

RNRS 105: NURSING HEALTH AND ILLNESS CONCEPTS I: COMMON ACUTE OR CHRONIC HEALTH CONDITIONS

Citrus College Course Outline of Record

Heading	Value
Effective Term:	Fall 2025
Credits:	4
Total Contact Hours:	144
Lecture Hours :	36
Lab Hours:	108
Hours Arranged:	0
Outside of Class Hours:	72
Total Student Learning Hours:	216
Prerequisite:	Admission to the ADN program; RNRS 100, RNRS 101, and RNRS 102.
Corequisite:	RNRS 106 and RNRS 107.
Transferable to CSU:	Yes
Transferable to UC:	No
Grading Method:	Standard Letter

Catalog Course Description

This course focuses on health and illness concepts for care of individuals with common and/or chronic conditions across the lifespan. Emphasis is placed on concepts including homeostasis and regulation, protection and movement, and oxygenation. Professional nursing concepts include professional attributes and care competencies. Curricular concepts are applied in theory, skills lab, and clinical settings. Upon completion, students will be able to provide safe nursing care incorporating the concepts identified. 36 lecture hours, 108 lab hours.

Course Objectives

- Explain the concepts of leadership, teamwork and collaboration, advocacy, ethics and clinical judgement and its impact on health care delivery.
- Apply the application of the nursing process and clinical judgment in the care of patients with alterations in acid-base balance, fluid and electrolyte balance, thermoregulation, metabolism, cellular regulation, elimination, nutrition, immunity, glucose regulation, infection, sensory perception, oxygenation, perfusion, and tissue integrity.
- Construct a teaching plan for patients with alterations in acid-base balance, fluid and electrolyte balance, thermoregulation, metabolism, cellular regulation, elimination, nutrition, immunity, glucose regulation, infection, sensory perception, oxygenation, perfusion, and tissue integrity.
- Implement communication and documentation techniques applied to patient care situations
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- Implement concepts as it applies to caring interventions:\na. Elimination: Colostomy Care\nb.Oxygenation: Nebulizer, peak expiratory flow rate, Incentive spirometer\n

Major Course Content

Module Learning Outcomes/Objective

Lecture Objectives

A. Acid Base

1. Explain the physiology of acid-base balance in the body.
2. Outline the relationship between acid-base balance and other concepts.
3. Identify individuals most at risk for acid-base imbalances.
4. List common assessment procedures and tests used to evaluate acid-base imbalance.
5. Describe nursing interventions for patients with alterations in acid-base balance.
6. List collaborative therapies used by interprofessional teams for patients with alterations in acid-base balance.
7. Examine lifespan considerations in the care of patients with alterations in acid-base balance.

B. Fluid and Electrolyte

1. Explain the physiology of fluid and electrolyte balance in the body.
2. Describe alterations in fluid and electrolyte balance.
3. Outline the relationship between fluid and electrolyte balance and other concepts.
4. Identify individuals most at risk for fluid and electrolyte imbalances.
5. List common assessment procedures and tests used to evaluate fluid and electrolytes balance.
6. Describe nursing interventions for patients with alterations in fluid and electrolyte balance.
7. List collaborative therapies used by interprofessional teams for patients with alterations in fluid and electrolyte balance.
8. Examine lifespan considerations in the care of patients with alterations in fluid and electrolyte balance.

C. Thermoregulation

1. Discuss the physiology of thermoregulation in the body.
2. Describe alterations in thermoregulation.
3. Outline the relationship between thermoregulation and other concepts.
4. Identify the promotion of healthy thermoregulation.
5. List common assessment procedures and tests used to evaluate thermoregulation.
6. Describe nursing interventions for patients with alterations in thermoregulation.
7. List collaborative therapies used by interprofessional teams for patients with alterations in thermoregulation.
8. Examine lifespan considerations in the care of patients with alterations in thermoregulation.

D. Nutrition

1. Review the physiology of nutrition in the body (Ticket to class).
2. Compare and contrast various alterations in nutrition.
3. Outline the relationship between nutrition and other concepts.
4. Apply independent nursing interventions for patients with alterations in nutrition.

5. Summarize collaborative therapies used by interprofessional teams for patients with alterations in nutrition.
6. Contrast assessments and interventions in the care of patients with alterations in nutrition across the lifespan.

E. Infection

1. Review the physiology of infection in the body (ticket to class)
2. Describe alterations in infection.
3. Outline the relationship between infection and other concepts.
4. Identify individuals most at risk for infectious processes.
5. Summarize common assessment procedures and tests used to examine infection on the skin and in the urinary bladder.
6. Implement nursing interventions for patients with alterations in the skin or urinary bladder.
7. Summarize collaborative therapies used by interprofessional teams for patients with an infection.
8. Examine lifespan considerations in the care of patients with infection.

