



**SCIENCE & ALLIED HEALTH**

**NURSING PROGRAM**

**NUR 201**

**COURSE OUTLINE**

**SPRING 2010**



## **Welcome to Nursing 201!!**

This semester is filled with terrific learning experiences in medical surgical, pediatric and psychiatric nursing. The semester will be team taught with classroom theory by Professor Eve Karpinski in Psychiatric Nursing, Professor Doreen Carnvale in medical surgical and pediatric nursing, Professor Karen Ruffin in medical surgical nursing. Deborah Maguire will be your college lab instructor. You will meet everyone at the course orientation. We are dedicated to your success in this course!

We are optimistic that each of you will take an active part in the learning process by actively listening and actively participating in each three (3) hour theory class, two (2) hour college lab and six (6) hour clinical lab two days per week. Theory class will be interactive and we expect that you complete the readings prior to class. Course notes will also be given to you one week ahead of each class to assist in your preparation.

When Florence Nightingale wrote her "Notes on Nursing" in 1859, her primary focus was always on the patient and his needs. We have evolved through clinical research and theory development, but we continue to focus always on the patient and his needs. This course outline is the blueprint of how we will evolve through the semester, focusing on the patient across the lifespan with medical, surgical, and psychiatric problems.

Focus your energy on preparation for all aspects of the course and bring a positive attitude to each learning experience-- you will definitely succeed!

Please remember that we are available to help you during the semester. Contact any one of us with any question as the course progresses.

Please let me know of any request or concern you may have. I will work with you to insure that this course meets your educational needs.

**Karen Ruffin, RN, MSN, Ed.**  
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**MERCER COUNTY COMMUNITY COLLEGE  
SCIENCE AND ALLIED HEALTH DIVISION**

**NURSING PROGRAM**

**NUR 201 COURSE OUTLINE-SPRING 2010**

**COURSE NUMBER – Check Registration online**  
**THEORY HOURS/3**  
**COLLEGE LAB HOURS/2**

**CREDITS/8**  
**HOSP. LAB HOURS/12**

**Catalog Description:**

The concepts, knowledge, and skills necessary to assess the priority needs and to implement nursing care for patients in all age groups with increasingly complex nursing needs. College laboratory learning further develops more complex and advanced nursing skills. Selected clinical learning experiences will occur in the general and psychiatric hospital and other health care agencies.

**Course Prerequisites:**

- Completion of NUR 112 with grade of C or better.
- Grade of C or better in BIO103, BIO104, BIO201 and CHE107.

**Course Requirements:**

- Completion of all visual evaluations, tests and all written materials by end of last scheduled class day in accordance with Nursing Program Policies.
- Completion of designated Assessment Technologies Institute, LLC (ATI) assessment testing prior to the final examination date.
- **Successful completion of a comprehensive final examination, given during the examination period**
- **Attendance: Mercer County Community College does not have a “cut system”. Students in nursing courses are required to attend all lecture, college laboratory and clinical laboratory sessions. Attendance records will be maintained. Please review Nursing Program Handbook, Attendance Policy.**

**Textbooks:**

Ball, J. and Bindler, R. (2003). **Pediatric Nursing: Caring For Children**. (3<sup>rd</sup>. ed.) Norwalk: Pearson.

Ignatavicius, D.D. (2006) **Medical-Surgical Nursing Critical Thinking for Collaborative Care**. (5<sup>th</sup> ed.) St. Louis: Elsevier Saunders.

Lilley, L.L., Aucker, R. (2005). **Pharmacology and the Nursing Process**. (4<sup>th</sup> ed.) St. Louis: C.V. Mosby

Lilley, L.L., Harrington, S., and Snyder, J.S. (2005). **Study Skills Guide for Pharmacology and the Nursing Process**. (4<sup>th</sup> ed.). ST. Louis: C.V. Mosby.

Pickar, Gloria D. (2004) **Dosage Calculations**. (7<sup>th</sup> ed.) Clifton Park, NY: Delmar Learning

Phillips, L.D. (2005). **Manual of IV Therapeutics**. (4th ed.) Philadelphia: F.A. Davis Company

Potter, P.A., Perry, A.G., (2005). **Fundamentals of Nursing**. (6<sup>th</sup> ed.). St. Louis: C.V. Mosby.

Schuster, Pamela McHugh (2007). **Concept Mapping – A Critical-Thinking Approach to Care Planning**. (2<sup>nd</sup>ed.). Philadelphia: F.A.Davis Company.

Smith, S.F. and Duell, D.J. (2001). **Clinical Nursing Skills Basic to Advanced Skills**. (5<sup>th</sup> ed.) Stamford: Appleton and Lange

Snyder, J. (2006). **Critical Thinking Study Guide to Accompany Ignatavicius & Workman Medical-Surgical Nursing**. (5<sup>th</sup> ed.). St. Louis: Elsevier Saunders.

Townsend, Mary C. (2006). **Psychiatric Mental Health Nursing Concepts of Care**. (5th ed.) Philadelphia: F.A. Davis Company

**Suggested:**

Gahart, B. L. (2006). **Intravenous Medications: Handbook For Nurses**.(22nd ed.). St. Louis: C. V. Mosby

**Nursing 2007 Drug Handbook**. Springhouse: Springhouse Publishers.

Townsend, Mary C. (2003). **Nursing Diagnoses in Psychiatric Nursing: A Pocket Guide for Care Plan Construction**. (4<sup>th</sup> ed.) Philadelphia: F.A. Davis Company

*Plus* all other textbooks used in Nursing I and Nursing II

**Last reviewed/revised: January 2010**

**Course Coordinator:**

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## **Information Resources:**

### **Classroom – Theory**

Classroom theory presentation is based on unit objectives. The focus will be on discussion of relevant theoretical basis of pathophysiology, medical management, and the nursing process for patients with varied medical and surgical problems. The purpose of the theoretical discussions is to update information, to clarify problem areas, to emphasize important concepts, and to assist students to correlate theoretical knowledge into clinical situations; thus strengthening students' critical thinking and problem solving skills.

### **College Lab**

College lab will focus on discussion, relevant article review and discussion, skills, video, computer assisted learning, and math calculations. Students are expected to read assigned text and articles prior to the lab and be prepared to work in small groups to discuss pathophysiology, medical management, and the nursing process for assigned topics.

