

LOS ANGELES HARBOR COLLEGE  
*Associate Degree Registered Nursing Program*

# **NURSING 339**

Nursing Process and Practice in the care of  
the Gerontologic Client



**Community Based Care**  
**2019-2020**

**LOS ANGELES HARBOR COLLEGE**  
**Associate Degree Nursing Program**  
**Nursing 339 – Home Health and Community Nursing Experience**

**STUDENT LEARNING OUTCOMES/COMPETENCIES:**

At this level, which comprises courses in the third and fourth semester of the nursing program, students are expected to continue to apply and adapt medical surgical nursing concepts to clients across the life span in a variety of community based health care settings, modify plan of care and make decisions for clients at a variety of developmental stages on the basis of general guidelines or principles derived from previous experiences, organize and prioritize nursing interventions with supervision, and use appropriate resources to assist in solving client problems. The student can adapt to different age groups basic skills and develops new skills applying guidelines that are based on cues from experts. They attempt to correlate and build on medical surgical theory and practice.

Program Learning Outcomes for level three are:

1. Apply the nursing process to individuals and groups across the lifespan and in various developmental stages.
2. Display professional behavior standards of nursing practice.
3. Demonstrate clinical decision making that is accurate and safe.
4. Provide safe, patient-centered care.
5. Function effectively within nursing and interprofessional teams utilizing effective communication strategies.
6. Incorporate evidence-based practices, which support clinical reasoning.
7. Identify areas for improvement in quality and safety of health care systems.
8. Utilize technology to research patient information, communicate with interprofessional teams, manage knowledge, mitigate error, and support decision-making.

**Course Outcomes/Competencies:** At the end of this course, with appropriate study and practice in the classroom, campus learning lab, and clinical experience, the third semester student nurse will be able to assess, analyze and contribute to the medical and psychosocial needs of the geriatric client in the community-based setting. The student will meet nursing needs in the Physiological Mode, as well as therapeutic and referral needs in Self-concept, Role Function and Interdependence Modes. Refer to the list of Student Learning Outcomes (1-8) above that will be identified and matched to its related course outcome at the end of each competency in parentheses. The nursing student will be able to:

1. Conducts client interviews to collect data related to current and past medical history as well as the physiological, self-concept, role function and interdependence modes [1,4].
2. Practice and score Functional Assessments and Mini Mental Status Examinations [1,4,6].
3. Identifies adaptive and maladaptive behavior [1,4].
4. Compares laboratory data to norms [1,4].
5. Identifies stimuli for medical diagnosis and client response to health problem or life process [1,3,4].
6. Identifies nursing diagnosis [1,3,4].
7. Assesses client, caregiver and family for knowledge deficits [1,3,4].
8. Integrate appropriate geriatric theory and cultural knowledge into nursing care [1,3,4,5,6,8].
9. Assists the nurse to organize, prioritize, and prepare for daily home visits by determining purpose for visits, setting up appointments, and planning travel route for the day [1,2,3,4,5,8].
10. Organizing equipment and supplies needed as determined by the nursing care plan and RN [1,3,4,5].

11. Completes a thorough physical assessment on assigned patients when applicable [1,3,4].
12. Safely and effectively implements all skills learned in previous nursing courses [1,3,4].
13. Prepares and administers medications safely and correctly, including IVPB medications, under the nurse's supervision [1,3,5].
14. Administers prescribed IV solutions and is able to arrange and assemble IV tubings and pumps [1,3,4].
15. Displays proper technique when changing/packing dressings (including sterile, wet to dry, wound vac, PICC and central line dressings) [1,3,4,5,6].
16. Demonstrates infection control practices in the home setting including disposing of contaminated/sharp materials [1,3,4].
17. Maintains safety in the field, including car safety, personal safety, assessing safety in the home and intervening in home emergencies [1,2,3,4,5,7].
18. Composes a comprehensive life story reflecting current mental status assessment along with medical and psychosocial history [1,4].
19. Analyze the client's situation to create a list of relevant community referrals for the client and family members [1,3,4,8].
20. Evaluates effectiveness of interventions by reviewing the nursing care plan and discussion with the home health nurse [1,4,5].
21. Updates the nursing care plan on agency forms when applicable [1,3,4].
22. Reports and documents assessment data, interventions and evaluation of clients to nurse or agency staff on agency/school forms when appropriate [1,2,4,8].
23. Formulates and focus note on each client seen in the home health setting [1,2,4].
24. Completes assigned nursing interventions and individual assignments in a timely manner [2].
25. Develops and implements an activity project appropriate for seniors in an adult day care center [4,5,6].
26. Takes initiative in seeking out optimal learning experiences as demonstrated by asking appropriate questions, displaying assertiveness in performing procedures and taking advantage of laboratory practice in the skills lab [2,4].
27. Maintains a well-groomed appearance and adheres to agency's dress code [2,5].
28. Practices promptness in clinical work and notifies agency, nurse and clinical instructor if unable to perform any assignment or of impending tardiness [2,4].
29. Participates in all daily client activities as requested at the agency level [1,3,5].
30. Practices within the legal and ethical framework for the profession, agency and college [2].
31. Submits all required paperwork to the clinical instructor in a timely manner [2].
32. Correctly evaluates clinical performance in the weekly evaluation [2,3].
33. Demonstrates critical thinking through reflective self-evaluation of personal biases or stereotypes, cultural awareness, strengths and weaknesses in journal [2,4].
34. Research, examine, differentiate and compare community-based services available to seniors [3,4,8].

## **SERVICE LEARNING**

Service learning is a blending of community service and classroom curriculum goals. Under this method students learn and develop through organized service that is conducted in and meets the actual needs of the community. Service-learning experiences are beneficial for both the community and students. The community benefits because students participate in the delivery of service and meet the needs of specific groups of community members. The students can also provide a basis for future citizen support. For students, community service gives them the opportunity to apply classroom knowledge; develop occupational skills; improve citizenship; and develop civic and cultural literacy. This will lead to a greater commitment to public/human service.

Students in the course will provide services to Geriatric individuals in the community by volunteering at a Senior Center. Students will spend a minimum of three to four hours in a Senior Center providing health information to the participants and assisting in the scheduled activities. Students will also be required to present information on a health topic that is of interest to the geriatric population.

This clinical practice setting will afford the student the opportunity to integrate his/her knowledge of the concepts of aging while interacting with independent members of the geriatric community. During this experience students will implement their communication skills and assessment skills to differentiate normal aging from pathological changes.