



North Central Michigan College Master Course Syllabus

PART 1:

Course Name: Health-Illness Concepts

Course Number: NUR 150

Credit Hrs. 5 Lecture Hrs. 3 Lab Hrs. 0 Clinical Hrs. 6 Variable Hrs.

Total Hours of Instruction: 9 Total Contact Hours: 158.4

(Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs) x 17.6)

Course Description:

Introduces the concepts of health within the three domains of knowledge, skills and attitudes. Emphasis is placed on the concepts within the three domains including cellular regulation, oxygenation, infection, stress/coping, health-wellness, illness, communication, caring interventions, managing care, safety, quality improvement, and informatics. Priority areas of care will include appropriate care of patients with cancer and cancer screening, management of diabetes, perioperative care, and nosocomial infection prevention and surveillance.

Prerequisite (s): NUR 110, NUR 130

Co-requisite (s): NUR 170

Course Objectives:

The student will be able to:

- Integrate health-illness concepts into the care of patient with various disease processes.
- Apply conceptual knowledge to provide holistic care to diverse populations with health alterations.
- Utilize the nursing process in planning and caring for patients in the acute care setting.
- Integrate evidence based practice research into clinical practice to provide safe care for patients with health alterations.
- Select and use appropriate technology to gather information regarding the patient's disease process, as well as plan and document caring interventions.
- Demonstrate effective communication skills in engaging in therapeutic relations with patient, families and the interdisciplinary team.

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these (231)348-6687 or (231)348-6817, Room 533 SCRC.



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PART 2:

Course Objectives and Linked Lumina DQP Outcomes

See PART 3 of this syllabus for the complete language of each Lumina DQP outcome.

The student will be able to:

- Integrate health-illness concepts into the care of patient with various disease processes. (DQP #1)
- Apply conceptual knowledge to provide holistic care to diverse populations with health alterations. (DQP #3, 4)
- Utilize the nursing process in planning and caring for patients in the acute care setting. (DQP #6, 8)
- Integrate evidence based practice research into clinical practice to provide safe care for patients with health alterations. (DQP #10, 11)
- Select and use appropriate technology to gather information regarding the patient's disease process, as well as plan and document caring interventions. (DQP #11)
- Demonstrate effective communication skills in engaging in therapeutic relations with patient, families and the interdisciplinary team. (DQP #19)



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Suggested Methods of Instruction:

Focused lecture, group and individual applied learning exercises, discussion, placement in acute care setting, observation in various acute care settings, and human patient simulator exercise.

Methods of Delivery: Classroom

Suggested Methods of Assessment and Evaluation:

Quizzes, exams, clinical projects, clinical evaluations

Adopted Text at Time of Course Adoption/Revision:

Topics Covered During the Semester:

Sequence of topics and time allowance are at the discretion of the instructor

Week 1: Cellular Regulation: fluid and electrolyte balance, acid-base balance

Week 2: Acid-Base

Week 3: Metabolism: endocrine disorders, hypothyroidism

Week 4: Metabolism: diabetes

Week 5: Cellular regulation

Week 6: Cellular regulation

Week 7: Oxygenation: Pneumonia

Week 8: Oxygenation: COPD

Week 9: Inflammation

Week 10: Perioperative Care

Week 11: Perioperative Care

Week 12: Infection

Week 13: Stress & Coping

Week 14: Grief Loss, health, wellness and illness

Week 15: Communication

Week 16: Final exam

Part 1 & Part 2 approved by CRDAP on: 12 16 16

Part 2 approved by AD:

Date:

Part 2 approved by CRDAP Chair:

Date:



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PART 3:

Use this reference sheet in Part 2 of Master Course Syllabus

Specialized Knowledge

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

Broad Integrative Knowledge

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

Intellectual Skills – Analytic Inquiry

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

Intellectual Skills – Use of Information Resources

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

Intellectual Skills – Engaging Diverse Perspectives

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

Intellectual Skills – Communication Fluency

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

Applied Learning

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

Civic Learning

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

The Degree Qualifications Profile was adopted by CRDAP: April 11, 2012