F. Immunity

1. Review the physiology of Immunity in the body (Ticket to class)
2. Differentiate alterations in Immunity.
3. Summarize the relationship between Immunity and other concepts.
4. Identify the promotion of healthy Immunity.
5. Explain common assessment procedures and tests used to examine Immunity.
6. Analyze nursing interventions for patients with alterations in Immunity.
7. Summarize collaborative therapies used by interprofessional teams for patients with alterations in Immunity.
8. Recognize lifespan considerations related to alterations in immunity.

G. Metabolism

1. Explain the physiology of metabolism in the body.
2. Describe alterations in metabolism.
3. Outline the relationship between metabolism and other concepts.
4. Identify the promotion of healthy metabolism.
5. List common assessment procedures and tests used to evaluate metabolism.
6. Describe nursing interventions for patients with alterations in metabolism.
7. List collaborative therapies for patients with alterations in metabolism.

H. Sensory Perception

1. Explain the physiology of sensory perception in the body.
2. Describe alterations in sensory perception.
3. Outline the relationship between sensory perception and other concepts.
4. Identify the promotion of healthy sensory perception.
5. List common assessment procedures and tests used to evaluate fluid and electrolytes balance.
6. Describe nursing interventions for patients with alterations in sensory perception.
7. List collaborative therapies for patients with alterations in sensory perception.
8. Examine lifespan considerations in the care of patients with alterations in sensory.

I. Tissue Integrity

1. Review the physiology of tissue Integrity in the body (Ticket to class)
2. Describe alterations in tissue Integrity.
3. Outline the relationship between tissue Integrity and other concepts.
4. Identify the promotion of healthy tissue Integrity.
5. List common assessment procedures and tests used to evaluate Tissue Integrity.

6. Discuss nursing interventions for patients with alterations in Tissue Integrity.
7. List collaborative therapies used by interprofessional teams for patients with alterations in Tissue Integrity.
8. Examine lifespan considerations in the care of patients with alterations in tissue integrity.

J. Glucose Regulation

1. Review the physiology of Glucose Regulation in the body (Ticket to class).
2. Explain alterations in Glucose Regulation.
3. Outline the relationship between Glucose Regulation and other concepts.
4. List common assessment procedures and tests used to evaluate Glucose Regulation.
5. Analyze nursing interventions for patients with alterations in Glucose Regulation.
6. Summarize collaborative therapies used by interprofessional teams for patients with alterations in Glucose Regulation.

K. Oxygenation

1. Review the physiology of oxygenation in the body (Ticket to class)
2. Describe alterations in oxygenation balance.
3. Outline the relationship between oxygenation and other concepts.
4. Identify the promotion of healthy oxygenation.
5. List common assessment procedures and tests used to examine oxygenation.
6. Discuss nursing interventions for patients with alterations in oxygenation.
7. Summarize collaborative therapies used by interprofessional teams for patients with alterations in oxygenation.
8. Examine lifespan considerations in the care of patients with alterations in oxygenation.

L. Perfusion

1. Review the physiology of perfusion in the body (Ticket to class).
2. Describe alterations in perfusion.
3. Outline the relationship between perfusion and other concepts.
4. Identify the promotion of healthy perfusion.
5. List common assessment procedures and tests used to evaluate perfusion.
6. Discuss nursing interventions for patients with alterations in perfusion.
7. List collaborative therapies used by interprofessional teams for patients with alterations in perfusion.
8. Examine lifespan considerations in the care of patients with alterations in perfusion.

M. Cellular Regulation

1. Explain the physiology of Cellular Regulation in the body.
2. Describe alterations in Cellular Regulation.
3. Outline the relationship between Cellular Regulation and other concepts.
4. Identify the promotion of healthy Cellular Regulation.
5. List common assessment procedures and tests used to examine Cellular Regulation.
6. Describe nursing interventions for patients with alterations in Cellular Regulation.
7. List collaborative therapies used by interprofessional teams for patients with alterations in Cellular Regulation.
8. Examine lifespan considerations in the care of patients with alterations in Cellular Regulation.

N. Ethics

1. Explain the relationship between ethics and other concepts.
2. Apply the various codes of ethics used in nursing.
3. Analyze the principles of ethical decision-making.
4. Utilize strategies to enhance ethical decisions in practice.

O. Leadership

1. Identify the evolution of leadership in nursing.
2. Summarize the fundamentals of leadership in nursing.
3. Explain how to develop leadership in nursing.
4. Discuss leadership role in the delivery of care.
5. Outline activities used to implement leadership.

