



Western Technical College

## 10543113 Nursing Complex Health Alterations II

### Course Outcome Summary

#### Course Information

<b>Description</b>	Complex Health Alterations II prepares the learner to expand knowledge and skills from previous courses in caring for clients across the lifespan with alterations in the immune, neuro-sensory, musculoskeletal, gastrointestinal, hepatobiliary, renal / urinary and the reproductive systems. The learner will also focus on management of care for clients with high risk perinatal conditions, high risk newborns and the ill child. Synthesis and application of previously learned concepts will be evident in the management of clients with critical life threatening situations.
<b>Career Cluster</b>	Health Science
<b>Instructional Level</b>	Associate Degree Courses
<b>Total Credits</b>	3
<b>Total Hours</b>	54

#### Pre/Corequisites

Prerequisite	10543109 Nursing Complex Health Alterations I
Prerequisite	10543110 Mental Health and Community Concept
Prerequisite	10543111 Nursing Intermediate Clinical Practice
Prerequisite	10543112 Nursing Advanced Skills
Prerequisite	10806197 Microbiology

#### Textbooks

*Maternal-Child Nursing*. 6th Edition. Copyright 2022. McKinney, Emily Slone, Sharon Smith Murray, Susan R. James, and Jean Ashwill. Publisher: Elsevier Science. **ISBN-13:** 978-0-323-69788-0. Required. (This book is part of a Western bundle package.)

*Medical-Surgical Nursing: Concepts for Interprofessional Collaborative Care Volume 1 & 2*. 10th Edition.

*HESI Package (Dosage Calculation Online, Practice and Proctored Assessment Unlimited, HESI Case Studies, EAQ for NCLEX, 3 Day Review Course)*. Publisher: Elsevier Science. Required.

## Success Abilities

1. Cultivate Passion: Expand a Growth-Mindset
2. Cultivate Passion: Increase Self-Awareness
3. Live Responsibly: Develop Resilience
4. Live Responsibly: Embrace Sustainability
5. Live Responsibly: Foster Accountability
6. Refine Professionalism: Act Ethically
7. Refine Professionalism: Improve Critical Thinking
8. Refine Professionalism: Participate Collaboratively

## Program Outcomes

1. Integrate professional nursing identity reflecting integrity, responsibility, and nursing
2. Communicate comprehensive information using multiple sources in nursing practice
3. Integrate theoretical knowledge to support decision making
4. Integrate the nursing process into patient care across diverse populations
5. Function as a healthcare team member to provide safe and effective care

## Course Competencies

### 1. Evaluate nursing care for patients with alterations in the immune systems

#### Assessment Strategies

- 1.1. in an oral, written or performance assessment
- 1.2. pre-class assignment
- 1.3. objective test

#### Criteria

*Your performance will be successful when you:*

- 1.1. apply principles of evidence-based practice when using the nursing process for patients with alterations in the immune system
- 1.2. describe the pathophysiology, etiology, and clinical manifestations of alterations in the immune system
- 1.3. explain procedures used to screen, diagnose, and treat patients with alterations in the immune system
- 1.4. plan nutritional interventions for patients to promote/maintain health with alterations in the immune system
- 1.5. integrate pharmacological therapy in the care of patients with alterations in the immune system
- 1.6. select teaching/learning topics to promote self care for the patient with an immune system alteration
- 1.7. identify available agency and community resources to promote care for patients with alterations in the immune system
- 1.8. consider patient diversity across the lifespan when applying principles of patient-centered care

#### Learning Objectives

- 1.a. Collaborate with the interprofessional team to coordinate high-quality care to clients across the lifespan with impaired immunity.
- 1.b. Implement evidence-based nursing interventions to prevent complications of clients across the lifespan with compromised immune systems.
- 1.c. Prioritize nursing care for the client across the lifespan with compromised immune systems.
- 1.d. Implement evidence-based nursing interventions to prevent complications of clients across the lifespan with cancer.
- 1.e. Prioritize nursing care for the client across the lifespan with cancer.
- 1.f. Evaluate evidence-based interprofessional collaborative interventions for management of the client across the lifespan with an infection.