### **Clinical Lab:**

Preparation for clinical lab will focus upon weekly unit clinical objectives. Specific instructions will be given by the clinical instructor. You may be asked to submit selected assignments; these papers, videos and/or oral presentations will be graded satisfactory/unsatisfactory and this notation included in the clinical evaluation.

**Medical Surgical Clinical Lab:** Each student will submit a written Nursing Care Plan or Concept Map during the med/surg rotation. The due date will be announced by the course coordinator. The nursing care plans will be submitted on the due date to the course coordinator during class. The nursing care plan will be graded by the clinical instructor.

**Clinical Post-Conference:** Each student will present an individual oral presentation and lead discussion regarding the nursing process of a client with a selected medical-surgical disease or illness related to clinical experience during a post-clinical conference. A written overview/study guide should be prepared for colleague students. Selected topic should be related to selected client assignments (topics listed in NUR 201 Course Outline – Vol 2 - Forms). Evaluation will be incorporated into clinical grade.

**Pediatric Clinical Lab:** Each student will make one individual oral presentation regarding a pediatric teaching related to a pediatric disease or illness during a post-clinical conference. Evaluation will be incorporated into clinical grade.

### **Special Clinical Preparation**

**Clinical Orientation: will be individualized to each hospital and will be completed on the first day of your clinical rotation. It is your responsibility to review written information provided to you at NUR 201 Orientation, and at the start of medical-surgical, pediatric, and psychiatric nursing clinical rotations.**

**Pediatric Nursing:** Review the following units in the textbook as basic preparation for this experience: Ball and Bindler **Pediatric Nursing** - Chapters 1, 2, 3, 4, 5

**Psychiatric Nursing:** Review the readings as assigned on the first theory class. Townsend **Psychiatric Mental Health Nursing Concepts of Care** – Chapters 1, 2, 3, 4, 5, 6

**Terminal Course Goals:**

At the conclusion of NUR 201, the student should be able to apply critical thinking skills when utilizing the nursing process to implement care for individuals of different ages.

1. Incorporate the parameters of the Nurse Practice Act, Code of Ethics and nursing standards when planning and implementing nursing care to clients of all ages.
2. Identify the responsibility for self growth and learning within the profession of nursing as well as the importance of membership in professional organizations.
3. Act as a client advocate, incorporating the socio-economic, political and legal factors in assessing, planning and implementing nursing care.
4. Develop an awareness of delegation skills when working with assistive personnel.
5. Use the principles of effective therapeutic communication when participating in client interview and/or collaborating with various health team members within the healthcare setting.
6. Identify interferences to client's basic needs presented by common pathophysiologic or psychological problems.
7. Select from a repertoire of standard nursing interventions those interventions appropriate to the client's situation and implementing them in a cost effective manner.
8. Explain the rationale for selecting a specific nursing intervention across the life span and state criteria for evaluating the client's response.
9. Develop and implement a teaching plan to meet the client's specific learning needs, including information on medication, nutrition (diet), rest, activity and other relevant areas.
10. Demonstrate ability to assess a client's cardiorespiratory/oxygenation using skills of direct observation and interpretation of laboratory data and initiate therapeutic nursing interventions.
11. Identify overt clinical signs of deviation in fluid and electrolyte balance and initiate appropriate therapeutic nursing interventions.
12. Demonstrate ability to assess a client's eliminatory function using skills of direct observation, interviewing, interpretation of laboratory data, and initiate appropriate therapeutic nursing interventions.
13. Demonstrate knowledge and application of principles of rehabilitation nursing through nursing interventions planned to prevent complication and/or permanent effects of immobilization.
14. Demonstrate knowledge of the multiple effects of lymphopoietic disorders upon the client as a whole through selection of appropriate nursing interventions.
15. Assist clients who have temporary alterations in their nutritional needs by teaching menu selection or utilization of appropriate feeding techniques and evaluating the client's response
16. To develop, implement and evaluate a plan of care which incorporates a modification of lifestyle and/or behaviors, for a client experiencing an alteration of sexual patterns related to psychological/physiological changes.

**NUR 201 OVERVIEW – Units of study in detail will begin on page 12.**

In this nursing course, emphasis will be upon developing knowledge of pathophysiology and psychological interferences to fulfillment of individual needs. The effects of these interferences are generally reversible to the extent that the patient may anticipate returning to, or nearly to, his previous level of functioning following a period of hospitalization which may include intensive, intermediate and rehabilitative care. The nursing practice at Level III utilizes detailed assessment of the patient, including related laboratory and other information, to determine nursing needs. Standardized nursing interventions are used including patient teaching. At Level III, (Nursing 201) these nursing interventions, in relation to the basic needs are:

**HYGIENE AND COMFORT NEEDS:**

Concerned with those at different age levels who have discomfort and disability in self care and require assistance and retraining to perform the necessary hygienic activities of daily living and to restore comfort level.

**SAFETY NEEDS:**

Concerned with those at different age levels who meet hazards to the third line of body defense which may involve physiological and psychological changes and require protection for an extended period of time.

**PSYCHOLOGICAL NEEDS:**

Concerned with those at different age levels who have alteration of behavior manifested in loss of the perception of reality and requiring modification of life activities.

**ACTIVITY AND REST NEEDS:**

Concerned with those at different age levels who have traumatic or pathological alterations which require extended modification of activity and rest.

**OXYGEN NEEDS:**

Concerned with those at different age levels who have extended deprivation of air supply due to pathological alteration to ventilation and diffusion requiring an increased supply of oxygen and/or modification of life activities.

**NUTRITIONAL NEEDS:**

Concerned with those at different age levels who require extended dietary modifications due to deficiency disease or pathological alteration to normal nutrition.

**ELIMINATION NEEDS:**

Concerned with those at different age levels who have alteration of elimination patterns due to pathological conditions for an extended period of time.

**HUMAN SEXUALITY NEEDS:**

Concerned with those at different age levels who have alteration of sexual patterns which require a modification in life style and/or behaviors.

