

ADN 140 Health-Illness Concepts 2*Credits: 4 Contact Hours: 7***Pre-Requisites:** ADN 120 (B- or higher), BI 121 and BI 122 (C or higher)**Co-Requisites:** ADN 135, EN 102**Course Description:**

This course is designed to further develop health care recipient, health and illness, and professional nursing and health care concepts with emphasis on the adult client. Health care recipient concepts include functional ability and culture. Health and illness concepts include hormonal regulation, fluid and electrolytes, nutrition, elimination, perfusion, gas exchange, inflammation, pain, stress and coping, addiction, and interpersonal violence. Professional nursing and health care concepts include professional identity, clinical judgment, health promotion, communication, safety and health care policy. Upon completion, students will apply these concepts to determine relevant cues from a variety of sources as a foundation for prioritizing, planning, implementing, and evaluating safe nursing practice in the acute care setting.

Course Outcomes:

1. Management of Care: The nursing student determines nursing care that enhances care delivery to protect adult clients and health care personnel. (1.A.)
2. Safety and Infection Control: The nursing student protects adult clients and health care personnel from health and environmental hazards. (1.B)
3. Health Promotion and Maintenance: The nursing student determines nursing care of the adult client that incorporates the knowledge of expected growth and development principles, prevention and/or early detection of health problems, and strategies to achieve optimal health. (2)
4. Psychosocial Integrity: The nursing student determines nursing care that promotes and supports the emotional, mental and social well-being of the adult client experiencing stressful events. (3)
5. Basic Care and Comfort: The nursing student provides comfort and assistance in the performance of activities of daily living to the adult client. (4.A)
6. Pharmacological and Parenteral Therapies: The nursing student determines care related to the administration of medications and parenteral therapies. (4.B)
7. Reduction of Risk Potential: The nursing student reduces the likelihood that adult clients will develop complications or health problems related to existing conditions, treatments or procedures. (4.C)
8. Physiological Adaptation: The nursing student determines care for adult clients with acute, chronic or life -threatening physical health conditions. (4.D)

(Outcomes 1-8 refer to the NCLEX-RN® Detailed Test Plan Item Writer/Item Reviewer/Nurse Educator Version. Parentheses refer to program outcomes/NCSBN Framework)

Integrated Charts

Implicit Bias Training Integrated Chart - ADN.docx
Integration of Microbiology into ADN Concept Based Curriculum.docx
Integration of Pharmacology into Concept Based ADN Curriculum.docx
Integration of Special Diets into Concept Based ADN Curriculum.docx

Theory		
Outline	Health Care Recipient Concepts	Exemplars
Review of Health Care Recipient Concepts A. Definition B. Scope C. Attributes D. Theoretical Links E. Context to Nursing and Health Care F. Interrelated Concepts G. Exemplars		
	Culture	
	Functional Ability	Peripheral Neuropathy
Outline	Health and Illness Concepts	Exemplars
Introduction of Health and Illness Concepts A. Definition B. Scope C. Individual Risk Factors and Populations at Risk D. Physiologic Process and Consequences E. Assessment <ol style="list-style-type: none"> History Examination Diagnostic Studies F. Clinical Management <ol style="list-style-type: none"> Primary Prevention Secondary Prevention Collaborative Interventions G. Interrelated Concepts H. Exemplars		
	Addiction	Nicotine
	Elimination	Gastroenteritis
		Kidney Stones
	Fluid & Electrolytes	
	Gas Exchange	Obstructive Sleep Apnea
	Hormone Regulation	Diabetes
		Metabolic Syndrome
	Inflammation	Appendicitis
		Inflammatory Bowel Disease (IBD)
		Peritonitis
	Interpersonal Violence	

	Nutrition	Diverticulitis
		Gallbladder Disease
		Gastroesophageal Reflux Disease (GERD)
		Obesity
		Peptic Ulcer Disease (PUD)
	Pain	
	Perfusion	Anemia
		Atherosclerosis
		Coronary Artery Disease (CAD) (Angina)
		Peripheral Artery Disease (PAD)
		Stroke
		Venothromboembolism (VTE)
	Stress & Coping	
Outline	Professional Nursing and Health Care Concepts	Exemplars
Review of Professional Nursing and Health Care Concepts A. Definition B. Scope C. Attributes D. Theoretical Links E. Context to Nursing and Health Care F. Interrelated Concepts G. Exemplars		
	Clinical Judgment	
	Communication	
	Health Care Policy	
	Health Promotion	
	Professional Identity	
	Safety	Perioperative Nursing
Clinical/Lab		
Competencies (per NCLEX Test-Plan)	Leveling of Competency Verb	Assessment Method(s)
Initiate, evaluate and update client plan of care (1A)		CCM
Collaborate with multi-disciplinary team members when providing client care (e.g., physical therapist, nutritionist, social worker) (1A)		CCM, Simulation
Maintain client confidentiality and privacy (1A)		Documentation, CCM
Provide and receive handoff of care (report) on assigned clients (1A)		OR analysis

