepts
   b. Pathophysiology
   c. Nursing role
   d. Special considerations
6. Psychosis (schizophrenia, hallucinations)
   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.