P. Clinical Judgment

1. Review the components of clinical judgment (Ticket to class).
2. Outline the relationship between clinical judgment and other concepts.
3. Examine lifespan considerations related to clinical judgment.
4. Demonstrate the use of the nursing process in the care of patients.
5. Apply the components of clinical judgment.

Q. Teamwork and Collaboration

1. Describe the nurse's role as a collaborative member of the healthcare team.
2. Discuss the relationship between collaboration and other concepts.
3. Identify competencies necessary for successful collaboration.
4. Summarize the benefits and nature of interprofessional collaborative practice.

R. Advocacy

1. Summarize the fundamentals of advocacy (Ticket to class).
2. Outline the relationship between advocacy and other concepts.
3. Analyze the role of the advocate in the practice of nursing for vulnerable populations. Implement activities that promote advocacy.

Lab Content

Laboratory Module Objectives:**S. Elimination**

1. Summarize the sequence of steps in changing, irrigating, applying and emptying a diversion ostomy appliance.
2. Explain safety considerations when managing a diversion appliance
3. Discuss priority assessments to collect when changing an ostomy appliance.
4. Summarize patient teaching information for patients going home with an ostomy.
5. Outline documentation necessary when caring for an ostomy appliance.

T. Oxygenation: Nebulizer, Peak expiratory flow rate

1. Summarize the sequence of steps in measuring the peak expiratory flow rate.
2. Explain measurement considerations when values are found to be abnormal or significantly different from previous results.
3. Identify five early signs/symptoms of hypoxia.
4. Summarize patient teaching information for patients going home with a peak expiratory flow rate monitor.
5. Outline documentation necessary when caring for patients needing nebulizer treatments and or peak expiratory flow measurements.

Clinical Course Learning Outcomes

Patient-Centered Care:

Provide holistic care that recognizes an individual's preferences, values, and needs and respects the patient or designee as a full partner in

providing compassionate, coordinated, age and culturally appropriate, safe and effective care.

Knowledge

1. Understands multiple dimensions of patient-centered care including:
 - a. Patient/family/community preferences, values.
 - b. Coordination and integration of care.
 - c. Information, communication, and education.
 - d. Physical comfort and emotional support.
 - e. Involvement of family and significant other.
 - f. Care transition and continuity.

Attitudes/Behaviors

1. Values and respects assessing health care situation from the patient's perspective and belief systems.
2. Respects and encourages the patient's participation in decisions about health care and services.

Skills

1. Assesses patient values, preferences, decisional capacity, and expressed needs as part of ongoing assessment, clinical interview, implementation of care plan, and evaluation of care.
2. Communicates patient values, preferences, and expressed needs to other members of health care team.

Professionalism:

Demonstrate accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles.

Knowledge

1. Understands the professional standards of practice, the evaluation of that practice, and the responsibility and accountability for the outcome of practice.

Attitudes/Behaviors

1. Accepts responsibility for own behavior.
2. Respects others during clinical activities (i.e., no talking while others are talking, cell phones are silenced, and no inappropriate use of computers).

Skills

1. **Implements plan of care within legal, ethical, and regulatory framework of nursing practice.**
2. **Demonstrates ability for reflection in action, reflection for action, and reflection on action.**
3. **Serves as a patient advocate.**
4. **Utilizes an ethical decision-making framework in clinical situations.**
5. **Complies with the Standards of Practice, policies, and procedures of nursing program and/or clinical agency.**
6. **Completes assignments as required and scheduled.**
7. **Provides prior notification to appropriate faculty when they are unable to meet commitments or requirements.**
8. **Participates in clinical activities as scheduled, arriving on time and prepared of the daily assignment throughout the length of the nursing program.**
9. **Demonstrates professional appearance and professional presentation in clinical settings.**
10. **Demonstrates respect and politeness to all individuals regardless of culture, ethnicity, religion, work experience, gender, age, and sexual orientation.**
11. **Maintains confidentiality of all patient information in conversation, electronic and written means.**
12. **Provides and receives constructive feedback to/from peers and instructor(s).**

Leadership:

Influence the behavior of individuals or groups of individuals within their environment in a way that will facilitate the establishment and acquisition/achievement of shared goals.

Knowledge

1. Identifies leadership skills essential to the practice of nursing.

Attitudes/Behaviors

1. Recognizes the role of the nurse as leader.
2. Accepts accountability for nursing care delegated to others.
3. Recognizes the value of leadership to empower others and enhance collaboration and shared decision making.

Skills

1. Integrates leadership skills of systems thinking, communication, and facilitating change in meeting patient care needs.

System-Based Practice:

Demonstrate an awareness of and responsiveness to the larger context of the healthcare system, and will demonstrate the ability to effectively call on work unit resources to provide care that is of optimal quality and value (Adapted from ACGME, n.d.).

