



<b>Course Number</b> NRS250	<b>Course Title</b> Concepts of Nursing Practice IV	<b>Credits</b> 6
<b>Hours:</b> Lecture/Lab/Other 3/3/8	<b>Co-requisite:</b> NRS275  <b>Pre-requisites:</b> NRS245	<b>Implementation Semester &amp; Year</b> Spring 2025

**Catalog description:**

This course builds on all previous nursing coursework to further advance the understanding and application of concepts of nursing practice to care of diverse clients with complicated, critically acute conditions across the lifespan. The application of knowledge and skills occurs in the nursing laboratories and a variety of clinical settings.

**General Education Category:**  
Not GenEd

**Course coordinator:** Nursing faculty TBD

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 609-570-3526

**Required texts & Other materials:**

Adams, M.L., Holland, L.N. & Urban, C.Q. (2019) Pharmacology for Nurses A Pathophysiologic Approach. (6th Edition) Pearson Education, Inc. ISBN: 978-0135218334

Callahan, B. (2018). Clinical Nursing Skills: A Concept-Based Approach to Learning, Volume Three, 3rd. Edition. Pearson Education, Inc. ISBN: 978-0134616834

Giangrasso, A., & Shrimpton, D. (2013). Dosage calculations: a multi-method approach. Pearson Education, Inc. ISBN: 978-0132158626

MyNursingLab: Electronic resource bundle from Pearson that includes study materials and additional electronic textbooks. Sold in college bookstore as a bundle with concept textbooks and pharmacology text. May be purchased separately for approximately \$310 by visiting <https://registration.mypearson.com/#payment-option>

Pearson. (2018). Nursing: A Concept-Based Approach to Learning, Volume I, 3rd Edition Pearson Education, Inc. ISBN 978-0134616803

Pearson. (2018). Nursing: A Concept-Based Approach to Learning, Volume II, 3rd Edition Pearson Education, Inc. ISBN 978-0134616803

Silvestri, L.A, (2020) Saunders Comprehensive Review for the NCLEX-RN Examination, 8th Edition. Elsevier Saunders. ISBN 978-0323672849

Adobe PDF Reader (Free Version) installed on your computer or device

Microsoft Teams App installed on your device. This is free through your MyMercer account.

Stethoscope, blood pressure cuff, penlight, and wrist watch with a second hand

Regular access to a computer with internet access and ability to generate Microsoft Office documents (Word, Excel, and PowerPoint).

### **Course Student Learning Outcomes (SLO):**

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

CLO1: Apply clinical judgement to provide safe, evidence-informed patient-centered nursing care in a variety of healthcare settings to diverse patient populations across the lifespan. (PLO1, ILG2, ILG3, IGL11).

CLO2: Implement written and verbal therapeutic communication, information literacy, and use of healthcare technology to promote safe and positive outcomes through the continuum of care delivery. (PLO2, ILG1, ILG4, ILG10).

CLO3: Collaborate with members of the interprofessional team, the patient, and the patient's support person to promote care that incorporates a culturally humble and holistic focus. (PLO3, ILG5, ILG8).

CLO4: Promote health equity through the inclusion of social determinants of health in the nursing process. (PLO4, ILG5, IGL11).

CLO5: Develop a professional identity that includes a spirit of inquiry and an ethical practice with advocacy for patient centered care. (PLO5, ILG9).

### **Course-specific Institutional Learning Goals (ILG):**

**Institutional Learning Goal 1. Written and Oral Communication in English.** Students will communicate effectively in both speech and writing.

**Institutional Learning Goal 2. Mathematics.** Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.

**Institutional Learning Goal 3. Science.** Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.

**Institutional Learning Goal 4. Technology.** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

**Institutional Learning Goal 5. Social Science.** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

**Institutional Learning Goal 8. Diversity and Global Perspective:** Students will understand the importance of a global perspective and culturally diverse peoples

**Institutional Learning Goal 9. Ethical Reasoning and Action.** Students will understand ethical frameworks, issues, and situations.

**Institutional Learning Goal 10. Information Literacy:** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

**Institutional Learning Goal 11. Critical Thinking:** Students will use critical thinking skills understand, analyze, or apply information or solve problems.

### **Program Learning Outcomes for Nursing**

PLO1: Apply clinical judgement to provide safe, evidence-informed patient-centered nursing care in a variety of healthcare settings to diverse patient populations across the lifespan. (ILG2, ILG3, IGL11)

PLO2: Implement written and verbal therapeutic communication, information literacy, and use of healthcare technology to promote safe and positive outcomes through the continuum of care delivery. (ILG1, ILG4, ILG10)

PLO3: Collaborate with members of the interprofessional team, the patient, and the patient's support person to promote care that incorporates a culturally humble and holistic focus (ILG5, ILG8)

PLO4: Promote health equity through the inclusion of social determinants of health in the nursing process (ILG5, IGL11).

PLO5: Develop a professional identity that includes a spirit of inquiry and an ethical practice with advocacy for patient centered care (ILG9).

Unit 1: Cellular Regulation (Supports CLO1, 2, 3, 4,5)

Learning Objective: Explain nursing care for clients with complicated, critically acute alterations in cellular and hormonal regulation.

1. Cellular regulation
  - a. Sickle cell
2. Metabolism and hormonal regulation
  - a. Diabetic ketoacidosis
  - b. Hyperosmolar hyperglycemia non-ketotic syndrome

Unit 2: Intracranial Regulation (Supports CLO1, 2, 3, 4,5)

Learning Objective: Explain nursing care for clients with complicated, critically acute alterations in intracranial regulation.

3. Intracranial Regulation
  - a. Increased intracranial pressure
  - b. Traumatic brain injury
  - c. Hydrocephalus

Unit 3: Elimination, Inflammation, Immunity and Infection (Supports CLO1, 2, 3, 4,5)

Learning Objective: Explain nursing care for clients with complicated, critically acute alterations in elimination, inflammation, immunity, and infection.

4. Elimination
  - a. Acute and chronic kidney
  - b. Nephrotic syndrome
  - c. GI bleed

- 5. Inflammation
  - a. Nephritis
  - b. Pancreatitis
- 6. Immunity
  - a. HIV
- 7. Infection
  - a. Sepsis

Unit 4: Perfusion and Oxygenation (Supports CLO1, 2, 3, 4,5)

Learning Objective: Explain nursing care for clients with complicated, critically acute alterations in perfusion and oxygenation.

- 8. Perfusion
  - a. AICD
  - b. Pacemakers
  - c. Asystole
  - d. Heart blocks
  - e. Ventricular tach/fib
  - f. Shock
  - g. Cardiomyopathy
  - h. Endocarditis
  - i. Myocarditis
  - j. DIC
  - k. GI Bleed
  - l. Shock
  - m. Sepsis
- 9. Oxygenation
  - a. Acute respiratory failure Pneumothorax
  - b. ARDS
  - c. Pulmonary embolus
  - d.

Unit 5: Mobility and Tissue Integrity (Supports CLO1, 2, 3, 4,5)

Learning Objective: Explain nursing care for clients with complicated, critically acute alterations in mobility and tissue integrity.

- 10. Mobility
  - a. Spinal cord injury
- 11. Tissue Integrity
  - a. Burns

**Evaluation of student learning:**

<b>Assessment</b>	<b>Percentage of Grade</b>
Exam 1	15%
Exam 2	15%
Exam 3	15%
HESI Med/Surg	5%
HESI Maternity	2.5%
HESI pediatrics	2.5%
HESI Online Modules	5%
Comprehensive Final Exam	30%
HESI EXIT EXAM	10%
<b>Total</b>	<b>100%</b>