## **2. Evaluate nursing care for patients with alterations in the neuro-sensory system (including CVA's)**

### **Assessment Strategies**

- 2.1. in an oral, written or performance assessment
- 2.2. pre-class assignment
- 2.3. objective test

### **Criteria**

*Your performance will be successful when you:*

- 2.1. apply principles of evidence-based practice when using the nursing process for patients with alterations in the neuro-sensory system
- 2.2. describe the pathophysiology, etiology, and clinical manifestations of alterations in the neuro-sensory system
- 2.3. explain procedures used to screen, diagnose, and treat patients with alterations in the neuro-sensory system
- 2.4. plan nutritional interventions for patients to promote/maintain health with alterations in the neuro-sensory system
- 2.5. identify available agency and community resources to promote care for patients with alterations in the neuro-sensory system
- 2.6. integrate pharmacological therapy in the care of patients with alterations in the neuro-sensory system
- 2.7. select teaching/learning topics to promote self care for the patient with an neuro-sensory system alteration
- 2.8. consider patient diversity across the lifespan when applying principles of patient-centered care

### **Learning Objectives**

- 2.a. Collaborate with the interprofessional team to coordinate high quality care and promote optimal functioning for clients across the lifespan with central nervous system disorders.
- 2.b. Prioritize evidence-based care for clients across the lifespan with central nervous system disorders.
- 2.c. Implement evidence-based nursing interventions to prevent complications in clients across the lifespan with central nervous system disorders
- 2.d. Collaborate with the interprofessional team to coordinate high quality care and promote optimal functioning for clients across the lifespans with peripheral nervous system disorders.
- 2.e. Prioritize evidence-based care for clients across the lifespan with peripheral nervous system disorders.
- 2.f. Implement evidence-based nursing interventions to prevent complications in clients across the lifespan with peripheral nervous system disorders.
- 2.g. Collaborate with the interprofessional team to coordinate high quality care and promote optimal functioning for critically ill clients across the lifespans with neurologic problems.
- 2.h. Prioritize evidence-based care for critically ill clients across the lifespan with neurologic problems.
- 2.i. Implement evidence-based nursing interventions to prevent complications in critically ill clients across the lifespan with neurologic problems.
- 2.j. Collaborate with the interprofessional team to protect the client across the lifespan with eye and ear problems from injury and infection.

## **3. Evaluate nursing care for patients with alterations in the musculoskeletal system**

### **Assessment Strategies**

- 3.1. in an oral, written or performance assessment
- 3.2. pre-class assignment
- 3.3. objective test

## Criteria

*Your performance will be successful when you:*

- 3.1. apply principles of evidence-based practice when using the nursing process for patients with alterations in the musculoskeletal system
- 3.2. describe the pathophysiology, etiology, and clinical manifestations of alterations in the musculoskeletal system
- 3.3. explain procedures used to screen, diagnose, and treat patients with alterations in the musculoskeletal system
- 3.4. plan nutritional interventions for patients to promote/maintain health with alterations in the musculoskeletal system
- 3.5. integrate pharmacological therapy in the care of patients with alterations in the musculoskeletal system
- 3.6. select teaching/ learning topics to promote self-care for the patient with a musculoskeletal system alteration
- 3.7. identify available agency and community resources to promote care for patients with alterations in the musculoskeletal system
- 3.8. consider patient diversity across the lifespan when applying principles of patient-centered care

## Learning Objectives

- 3.a. Apply knowledge of anatomy, physiology, pathophysiology, genetic risk, age-related changes, and psychomotor skills to develop an evidence-based care plan for the client across the lifespan with musculoskeletal problems.
- 3.b. Apply clinical judgement to prioritize care for the client across the lifespan with musculoskeletal problems.
- 3.c. Collaborate with the interprofessional health care team to ensure safe, quality care for clients across the lifespan with fractures and amputations.
- 3.d. Compare and contrast nursing care for open versus closed fractures and their potential complications.
- 3.e. Prioritize nursing interventions to help prevent and monitor for complications related to fractures and amputations.
- 3.f. Develop an evidence-based plan of care for the client across the lifespan with musculoskeletal trauma.