## **Evaluation of Student Learning:**

### **Assessment Technologies Institute, LLC (ATI)**

Assessment Technologies Institute, LLC (ATI) is an innovative assessment company serving schools of nursing and health care systems nationwide. The ATI assessments measure the student's comprehension; evaluate their knowledge in relation to the nursing process, critical thinking, therapeutic intervention, communication, and competency skills.

#### **ATI Assessments:**

- All proctored assessments will be computer-based. Results will be available on-line at the completion of the assessment.
- Individual performance results are provided to students to help identify the specific areas for review and remediation.
- Review modules for the major nursing specialty areas are available for streamlined remediation. This will help strengthen the student's review with content application in the form of critical thinking and priority setting exercises.
- Internet based student formative assessments:
  - Based on NCLEX blueprint, identifies areas of content weakness for directed study
  - Interactive style will provide feedback on all response options
  - Rationales are designed to provide the student with additional information about the correctness of an answer to supplement understanding of the concept.
  - Incorrect responses are also explained with detailed rationales to clarify and explain topics on which the student may need further study
  - The individual performance report summarizes the student's knowledge of content areas and use of the critical thinking phases, nursing process and cognitive levels.
  - The student may access an assessment from any computer.

#### **The following ATI Assessments will be administered in NUR 201:**

**COMMUNITY HEALTH NURSING CARE:** Items cover the basic content related to health promotion and illness prevention for the individual, family, and community across the lifespan. Roles of the community health nurse, health care delivery, nursing care of aggregates within the community and special community needs are also addressed.

**PHARMACOLOGY IN NURSING PRACTICE:** Items cover basic pharmacological principles and management of health care disorders with medication. Some components to the assessment include dosage and fluid calculations, drug relationship indications and interactions, and safety with medication administration.

**MEDICAL/SURGICAL NURSING CARE:** Covers the major physiologic systems, as well as fluid and electrolyte balance, acid-base and pharmacological considerations.

**Completion of ATI tests prior to the final examination is a requirement of Course NUR 201.**

**Course Testing:**

Each of the five (5) course tests will be administered during the first hour of each classroom theory date listed below. All course tests will be composed of 50 questions covering the assigned theory and clinical math calculations. Calculators will be distributed for use during each course test. Course testing will begin promptly at 9:00am with all students given one (1) hour and fifteen (15) minutes to complete the test. You may make an appointment with respective faculty to review your unit test results during the two weeks following test result distribution. After this time period, the test is considered closed with no further review available.

**ATI Assessments:**

The three (3) ATI Assessments will be given at during the first hour of the scheduled College Lab on the dates listed below. Each assessment will be administered via computer internet to ATI. **Please know your password.**

The test dates are as follows:

Test # and ATI Assessment	Date
Test #1	Tues, Feb 9
Test #2	Tues, March 2
Test #3	Tues, March 30
ATI Assessment: <i>Community Health Nursing – 50 questions</i>	Lab Week of April 6
Test #4	Tues, April 13
ATI Assessment: <i>Pharmacology in Nursing Practice – 60 questions</i>	Lab Week of April 20
ATI Assessment: <i>Medical Surgical Nursing – 90 questions</i>	Lab Week of April 27
Test #5	Tues, May 4
Final Exam – 120 questions	Final Exam Period: Tues, May 11 at normal class time

**Final Exam: 120 questions: 24 Psychiatric Nursing, 5 math, 2 G&D,  
18 Lower GI; 7-8 from each med-surg/ped unit**

*\*Please note, students may review their exams with faculty according to the following schedule, by appointment only: Exam 1 – March 1<sup>st</sup>, Exam 2 – March 30<sup>th</sup>, Exam 3 – April 19<sup>th</sup>, Exam 4 – May 3<sup>rd</sup>, Exam 5 – May 10<sup>th</sup>*



**NUR 201 Testing – Attendance and Student Responsibilities:**

Students will attend unit tests and final examination on time. The faculty will be in place and ready to administer the test at 9:00am for each unit test. Any student present and ready to test at that time will be able to begin testing at that time. In order for a student to be ready to test, he or she must do the following:

- Sit quietly with pencil(s) at the designated desk.
- All students will be placed one seat apart and one row apart as designated by the proctoring faculty. Student seating may be changed at any time during testing at the decision of the proctoring faculty.
- Have placed the following to the front of the room:
  - all books, backpacks, briefcases, and notes
  - cell phones, all beverages and beverage containers
  - coats, hats, gloves, purses, pocketbooks, and all other items.
- Please use the restroom prior to all unit tests. You will not be allowed to drink beverages during the tests.
- Should you enter late for a test, faculty will assign your seat.
- Should you enter 15 minutes or later for a scheduled test, the faculty will reserve the right to reschedule you for a makeup test
  - All makeup examinations will be administered no later than one (1) week following any test. Make-up examinations will include essay questions.
- Any student who is a “No call – no show” for any scheduled test will be awarded a zero (0) for that test.
- Students who call out on a test evening will call the course coordinator on the cell phone number listed in this course outline not later than 2 hours prior to the test unless there is an emergency.
- Any student who finishes their test will remain seated and raise their hand. Faculty will come to the student and collect test items. The student will then immediately leave the room quietly until the test ends.
- Students will remain outside of the testing room and away from the immediate area.
- Tests will be given over 1 hour and fifteen (15) minutes. Should there be students who still have their exam at the end of the testing time, they will remain seated and faculty will come to each student to collect the test.
- Students are responsible for all content listed – content covered in class as well as content that comes from assigned readings, course notes, college and clinical lab.
- Students are expected to come prepared having read the assigned readings and reviewed the theory notes that are posted on the MCCC Nursing Program website.

**Nursing 201 Clinical Rotations:**

There are 5 clinical groups, each with 10 students.

**Clinical rotations will include:** 9 week medical-surgical nursing (18 days); 3 week pediatric nursing (6 days); 3 week psychiatric nursing (6 days).

**NOTE:** In order to complete the required clinical hours within 14 weeks (removing clinical from week 15), students with the following clinical rotations during the last clinical rotation will attend the following:

**Medical-Surgical Nursing:** students will attend a 7-hour clinical for the first 12 clinical days (of the 18 clinical days) to make up the 12 hours from week 15.

**Pediatric or Psychiatric Nursing:** students will attend an 8-hour clinical for 4 clinical days. Four additional hours will be given for an outside project that will be reported on during post conference. Pediatric and Psychiatric Nursing projects will be a written assignment based on project learning objectives.