Knowledge

1. Understands role and responsibilities as a member of the health care team in planning and using work unit resources to achieve quality patient outcomes.

Attitudes/Behaviors

1. Recognizes the complexity of individual and team practice on a work unit.

2. Appreciates role in identifying work unit inefficiencies and operational failures.

Skills

1. Plans, organizes, and delivers patient care in the context of the work unit.
2. Participates in solving work unit inefficiencies and operational failures that impact patient care, such as those involving supplies, medications, equipment, and information.
3. Considers resources available on the work unit when contributing to the plan of care for a patient or group of patients.
4. Collaborates with members of the healthcare team to prioritize resources, including one's own work time and activities delegated to others, for the purposes of achieving quality patient outcomes.
5. Evaluates outcomes of one's own nursing care.
6. Uses education and referral to assist the patient and family through care transitions.

Informatics and Technology:

Use advanced technology to analyze as well as synthesize information and collaborate in order to make critical decisions that optimize patient outcomes. (National Academies of Sciences, Engineering, and Medicine. 2015).

Knowledge

1. Understands the use of electronic communication strategies among healthcare providers in the healthcare system.

Attitudes/Behaviors

1. Values and protects confidentiality of protected health information.

Skills

1. Uses the electronic health record system to access relevant patient information, including accessing and interpreting patient history, diagnostic and laboratory findings.
2. Utilizes technology fully and accurately documents patient assessment, plan of care, referrals, and care provided.

Communication:

Interact effectively with patients, families, and colleagues, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes.

Knowledge

1. Understands the principles of effective communication through various means.
2. Knows grammar, spelling, and health care terminology.

Attitudes/Behaviors

1. Values individual cultural and personal diversity.

Skills

1. Uses clear, concise, and effective written, electronic, and verbal communications.
2. Documents interventions and outcomes of care according to professional standards and work unit policy.
3. Demonstrates effective interviewing techniques and adapts communication as needed based on patient's response.
4. Collegial Communication - Uses standardized communication approaches (e.g. SBAR) in all communications and in care transitions.

Teamwork and Collaboration:

Function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision-making, team learning, and development (Adapted from QSEN, 2007).

Knowledge

1. Identifies own strengths, limitations, and values in functioning as a member of a team.
2. Understands the impact of the effective collegial communication on patient outcomes.
3. Discusses how authority and hierarchy influence teamwork and patient safety.

Attitudes/Behaviors

1. Appreciates the importance of collaboration.

Skills

1. Acts with honesty and integrity when working with patients, families, and team members.
2. Functions competently within own scope of practice as a member of the health care team.
3. Follows communication practices to minimize risks associated with transfers between providers during care transitions.
4. Contributes to effective team functioning.

Safety:

Minimize risk of harm to patients and providers through both system effectiveness and individual performance (QSEN, 2007).

Knowledge

1. Identifies human factors and basic safety design principles that affect safety.
2. Describes the benefits and limitations of commonly used safety technology.

Attitudes/Behaviors

1. Recognizes that both individuals and systems are accountable for a safe culture.

Skills

1. Demonstrates effective use of technology and standardized practices that support safe practice.
2. Communicates observations or concerns related to hazards and errors involving patients, families, and/or health care team.
3. Sufficiently prepares for and completes clinical assignments to implement safe and effective care, including identifying key nursing assessment data, analyzing data, developing priority nursing diagnoses, plans of care, interventions, and evaluation criteria.
4. Incorporates clinical judgment in the performance of care, skills, and education.

Quality Improvement:

Use data to monitor the outcomes of care processes, and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems (QSEN, 2007).

Knowledge

1. Comprehends that nursing contributes to systems of care and processes that affect outcomes.

Attitudes/Behaviors

1. Recognizes that quality improvement is an essential part of nursing.

Skills

1. Actively seeks information about quality initiatives in their own care settings and organization.

Evidence-Based Practice:

Identify, evaluate, and use the best current evidence coupled with clinical expertise and consideration of patients' preferences, experience and values to make practice decisions (Adapted from QSEN, 2007).

Knowledge

1. Identifies evidence-based rationale when developing and/or modifying clinical practices.

Attitudes/Behaviors

1. Values the concept of evidence-based practice as integral to determining best clinical practice.

Skills

1. Bases individualized care on best current evidence, patient values, and clinical expertise.

Suggested Reading Other Than Required Textbook

Journal articles related to course content.

Examples of Outside Assignments

1. Written reports on selected clinical observations.
2. Nursing care plans, nursing concept maps, patient assessment forms, and medication sheets.
3. Reflective journals after simulation lab experience(s).

Instruction Type(s)

Lab, Lecture