## 4. Evaluate nursing care for patients with alterations in the gastrointestinal and hepatobiliary systems

### Assessment Strategies

- 4.1. in an oral, written or performance assessment
- 4.2. pre-class assignment
- 4.3. objective test

## Criteria

*Your performance will be successful when you:*

- 4.1. apply principles of evidence-based practice when using the nursing process for patients with alterations in the gastrointestinal and hepatobiliary system
- 4.2. describe the pathophysiology, etiology, and clinical manifestations of alterations in the gastrointestinal and hepatobiliary system
- 4.3. explain procedures used to screen, diagnose, and treat patients with alterations in the gastrointestinal and hepatobiliary system
- 4.4. identify available agency and community resources to promote care for patients with alterations in the gastrointestinal and hepatobiliary system
- 4.5. plan nutritional interventions for patients to promote/maintain health with alterations in the gastrointestinal and hepatobiliary system
- 4.6. integrate pharmacological therapy in the care of patients with alterations in the gastrointestinal and hepatobiliary system
- 4.7. select teaching/learning topics to promote self care for the patient with an gastrointestinal and hepatobiliary system alteration
- 4.8. consider patient diversity across the lifespan when applying principles of patient-centered care

## Learning Objectives

- 4.a. Apply knowledge of anatomy, physiology, pathophysiology, genetic risk, age-related changes, and psychomotor skills to develop an evidence-based care plan for the client across the lifespan with esophageal problems.

- 4.b. Collaborate with the interprofessional team to protect the client across the lifespan with esophageal problems from complications, injury, and infection.
- 4.c. Develop an evidence-based plan of care for the client across the lifespan with stomach disorders.
- 4.d. Prioritize care and educational needs for the client across the lifespan to promote nutrition with stomach disorders.
- 4.e. Compare and contrast intestinal disorders, nursing management, and desired outcomes of small-bowel and large-bowel disorders.
- 4.f. Develop an evidence-based plan of care to promote immunity, comfort, and elimination while maintaining fluid and electrolyte balance for the client across the lifespan with inflammatory and noninflammatory bowel disorder.
- 4.g. Create an evidence-based plan of care for the client across the lifespan with liver problems.
- 4.h. Collaborate with the interprofessional team to protect and provide care of the client across the lifespan with liver problems.
- 4.i. Compare and contrast management of care for clients across the lifespan with cirrhosis, hepatitis, and other liver problems.
- 4.j. Develop an evidence-based plan of care for the clients across the lifespan with biliary system and pancreatic disorders.
- 4.k. Prioritize care and educational needs for the client across the lifespan with biliary system and pancreatic disorders.
- 4.l. Apply knowledge of anatomy, physiology, pathophysiology, genetic risk, age-related changes, and psychomotor skills to develop an evidence-based care plan for the client across the lifespan with malnutrition problems including undernutrition and obesity.

## 5. Evaluate nursing care for patients with alterations in the renal/urinary system

### Assessment Strategies

- 5.1. in an oral, written or performance assessment
- 5.2. pre-class assignment
- 5.3. objective test

### Criteria

*Your performance will be successful when you:*

- 5.1. apply principles of evidence-based practice when using the nursing process for patients with alterations in the renal/urinary system
- 5.2. describe the pathophysiology, etiology, and clinical manifestations of alterations in the renal/urinary system
- 5.3. explain procedures used to screen, diagnose, and treat patients with alterations in the renal/urinary system
- 5.4. identify available agency and community resources to promote care for patients with alterations in the renal/urinary system
- 5.5. plan nutritional interventions for patients to promote/maintain health with alterations in the renal/urinary system
- 5.6. integrate pharmacological therapy in the care of patients with alterations in the renal/urinary system
- 5.7. select teaching/learning topics to promote self care for the patient with an renal/urinary system alteration
- 5.8. consider patient diversity across the lifespan when applying principles of patient-centered care