**There will be no clinical lab during week 15 (final exam week).**

**Academic Integrity Statement:**

Mercer County Community College is committed to Academic Integrity – the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work, and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty.

The college recognizes the following general categories of violations of Academic Integrity, with representative examples of each. Academic Integrity is violated whenever a student:

- A. Uses or obtains unauthorized assistance in any academic work.**
  - Copying from another student's exam.
  - Using notes, books, electronic devices or other aids of any kind during an exam when prohibited.
  - Stealing an exam or possessing a stolen copy of an exam.
- B. Gives fraudulent assistance to another student.**
  - Completing a graded academic activity or taking an exam for someone else
  - Giving answers to or sharing answers with another student before, during or after an exam or other graded academic activity.
  - Sharing answers during an exam by using a system of signals.
- C. Knowingly represents the work of others as his/her own, or represents previously completed academic work as current.**
  - Submitting a paper or other academic work for credit which includes words, ideas, data or creative work of others without acknowledging the source.
  - Using another author's words without enclosing them in quotation marks, without paraphrasing them or without citing the source appropriately
  - Presenting another individual's work as one's own.
  - Submitting the same paper or academic assignment to another class without the permission of the instructor.
- D. Fabricates data in support of an academic assignment.**
  - Falsifying bibliographic entries.
  - Submitting any academic assignment which contains falsified or fabricated data or results.
- E. Inappropriately or unethically uses technological means to gain academic advantage.**
  - Inappropriate or unethical acquisition of material via the Internet or by any other means.
  - Using any electronic or hidden devices for communication during an exam.

*Each instructor and academic support service area is authorized to establish specific guidelines consistent with this policy.*

**Consequences for Violations of Academic Integrity**

For a single violation, the faculty member will determine the course of action to be followed. This may include assigning a lower grade on the assignment, assigning a lower final grade, failing the student in the course, or other penalty appropriate to the violation. In all cases, the instructor shall notify the Chair of the Academic Integrity Committee of the violation and the penalty imposed.

When two (or more) violations of academic integrity are reported on a student, the Academic Integrity Committee may impose disciplinary penalties beyond those imposed by the course instructor/s. The student shall have the right to a hearing before the Academic Integrity Committee or a designated subcommittee thereof.

**Appeals**

The student has a right to appeal the decision of the instructor, or the Academic Integrity Committee. Judicial procedures governing violations of Academic Integrity are contained in the Student Handbook.

*Approved by Board of Trustees May 18, 2000 Amendments by AIC 1/26/2004*

**Each student is requested to sign and date a copy of this Academic Integrity Statement as acknowledgement of being informed**

**Unit of Study—Weekly Schedule****NUR 201****Spring 2010****WEEK 1: WEEK OF JANUARY 25:**

Class Theory:	Basic Concepts of Psychiatric Mental Health Nursing
College Lab:	Related literature and video review
Clinical Lab:	Client Care Assignments

**WEEK 2: WEEK OF FEBRUARY 1:**

Class Theory:	Application of the Nursing Process and Critical Thinking to Care of Clients with Alterations in Bio-psychosocial Adaptations Across the Lifespan: Schizophrenia, and Dissociative Disorders.
College Lab:	Related literature and video review
Clinical Lab:	Client Care Assignments

**WEEK 3: WEEK OF FEBRUARY 8: TEST #1**

Class Theory:	Application of the Nursing Process and Critical Thinking to Care of Clients with Alterations in Bio-psychosocial Adaptations Across the Lifespan: Anxiety, Somatoform and Personality Disorders.
College Lab:	Related literature and video review; math review
Clinical Lab:	Client Care Assignments

**WEEK 4: WEEK OF FEBRUARY 15:**

Class Theory:	Application of the Nursing Process and Critical Thinking to Care of Clients with Alteration in Ventilation Across the Lifespan: Acid-Base Balance, Respiratory Assessment
College Lab:	Related literature and video review; math review
Clinical Lab:	Client Care Assignments

**WEEK 5: WEEK FEBRUARY 22:**

- Class Theory: Application of the Nursing Process and Critical Thinking to Care of Clients with Alteration in Ventilation Across the Lifespan: Clients with Respiratory Infections.
- College Lab: Related literature and video review; math review
- Clinical Lab: Client Care Assignments

**WEEK 6: WEEK OF MARCH 1: Test #2**

- Class Theory: Application of the Nursing Process and Critical Thinking to Care of Clients with Alteration in Ventilation Across the Lifespan: Clients with Chronic Airway Disorders
- College Lab: Related literature and video review; math review
- Clinical Lab: Client Care Assignments

**WEEK 7: WEEK OF MARCH 8:**

- Class Theory: Application of the Nursing Process & Critical Thinking to Care of Clients with Impaired Physical Mobility Across the Lifespan: Fractures & Congenital/Developmental orthopedic problems
- College Lab: Related literature and video review; math review
- Clinical Lab: Client Care Assignments

**WEEK 8: WEEK OF MARCH 22:**

- Class Theory: Application of the Nursing Process & Critical Thinking to Care of Clients with an Alteration in Circulation Across the Lifespan: Hypertension, Congestive Heart Failure
- College Lab: Related literature and video review; math review
- Clinical Lab: Client Care Assignments

***SPRING BREAK – MARCH 15 – MARCH 21 NO CLASSES***

**WEEK 9: WEEK OF MACH 29: TEST #3**

- Class Theory: Application of the Nursing Process & Critical Thinking to Care of Clients with an alteration in Heart Rate, Conduction or Cardiac output across the Lifespan: Coronary Artery Disease Risk Factors, Acute Coronary Syndrome, Cardiac Catheterization, and CVA
- College Lab: Related literature and video review; math review
- Clinical Lab: Client Care Assignments

**WEEK 10: WEEK OF APRIL 6: ATI ASSESSMENT — (Lab)**  
**COMMUNITY NURSING**

- Class Theory: Application of the Nursing Process & Critical Thinking to Care of Clients with an Alteration of Circulation Across the Lifespan: Peripheral Vascular Disease, Peripheral Arterial Disease, Thrombophlebitis, Pulmonary Embolism
- College Lab: Related literature and video review; math review
- Clinical Lab: Client Care Assignments

