

4/27/2025

DATE



REQUIRED COURSE



ELECTIVE COURSE

AHD DIVISION

☒ NEW COURSE☐ REVISION

# Lake Land College

## Course Information Form

COURSE NUMBER:	PNC-052C		TITLE: (30 Characters Max)		Practical Nursing Clinical 2								
SEM CR HRS:	3.0	Lecture:		0.0	Lab:	0.0	ICCB Lab:	9.0	ECH:	9.0			
Course Level:	<input type="checkbox"/> Gen Ed / IAI <input type="checkbox"/> Baccalaureate /Non-IAI		<input checked="" type="checkbox"/> Career/Technical <input type="checkbox"/> Dev Ed/ Not in Degree Audit		Clinical Practicum:	9.0	Work-based Learning:	0.0	WBL ECH:	0.0			
COURSE PCS #	12 - 51.3901		IAI Code:		N/A			Contact Hours (Minutes/Week)					
Repeatable (Y/N):	N	Pass/Fail (Y/N):	Y	Variable Credit (Y/N):	N	Min:		Max:		16 Wks	450	8 Wks	900
Prerequisites:	PNC-049 or equivalent, PNC-050												
Corequisites:	Must be concurrently enrolled with PNC-052 and pass both courses in the same semester												
Catalog Description: (40 Word Limit)	This clinical course further develops the Practical Nurse's role and the development of the knowledge, skills and attitudes needed to promote, maintain and restore health for diverse populations. Clinical assignments expose students to a variety of settings and progress from simple to complex.												

List the Major Course Segments (Units)	Contact Lecture Hours	Contact Lab Hours	Clinical Practicum	Work-based Learning
Reproduction, sexuality and family dynamics			8	
Glucose regulation and endocrine function			20	
Fluids, electrolytes and acid/base balance			20	
Nutrition and elimination			20	
Addiction, anxiety, interpersonal violence, mood/affect, psychosis and stress			7	
Sensory perception, cellular regulation and tissue integrity			20	
Mobility			20	
Intracranial regulation			20	
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>135</b>	<b>0</b>

### EVALUATION

QUIZZES	<input type="checkbox"/>	EXAMS	<input type="checkbox"/>	ORAL PRES	<input type="checkbox"/>	PAPERS	<input type="checkbox"/>
LAB WORK	<input type="checkbox"/>	PROJECTS	<input type="checkbox"/>	COMP FINAL	<input type="checkbox"/>	OTHER	<input checked="" type="checkbox"/>

### COURSE MATERIALS

TITLE:	Pharmacology: A Patient-Centered Nursing Process	Mosby's NRSRG DRUG Reference
AUTHOR:	McCustion, Vuljoin, DiMaggio, Winton & Yeager	Skidmore-Roth
PUBLISHER:	Elsevier	Elsevier
VOLUME/EDITION/URL:	11th edition	38th edition
COPYRIGHT DATE:	2023	2025

TITLE:	Cooper and Nursing Supply Kit
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MAJOR COURSE SEGMENT	HOURS	LEARNING OUTCOMES
		The student will be able to:

Reproduction, sexuality and family dynamics	8	<ol style="list-style-type: none"> <li>1. Identify nursing care for the male and female with reproductive disorders.</li> <li>2. Identify communication/assessment techniques used for the pregnant family.</li> <li>3. Explain diagnostics and results for the pregnant family.</li> <li>4. Distinguish between various methods to manage fertility.</li> <li>5. Discuss ethical issues in the care of the pregnant family.</li> <li>6. Describe characteristics of labor and delivery progression</li> <li>7. Demonstrate assessment and nursing interventions of the antepartum and postpartum client.</li> <li>8. Identify characteristics of the normal newborn.</li> <li>9. Identify signs and symptoms of postpartum complications and associated interventions.</li> </ol>
Glucose regulation and endocrine function	20	<ol style="list-style-type: none"> <li>1. Demonstrate assessment of the client with conditions of altered glucose regulation and endocrine disorders.</li> <li>2. Interpret diagnostics related to glucose regulation and endocrine function.</li> <li>3. Compare conditions related to altered glucose regulation and endocrine function.</li> <li>4. Identify nursing interventions related to altered glucose regulation and endocrine function.</li> <li>5. Differentiate between hypoactive and hyperactive endocrine conditions.</li> </ol>
Fluids, electrolytes and acid/base balance	20	<ol style="list-style-type: none"> <li>1. Demonstrate the assessment of the client with a fluid and electrolyte imbalance.</li> <li>2. Demonstrate appropriate IV insertion technique.</li> <li>3. Demonstrate assessment of the client with an acid base imbalance.</li> <li>4. Identify the functions of each electrolyte within the body.</li> <li>5. Interpret basic chemistry panel and arterial blood gasses.</li> <li>6. Identify nursing interventions related to fluid balance, electrolyte regulation and shock.</li> </ol>
Nutrition and elimination	20	<ol style="list-style-type: none"> <li>1. Identify signs and symptoms of a client experiencing altered nutrition and elimination.</li> <li>2. Demonstrate nasogastric tube insertion.</li> <li>3. Discuss sociocultural aspects of care of the client with nutrition and elimination issues.</li> <li>4. Compare illness conditions of the client with altered nutrition and elimination.</li> <li>5. Demonstrate assessment of the client with altered nutrition and elimination.</li> <li>6. Demonstrate the procedure for catheter irrigation.</li> </ol>
Addiction, anxiety, interpersonal violence, mood/affect, psychosis and stress	7	<ol style="list-style-type: none"> <li>1. Demonstrate effective communication techniques in caring for the client with addiction, anxiety, interpersonal violence, mood/affect, psychosis and stress conditions.</li> <li>2. Compare and contrast characteristics of mental health and illness.</li> <li>3. Discuss options used in the treatment of illness conditions of addiction, anxiety, interpersonal violence, mood/affect, psychosis and stress.</li> <li>4. Discuss ethical issues in the care of clients with addiction, anxiety, interpersonal violence, mood/affect, psychosis and stress conditions.</li> <li>5. Identify nursing interventions related to addiction, anxiety, interpersonal violence, mood/affect, psychosis and stress conditions.</li> </ol>

Sensory perception, cellular regulation and tissue integrity	20	<ol style="list-style-type: none"> <li>1. Demonstrate assessment of the client with altered sensory perception.</li> <li>2. Interpret diagnostics related to sensory perception.</li> <li>3. Compare illness conditions related to altered sensory perception.</li> <li>4. Identify nursing interventions related to altered sensory perception.</li> <li>5. Identify treatments for common alterations in tissue integrity.</li> </ol>
Mobility	20	<ol style="list-style-type: none"> <li>1. Demonstrate assessment of the client with altered mobility.</li> <li>2. Interpret diagnostics related to altered mobility conditions.</li> <li>3. Demonstrate use of various stabilization devices used for mobility conditions.</li> <li>4. Compare conditions of altered mobility.</li> <li>5. Identify nursing interventions related to mobility.</li> </ol>
Intracranial regulation	20	<ol style="list-style-type: none"> <li>1. Demonstrate assessment of the client with intracranial function or cognition conditions.</li> <li>2. Interpret diagnostics related to intracranial regulation.</li> <li>3. Compare illness conditions related to altered intracranial regulation.</li> <li>4. Identify nursing interventions related to altered intracranial regulation.</li> </ol>
135		

Outcomes*	At the successful completion of this course, students will be able to:
Course Outcome 1	Demonstrate professional communication with clients, family members and the interprofessional team.
Course Outcome 2	Apply the nursing process in planning client care in various healthcare situations.
Course Outcome 3	Apply ethical/legal principles when discussing case studies and caring for clients and families.
Course Outcome 4	Demonstrate progression in clinical judgement to provide safe, evidence-based, holistic client-centered nursing care.
Course Outcome 5	Perform selected nursing skills safely and accurately.
Course Outcome 6	Apply informatics and technology in the academic and clinical settings.
Primary Laker Learning Competency	Critical Thinking: Students connect knowledge from various disciplines to formulate logical conclusions.
Secondary Laker Learning Competency	Professional Skills & Ethics: Students demonstrate professional skills and ethical accountability.

\*Course and program outcomes will be used in the software for outcomes assessment and should include at least 1 primary and 1 secondary Laker Learning Competency. Limit to 3-5.