### Learning Objectives

- 5.a. Collaborate with the interprofessional team to coordinate high-quality care and promote urinary elimination in clients across the lifespan who have kidney disorders.
- 5.b. Prioritize evidence-based care for clients across the lifespan with kidney disorders that impair urinary elimination.
- 5.c. Implement evidence-based nursing interventions to prevent complications of kidney disorders and their therapies.
- 5.d. Collaborate with the interprofessional team to coordinate high-quality care and promote urinary elimination in clients across the lifespan who have acute kidney injury or chronic kidney disease.
- 5.e. Prioritize evidence-based care for clients across the lifespan with impaired urinary elimination for either acute kidney injury or chronic renal failure.
- 5.f. Implement evidence-based nursing interventions to prevent complications in clients across the lifespan undergoing kidney replacement therapy when urinary elimination is not effective in clearing waste or toxins.

## **6. Evaluate nursing care for patients with critical/life threatening situations including shock, burns and trauma**

### **Assessment Strategies**

- 6.1. in an oral, written or performance assessment
- 6.2. Concept map - oral presentation
- 6.3. Pre-class assignment
- 6.4. Objective test

### **Criteria**

*Your performance will be successful when you:*

- 6.1. apply principles of evidence-based practice when using the nursing process for patients experiencing critical/life threatening situations
- 6.2. describe the pathophysiology, etiology, and clinical manifestations of patients experiencing critical/life threatening situations
- 6.3. explain procedures used to screen, diagnose, and treat patients experiencing critical/life threatening situations
- 6.4. plan nutritional interventions for patients experiencing critical/life threatening situations
- 6.5. integrate pharmacological therapy in the care of patients experiencing critical/life threatening situations
- 6.6. implement the teaching/learning process to promote informed decisions for the patient and significant others
- 6.7. propose caring interventions to provide for psychosocial needs of the patient experiencing critical/life threatening situations and their significant others
- 6.8. explore collaborative aspects of caring for patients with critical/life threatening situations
- 6.9. consider patient diversity across the lifespan when applying principles of patient-centered care

### **Learning Objectives**

- 6.a. Compare and contrast triage principles in an emergency department setting and a disaster situation.
- 6.b. Prioritize resuscitation interventions based on assessment of the injured client.
- 6.c. Collaborate with the interprofessional team to coordinate high-quality care for clients with burn injury.
- 6.d. Prioritize nursing care for the client with burns during the resuscitation, acute, and rehabilitation phases of burn injury.
- 6.e. Collaborate with the interprofessional team to coordinate high quality care and promote perfusion in clients who are experiencing shock.
- 6.f. Implement evidence-based nursing interventions to prevent complications of sepsis and shock.
- 6.g. Teach clients and family members how to decrease the risk for critical life-threatening situations.

## **7. Evaluate nursing care for patients with alterations in the reproductive system**

### **Assessment Strategies**

- 7.1. in an oral, written or performance assessment
- 7.2. Pre-class assignment
- 7.3. Objective test

### **Criteria**

*Your performance will be successful when you:*

- 7.1. apply principles of evidence-based practice when using the nursing process for patients with alterations in the reproductive system
- 7.2. describe the pathophysiology, etiology, and clinical manifestations of alterations in the reproductive system
- 7.3. explain procedures used to screen, diagnose, and treat patients with alterations in the reproductive system
- 7.4. identify available agency and community resources to promote care for patients with alterations in the reproductive system
- 7.5. plan nutritional interventions for patients to promote/maintain health with alterations in the reproductive system
- 7.6. integrate pharmacological therapy in the care of patients with alterations in the reproductive system
- 7.7. select teaching/learning topics to promote self care for the patient with an reproductive system alteration
- 7.8. consider patient diversity across the lifespan when applying principles of patient-centered care

### **Learning Objectives**

- 7.a. Develop an evidence-based plan of care for the client across the lifespan with reproductive disorders.
- 7.b. Collaborate with the interprofessional health care team members when providing quality care for clients across the lifespan with gynecological problems.
- 7.c. Collaborate with the interprofessional health care team members when providing quality care for clients across the lifespan with male reproductive problems.
- 7.d. Develop an evidence-based plan of care for the client with cancer of the reproductive system.
- 7.e. Develop a health teaching plan for the transgender client who take hormone therapy and/or reassignment surgery.