**WEEK 11: WEEK OF APRIL 13: TEST #4**

- Class Theory: Application of the Nursing Process & Critical Thinking to Care of Clients with Alterations in Urinary Elimination Across the Lifespan: Clients with Upper and Lower Urinary Tract Disorders
- Application of the Nursing Process & Critical Thinking to Care of Clients with Alterations to Components of the Circulatory System across the Lifespan: Anemias, Leukemias, Hemophilia.
- College Lab: Related literature and video review; math review
- Clinical Lab: Client Care Assignments

**WEEK 12: WEEK OF APRIL 20: ATI ASSESSMENT — (Lab)**  
**PHARMACOLOGY IN NSG PRACTICE**

- Class Theory: Application of the Nursing Process & Critical Thinking to care of clients with Altered Physical Mobility and Sensory/Motor/Perpetual Deficits Across the Lifespan: Arthritis, Osteoporosis.
- College Lab: Related literature and video review; math review
- Clinical Lab: Client Care Assignments

**WEEK 13: WEEK OF APRIL 27: ATI ASSESSMENT (Lab)**

**MEDICAL-SURGICAL NURSING CARE**

- Class Theory: Application of the Nursing Process & Critical Thinking to Care of Clients with Altered Nutritional Intake related to Congenital/Inflammatory/Traumatic Interference across the Lifespan: Cleft Lip/Palate, Pyloric Stenosis, Thrush, and Facial Fracture; Poisoning.
- College Lab: Related literature and video review; math review
- Clinical Lab: Client Care Assignments

**WEEK 14: WEEK OF MAY 4: TEST #5**

- Class Theory: Application of the Nursing Process & Critical Thinking to Care of Clients with Altered Gastrointestinal & Elimination related to Congenital Anomalies, Inflammation or Infection across the Lifespan: Hirschprung's, Intussusception, Parasitic Infections and Appendicitis.
- College Lab: Related literature and video review; math review
- Clinical Lab: Client Care Assignments

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**UNIT 1 Psychosocial Needs**

Concepts of mental health and mental illness will be introduced with particular emphasis on stress and psychological adaptations to stress. The professional role of the nurse and the use of therapeutic nursing approaches will be presented. While emphasis is placed on the psychiatric setting, these approaches will be valuable to the nurse in any setting wherein clients are experiencing stressful events.

ACTIVITY	OBJECTIVES	REFERENCES
<b>Lecture</b>	<p><b><u>Psychosocial Needs: Alterations In Psychosocial Adaptation</u></b></p> <p>An overview and introduction to nursing in mental health / mental illness. Discuss mental health, mental illness and the professional role of psychiatric / mental health nurse.</p>	<p><b>Readings:</b></p> <p><b>Readings – Read the pages listed in the index pertaining to the unit content/topics</b></p>
	<b>Theory Objectives</b>	<p>Review stress, the physiological and psychological adaptation to stress.</p> <ul style="list-style-type: none"> <li>Define the terms adaptations and maladaptation.</li> <li>Identify physiological and psychological adaptive responses to stress.</li> <li>Explain stress an environmental event.</li> <li>Explain stress as a transaction between the individual and the environment.</li> <li>Define and give an example of a precipitating event.</li> <li>Define the terms mental health and mental illness.</li> <li>Discuss cultural factors that influence attitudes toward mental health and mental illness.</li> <li>Identify and describe the components of the psychiatric assessment.</li> <li>Describe the components of the mental status examination.</li> <li>Identify and describe the normal and deviation from normal for each of the components of the mental status examination.</li> <li>Explain the Diagnostic Statistical Manual – IV multi-axial system of diagnostic classification for mental illnesses.</li> <li>List at least three physiologic responses to anxiety.</li> <li>Identify and describe at least six of the ego defense mechanisms.</li> </ul>

**Theory  
Objectives**

**Psychosocial Needs: Alterations In Psychosocial Adaptation – continued**

Discuss theories of personality development.

Review the following developmental theories:

- a. Freud's theory of psychosexual development
- b. Erikson's eight developmental stages
- c. Harry Stack Sullivan's interpersonal theory
- d. Mahler's theory of object relations development
- e. Piaget's cognitive development
- f. Kohlberg's theory of moral development

Discuss concepts of psychobiology.

Describe the role of neurotransmitters in human behavior.

Discuss the association of endocrine functioning, genetics, alteration in brain functioning to various psychiatric disorders.

Identify diagnostic procedures used to detect alteration in biological functioning that may cause psychiatric disorders.

Discuss the influence of psychological factors on the immune system.

Describe therapeutic nursing interventions approaches that are used in the care of the individual with a mental illness. (Nurse-client relationship, interview techniques, therapeutic interpersonal communications, assertiveness training, milieu therapy and nursing process in psychiatric / mental health nursing.)

Identify and describe the stages of the nurse-client relationship.

Identify and describe the stages and elements of a therapeutic interview.

Identify and give examples of four techniques of therapeutic communication.

Explain the essence of assertive communication and give an example of each of the four response patterns.

Describe the effects of short term care, managed care and community focused treatment plans on the client and the cost of delivery of care for the mentally ill.

Discuss the legal issues in psychiatric / mental health nursing.

Confidential and right to privacy

Informed consent

Restraints and seclusion

Least restrictive care

Commitment Issues – Voluntary, Involuntary

**Readings – Read the pages listed in the index pertaining to the unit content/topics**

**Townsend, Mary C. (2006)  
Psychiatric Nursing Concepts of Care. (5<sup>th</sup> ed.)F.A. Davis**

**Ball and Bindler**

**Lilley, Harrington, & Snyder**

**Psychosocial Needs: Alterations In Psychosocial Adaptation – continued****College  
Laboratory**

The student will identify the components of a mental status assessment  
 The student will describe the normal and deviations from norm when doing a mental status examination.  
 The student will practice skills of interviewing and doing a mental status assessment

**Videotapes:**

“The Nature of Stress”  
 Basic Mental Status Examination Series:  
 Video I: Conducting the Patient Interview  
 Video II: Evaluating Aspects of Appearance  
 Video III: Evaluating Language and Thought Patterns  
 Video IV: Evaluating Intellectual and Cognitive Function  
 “Communicating with Clients with Mental Disorders”  
 “Communication Across the Lifespan”

**Lecture**

Discuss the alterations in psychosocial adaptation as manifested by schizophrenia / psychotic disorders, childhood schizophrenia, adjustment and impulse control. The treatment modalities and the application of the nursing process for these disorders will be included.