Use approved terminology when documenting care (1A)		Documentation, CCM, Simulation
Prioritize the delivery of client care based on acuity (1A)		CCM, Teaching plan, Discharge plan, Simulation
Practice in a manner consistent with the nurses' code of ethics (1A)		Ethics post-conference
Utilize resources to promote quality client care (e.g., evidence-based research, information technology, policies and procedures) (1A)		CCM, Simulation
Recognize limitations of self and others and utilize resources (1A)		CCM, Documentation, Medication administration, Teaching plan, Discharge plan, Simulation
Report client conditions as required by law (e.g., abuse/neglect and communicable diseases) (1A)		CCM, Simulation
Provide care within the legal scope of practice (1A)		CCM, Documentation, Teaching plan, Simulation
Assess client for allergies and intervene as needed (1B)		CCM, Medication administration
Protect client from injury (1B)		CCM, Documentation
Properly identify client when providing care (1B)		Medication administration, Simulation
Educate client on safety issues (1B)		Teaching plan, Discharge plan
Apply principles of infection prevention (e.g., hand hygiene, aseptic technique, isolation, sterile technique, universal/standard enhanced barrier precautions) (1B)		CCM, Medication administration, Simulation
Educate client and staff regarding infection prevention measures (1B)		CCM, Medication administration, Simulation
Provide care and education for the adult client ages 18 through 64 years (2)		CCM, Medication administration, Teaching plan, Simulation
Assess and educate clients about health risks based on family, population, and community (2)		CCM, Teaching plan, Discharge plan, Simulation
Assess client's readiness to learn, learning preferences, and barriers to learning (2)		Teaching plan
Assess client ability to manage care in home environment and plan care accordingly (2)		Discharge plan, Simulation
Assess client for abuse or neglect and report, intervene, and/or escalate (3)		CCM, Head-to-toe assessment
Assess client's ability to cope with life changes and provide support (3)		CCM, Cultural awareness post-conference
Assess the potential for violence and use safety precautions (3)		CCM, Head-to-toe assessment, Simulation
Incorporate client cultural practices and beliefs when planning and providing care (3)		CCM, Head-to-toe assessment, Cultural awareness post-conference
Assess psychosocial factors influencing care and plan interventions (e.g., occupational, spiritual, environmental, financial) (3)		CCM, Head-to-toe assessment, Simulation
Recognize non-verbal cues to physical and/or psychological stressors (3)		CCM, Head-to-toe assessment, Simulation
Use therapeutic communication techniques (3)		Medication administration, Teaching plan, Simulation
Assess client for pain and intervene as appropriate (4A)		CCM, Head-to-toe assessment, Medication administration, Simulation
Provide non-pharmacological comfort measures (4A)		CCM, Head-to-toe assessment, Medication administration, Simulation

Evaluate client intake and output and intervene as needed (4A)		CCM, Documentation
Perform calculations needed for medication administration (4B)		IV skills, Medication administration, Simulation
Educate client about medications (4B)		Medication administration, CCM, Simulation
Prepare and administer medications using rights of medication administration (4B)		Medication administration, Simulation
Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions) (4B)		Medication administration, Simulation
Monitor intravenous infusion and maintain site (4B)		Head-to-toe assessment, Documentation, Medication administration
Administer medications for pain management (4B)		Medication administration, Simulation
Assess and respond to changes and trends in client vital signs (4C)		CCM, Simulation
Monitor the results of diagnostic testing and intervene as needed (4C)		CCM
Insert, maintain, or remove a peripheral intravenous line (4C)	Maintain or remove	CCM, Head-to-toe assessment, Medication administration
Recognize trends and changes in client condition and intervene as needed (4C)		CCM, Teaching plan
Perform focused assessments (4C)		CCM, Head-to-toe assessment, Medication administration, Simulation
Educate client about treatments and procedures (4C)		CCM, Teaching plan
Provide postoperative care (4D)		OR analysis, CCM
Educate client regarding an acute or chronic condition (4D)		CCM, Teaching plan, Simulation
Evaluate the effectiveness of the treatment plan for a client with an acute or chronic diagnosis (4D)		CCM, Simulation
Identify pathophysiology related to an acute or chronic condition (4D)		CCM
Recognize signs and symptoms of client complications and intervene (4D)		CCM, SBAR, Simulation