## 8. Evaluate nursing care for the high-risk perinatal patient

### Assessment Strategies

- 8.1. in an oral, written or performance assessment
- 8.2. Pre-class assignment
- 8.3. Objective test

### Criteria

*Your performance will be successful when you:*

- 8.1. apply principles of evidence-based practice when using the nursing process for high risk perinatal patients
- 8.2. describe the pathophysiology, etiology, and clinical manifestations of high risk perinatal conditions
- 8.3. demonstrate provision of psychosocial support for high risk perinatal patient and family
- 8.4. explain procedures used to screen, diagnose, and treat high risk perinatal conditions
- 8.5. identify available agency and community resources to promote care for patients with high risk perinatal conditions
- 8.6. plan nutritional interventions for patients to promote/maintain health for patients with high risk perinatal conditions
- 8.7. integrate pharmacological therapy in the care of patients with high risk perinatal conditions
- 8.8. select teaching/learning topics to promote self care for the patient with high risk perinatal conditions
- 8.9. consider patient diversity across the lifespan when applying principles of patient-centered care

### Learning Objectives

- 8.a. Compare and contrast various fetal diagnostic tests performed to evaluate fetal development and well-being (NST, electronic fetal monitoring, fetal kick count, and biophysical profile).
- 8.b. Differentiate between the most common high-risk perinatal conditions (Prenatal, Intrapartal and Postpartal), risk factors and fetal implications.
- 8.c. Develop a nursing care plan for the woman and her family experiencing a high-risk perinatal condition.
- 8.d. Integrate pharmacological and non-pharmacological therapies in the care of clients experiencing high-risk perinatal conditions.
- 8.e. Develop a nursing care plan for the family experiencing perinatal loss.

## 9. Evaluate nursing care for a high-risk newborn

### Assessment Strategies

- 9.1. in an oral, written or performance assessment
- 9.2. Pre-class assignment
- 9.3. Objective test

### Criteria

*Your performance will be successful when you:*

- 9.1. apply principles of evidence-based practice when using the nursing process for high risk newborn patients
- 9.2. describe the pathophysiology, etiology, and clinical manifestations of high risk newborn conditions
- 9.3. demonstrate provision of psychosocial support for the family of the high risk newborn
- 9.4. explain procedures used to screen, diagnose, and treat high risk newborn conditions
- 9.5. identify available agency and community resources to promote care for patients with high risk newborn conditions
- 9.6. plan nutritional interventions for patients to promote/maintain health for patients with high risk newborn conditions
- 9.7. integrate pharmacological therapy in the care of patients with high risk newborn conditions
- 9.8. select teaching/learning topics to promote care for the family with high risk newborn conditions

- 9.9. consider patient diversity across the lifespan when applying principles of patient-centered care

**Learning Objectives**

- 9.a. Describe the purpose, significance of results, and nursing responsibilities related to diagnostic studies and screening of the high-risk newborn.
- 9.b. Explain the physiological characteristics and complications of conditions present at birth that place the newborn at risk (SGA, maternal DM, preterm, postterm, alcohol or drug exposed, HIV/AIDS, LGA).
- 9.c. Explain the pathophysiology, risk factors, etiology and complications of birth related stressors on the newborn (cold stress, hyperbilirubinemia, hypoglycemia, meconium aspiration syndrome, respiratory distress syndrome (RDS), necrotizing enterocolitis (NEC), intracranial hemorrhage, infection, anemia).
- 9.d. Compare the characteristics and potential complications that influence nursing care management of the high-risk newborn to include: surgical management, nutrition, long-term needs & available community resources.
- 9.e. Describe incidence, risk factors, anatomy, clinical manifestations and parental education related to congenital disorders of the newborn. (cardiac, gastrointestinal, neuromuscular)
- 9.f. Describe the interventions to facilitate parental attachment and meet the initial and long-term needs of parents of at-risk infants.
- 9.g. Integrate pharmacological therapies, dietary teaching, and preventative care into the plan of care for patients experiencing high-newborn conditions considering individual and cultural values and variations.