**Readings – Read the pages listed in the index pertaining to the unit content/topics Townsend, Mary C. (2006) Psychiatric Nursing Concepts of Care. (5<sup>th</sup> ed.)F.A. Davis**

**Ball and Bindler**

**Lilley, Harrington, & Snyder**

**Theory  
Objectives**

Discuss the alteration in psychosocial adaptation: Schizophrenia / psychotic disorders.  
 Identify the DSM-IV criteria for diagnosing schizophrenia  
 Define and describe distinguishing characteristics of four types of schizophrenia: paranoid, catatonic, disorganized and undifferentiated.  
 Differentiate between hallucinations and delusions.  
 Identify two types of hallucinations and give an example of each.  
 List four types of delusions and give an example of each.  
 Define neologism and identify its meaning for the individual.  
 Describe the application of the nursing process for providing care for a client with a schizophrenia or psychotic disorder.

### **Psychosocial Needs: Alterations In Psychosocial Adaptation – continued**

#### **Theory Objectives**

Discuss the psychological and social treatment modalities for schizophrenia / psychotic disorders.

Describe the pharmacological agents used to treat schizophrenia / psychotic disorders.

Identify the classes of antipsychotic drugs giving an example of each.

Describe the target symptoms for use of an antipsychotic drug.

Explain the use of anti-Parkinsonian agents in the treatment of clients with a schizophrenic / psychotic disorder.

Explain the use of a mood stabilizer in the treatment of clients with a schizophrenic / psychotic disorder.

Discuss schizophrenia as it occurs in childhood. (Autism)

Describe client / family / significant other education concerns for a client with a psychotic / schizophrenia disorder.

Adjustment and impulse control disorders.

Identify the DSM-IV criteria for diagnosing adjustment and impulse control disorders.

Describe the application of the nursing process for providing care for a client with adjustment and impulse control disorder.

Discuss the modalities of treatment for adjustment and impulse control disorders.

Describe client / family / significant other education concerns for a client with an anxiety disorder.

#### **College Laboratory**

#### **Lecture**

Discuss the alterations in psychosocial adaptation as manifested by anxiety disorders, somatoform and sleep disorders, dissociative disorders and personality disorders. Disorders of oppositional defiant, Tourette's, attention deficit / hyperactivity disorders (ADHD) that occur during infancy, childhood or adolescence are presented. The treatment modalities and the application of the nursing process for these disorders are included.

**Readings – Read the pages listed in the index pertaining to the unit content/topics**

**Townsend, Mary C. (2006)  
Psychiatric Nursing Concepts of  
Care. (5<sup>th</sup> ed.)F.A. Davis**

**Ball and Bindler**

**Lilley, Harrington, & Snyder**

**Videotapes**

“Unlocking Secrets of Schizophrenia”

### **Psychosocial Needs: Alterations In Psychosocial Adaptation – continued**

#### **Theory Objectives**

Discuss the alterations in psychosocial adaptation: Anxiety disorders:

Identify the DSM-IV criteria for diagnosing anxiety disorders.

Describe the application of the nursing process for providing care for a client with anxiety disorders.

Panic Disorder

Generalized Anxiety Disorder

Phobias

Obsessive – Compulsive Disorder

Post-traumatic Stress Disorder

Anxiety Disorder due to a general medical condition

Substance – Induced Anxiety Disorder

Treatment Modalities for Anxieties

Describe the expected outcomes for each of these listed treatment modalities for anxiety disorders: individual psychotherapy, cognitive therapy, behavior therapy, implosion therapy (flooding), group / family therapy.

Identify and describe the pharmacological agents used to treat anxiety disorders.

Identify the classes of anti-psychotic drugs giving an example of each.

Describe the target symptoms for use of an anxiety drug.

Identify client / family / significant other education topic concerns for a client with an anxiety disorder.

Discuss anxiety disorders as they occur in childhood.

Discuss the alterations in psychosocial adaptation:

Somatoform and Sleep Disorders

Identify the DSM-IV Criteria for diagnosis of somatoform / sleep disorders.

Describe the application of the nursing process for providing care for a client with somatoform disorders.

Pain Disorder

Hypochondriasis

Conversion Disorder

Body Dysmorphic Disorder

Describe the application of the nursing process for providing care for a client with a sleep disorder.

Discuss the treatment modalities for somatoform and sleep disorders.

Identify client / family / significant other education topics for a client with an anxiety disorder

**Readings – Read the pages listed in the index pertaining to the unit content/topics.**

**Townsend, Mary C. (2006)  
Psychiatric Nursing Concepts of  
Care. (5<sup>th</sup> ed.)F.A. Davis**

**Ball and Bindler**

**Lilley, Harrington, & Snyder**

**Psychosocial Needs: Alterations In Psychosocial Adaptation – continued****Theory  
Objectives**

- Discuss the alterations in psychosocial adaptation: Dissociative Disorders:  
 Identify the DSM-IV Criteria for diagnosing dissociative disorders.  
 Describe the application of the nursing process for providing care for a client with dissociative disorders.
- Dissociative Amnesia
  - Fugue
  - Identify Disorder
  - Depersonalization Disorder
- Discuss the treatment modalities for the various dissociative disorders.  
 Identify client / family / significant other education topics for a client with a dissociative disorder.
- Discuss the alterations in psychosocial adaptation: Personality Disorders:  
 Identify the DSM-IV Criteria for diagnosing various types of personality disorders.  
 Describe the application of the nursing process for providing care for a client with borderline and antisocial personality disorders.  
 Discuss the treatment modalities for personality disorders.  
 Identify client / family / significant other education topics for a client with a personality disorder.
- Discuss the alterations in psychosocial adaptation: First diagnosed in infancy, childhood or adolescence (Attention Deficit / Hyperactivity, conduct, oppositional defiant, Tourette's disorder.)  
 Identify the DSM-IV Criteria for diagnosing of Attention Deficit / Hyperactivity disorder.  
 Describe the application of the nursing process for providing care for a client with Attention Deficit / Hyperactivity disorder.  
 Describe the symptoms displayed by a child with Attention Deficit/Hyperactivity disorder (ADHD).  
 Discuss the pharmacological treatment for the child with an ADHD disorder.  
 Identify client / family / significant other education topics for a client with an ADHD disorder.
- Discuss the alterations in psychosocial adaptation: Tourette's Disorder  
 Identify the DSM-IV Criteria for diagnosing of Tourette's Disorder.  
 Describe the application of the nursing process for providing care for a client with Tourette's Disorder.  
 Discuss the pharmacological treatment for Tourette's Disorder.  
 Identify client / family / significant other education topics for a client with Tourette's Disorder

**Readings – Read the pages listed in the index pertaining to the unit content/topics**  
**Townsend, Mary C. (2006)**  
**Psychiatric Nursing Concepts of Care. (5<sup>th</sup> ed.)F.A. Davis**

**Ball and Bindler**

**Lilley, Harrington, & Snyder**

**Psychosocial Needs: Alterations In Psychosocial Adaptation – continued****Videotapes****College  
Laboratory**

“Personality Disorders”  
 “Behavioral Disorders in Children”  
 “Panic Disorders”  
 “Panic Attack”

**Clinical  
Experience**Overall Psychiatric Objective

Use the nursing process to interview, assess, plan, implement care, teaching and discharge for a client who has psychotic maladaptive coping behavior

Contributory Objectives

Assigned to a client with a diagnosis of schizophrenia / psychotic disorder.

Use therapeutic communication techniques to establish a therapeutic interpersonal relationship with the client for resolution of interpersonal conflicts and or maladaptive coping behavior.

Use interview techniques to assess client problems and coping strategies.

Assess the mental functioning and emotional states of a client diagnosed with a mental disorder.

Identify emotional states and mental functioning which deviate from normal in persons with mental disorders.

Record the findings of the mental status examination using appropriate, objective and descriptive language.

Use the nursing process to provide plans for care, teaching and discharge for a client with a diagnosis of schizophrenia / psychotic disorder.

Participate / observe in the various treatment modalities used the interdisciplinary team to treat the client with psychiatric disorder.

Observe / participate in a multidisciplinary team planning session for client care.

Observe the role of the nurse in forensic psychiatry.

**MEDICAL SURGICAL OBJECTIVES**

**The following objectives are applicable to each unit of medical-surgical and pediatric study for the entire semester. Following the objectives is a listing of weekly unit topics of study to which the objectives apply.**

<p><b><i>Class Theory Objectives</i></b></p>	<p><b>Relating to unit-specific medical-surgical and pediatric alterations and interferences with normal functioning:</b></p> <ul style="list-style-type: none"> <li>• Review the structure and function of affected body systems</li> <li>• Identify risk factors &amp; demographics             <ul style="list-style-type: none"> <li>○ Describe preventive measures appropriate for controlling and/or eliminating disease/illness (as appropriate)</li> </ul> </li> <li>• Compare and contrast growth and development considerations for clients through the lifespan (children, young and middle-aged adults, and elderly adults)</li> <li>• Describe the anatomic factors and pathophysiology</li> <li>• Describe clinical manifestations (signs and symptoms)</li> <li>• Correlate diagnostic testing and related nursing implications</li> <li>• Describe medical management and interdisciplinary approach from acute through rehabilitative care</li> <li>• Describe variables that affect healing;</li> <li>• Develop and analyze nursing process as a framework for nursing management/care, including:             <ul style="list-style-type: none"> <li>○ Assessment – health and physical assessment                 <ul style="list-style-type: none"> <li>▪ Discriminate between normal and abnormal findings</li> <li>▪ Describe assessment parameters appropriate for early detection of disease/illness and potential complications</li> </ul> </li> <li>○ Plan – including physical care; psychosocial, spiritual, and client and family/so education;                 <ul style="list-style-type: none"> <li>▪ Describe the rationale for medication administration including actions, intended effects, side and untoward effects, appropriate age-related dosage, nursing implications, and antidotes for select medications</li> <li>▪ Describe continuity of care from acute care setting to home care and use of community resources;</li> </ul> </li> <li>○ Intervention – including applicable skills, treatments, and medication administration techniques used from acute care through rehabilitation                 <ul style="list-style-type: none"> <li>▪ Incorporate culturally and spiritually sensitive care</li> </ul> </li> <li>○ Evaluation – Effects of applicable medical/surgical treatment, medication, and related nursing management/care</li> </ul> </li> </ul>
<p><b><i>College Lab Objectives</i></b></p>	<ul style="list-style-type: none"> <li>• Describe the nursing management for clients receiving medical/surgical treatment for related disease/illness</li> <li>• Describe the purpose and types of related treatments and procedures</li> <li>• Describe the rationale for related nursing procedures</li> <li>• Compare and contrast the efficacy of medical management and related nursing care via literature review as outlined</li> <li>• Demonstrate specific procedures and techniques as outlined</li> </ul>

**UNIT 2**      **Week 4: Oxygen Needs**

**Adequate pulmonary function is essential in the maintenance of homeostasis. The accurate assessment of pulmonary function is an essential component of nursing care. Students are expected to research the topics from the assigned references.**

<b>ACTIVITY</b>	<b>TOPICS</b>	<b>REFERENCES</b>
<p><b>Class Theory</b></p>	<p><b>Oxygen Needs: Interferences with Ventilation (Part I)</b></p> <p><b>Discussion of the following medical-surgical topics:</b> Respiratory system review</p> <p><b>Clients with or undergoing the following:</b></p> <ul style="list-style-type: none"> <li>▪ Acid-base balance/acid-base imbalances</li> <li>▪ Receiving mechanical ventilation</li> <li>▪ Tracheostomy</li> <li>▪ Postural drainage</li> <li>▪ Chest trauma</li> <li>▪ Poisoning</li> <li>▪ Aspiration</li> <li>▪ Adult Respiratory Distress Syndrome (ARDS)</li> <li>▪ Respiratory Distress Syndrome in infants (RDS)</li> </ul>	<p><b>Readings - Review pages pertaining to the unit content/topics</b> <b>Lilley and Aucker</b></p> <p><b>Ignatavicius &amp; Workman</b></p> <p><b>Ball and Bindler</b></p> <p><b>Pickar – Dosage Calculations</b></p> <p><b>Related Medication Administration</b></p> <p><b>Assigned Journal Articles</b></p>
<p><b>College Lab</b></p>	<p><b>Discussion and demonstration of the following:</b></p> <ul style="list-style-type: none"> <li>○ Respiratory assessment - <b>(skill-return demonstration)*</b> <ul style="list-style-type: none"> <li>▪ Auscultation of breath sounds – normal and abnormal</li> </ul> </li> <li>▪ Tracheostomy care and suctioning <b>(skill-return demonstration)*</b></li> </ul>	<p><b>Smith and Duell</b></p> <p><b>Videotapes:</b> “Breath Sounds”</p> <p><b>Assigned Journal Article Review/NCLEX Questions</b> Acid-Base Balance / Case Studies</p>
<p><b>Clinical Experience</b></p>	<p><b>Critical thinking in medication administration --</b> interpreting drug orders</p> <ul style="list-style-type: none"> <li>▪ Conduct a thorough respiratory assessment on assigned clients, including laboratory findings.</li> <li>▪ Provide age appropriate care to assist client in meeting oxygen needs.</li> </ul>	

**UNIT 3**      **Week 5: Oxygen Needs**

**Interferences to ventilation due to inflammatory and infectious processes are studied. Application of the nursing process is emphasized.**

<b>ACTIVITY</b>	<b>TOPICS</b>	<b>REFERENCES</b>
<b>Class Theory</b>	<p><b>Oxygen Needs: Interferences with Ventilation (Part II)</b>  <b>Discussion of the following medical-surgical topics:</b>            Clients with or undergoing the following:</p> <ul style="list-style-type: none"> <li>▪ Upper respiratory infections (URI) in the various age groups               <ul style="list-style-type: none"> <li>○ Complication: Rheumatic fever</li> </ul> </li> <li>▪ Otitis media</li> <li>▪ Tonsillitis and surgical removal of tonsils and adenoids in children and adults</li> <li>▪ Pneumonia – community acquired and hospital acquired</li> <li>▪ Respiratory syncytial virus (RSV)</li> <li>▪ Communicable diseases:               <ul style="list-style-type: none"> <li>○ In children: (measles, mumps, pertussis, chicken pox)</li> <li>○ Related childhood immunization schedules</li> <li>○ Tuberculosis</li> <li>○ Acquired immune deficiency (AIDS)</li> </ul> </li> </ul>	<p><b>Lilley and Aucker</b></p> <p><b>Ignatavicius &amp; Workman</b></p> <p><b>Ball and Bindler,</b></p> <p><b>Pickar – Dosage Calculation</b></p> <p><b>Assigned Journal Articles</b></p>
<b>College Lab</b>	<p><b>Discussion and demonstration of the following:</b></p> <ul style="list-style-type: none"> <li>▪ Tracheostomy care and suctioning (cont'd)  <b>(skill-return demonstration)*</b></li> <li>○ Nebulizer Treatment - bronchodilators</li> <li>○ Oxygen therapy           <ul style="list-style-type: none"> <li>○ <b>Assessment:</b> Breath sounds: adult and child  <b>(skill-return demonstration)*</b></li> </ul> </li> </ul> <p><b>Critical thinking in medication administration:</b>            Ratio-Proportion adult and pediatric dosage calculation            (oral and parenteral)</p>	<p><b>Smith and Duell</b></p> <p><b>Videotape: Pediatric respiratory assessment</b></p> <p><b>Journal Article Review</b>            Pneumonia/Asthma</p> <p><b><u>Complete Math workbook problems</u></b></p>
<b>Clinical Experience</b>	<ul style="list-style-type: none"> <li>○ Provide age appropriate care, using the nursing process to clients experiencing ventilatory interventions.</li> </ul>	

**UNIT 4**      **Week 6: Oxygen Needs**

**Interferences to ventilation due to chronic airway flow or chronic obstructive processes.  
Application of the nursing process is emphasized.**

**ACTIVITY****TOPICS****REFERENCES****Class Theory****Oxygen Needs: Interferences with Ventilation (Part III)****Discussion of the following medical-surgical topics:**

Clients with or undergoing the following:

- Acute and chronic inflammatory disease of the airways in the various age groups
- Asthma
- Bronchitis
- Emphysema
- Chronic obstructive lung disease (COPD)
- Cor pulmonale
- Postural drainage

**Lilley and Aucker****Ignatavicius & Workman****Ball and Bindler****Pickar – Dosage Calculations****Assigned Journal Articles****Skills/Visual  
Evaluation(s)****Continued practicum:**

- Tracheostomy care and suctioning (cont'd)  
**(skill-return demonstration)\***
- Nebulizer Treatment - bronchodilators
- Oxygen therapy
  - **Assessment:** Breath sounds: adult and child  
**(skill-return demonstration)\***

**College Lab:  
Smith and Duell****Videotapes: “Pediatric medication administration”****Case Studies****Journal Article Review****Complete Math workbook problems****Clinical  
Experience**

- Provide age appropriate care, using the nursing process to clients experiencing ventilatory interventions.

**UNIT 5      Week 7: Rest and Activity Needs**

The importance of rest and activity at all age levels is considered. Emphasis is placed on commonly occurring traumatic and developmental interferences to activity. The medical diagnosis and treatment is discussed with focus on relevant nursing responsibilities.

<u>ACTIVITY</u>	<u>TOPICS</u>	<u>REFERENCES</u>
<b>Class Theory</b>	<p><b>Physical Interferences of Rest and Activity</b>  <b>Discussion of the following medical-surgical topics:</b></p> <ul style="list-style-type: none"> <li>○ Musculoskeletal system review</li> </ul> <p><b>Clients with or undergoing the following:</b></p> <ul style="list-style-type: none"> <li>○ Musculo skeletal injuries – Sprains / Strains / Tendon rupture / Fractures <ul style="list-style-type: none"> <li>○ Emergency care</li> <li>○ Acute care</li> <li>○ Rehabilitation</li> </ul> </li> <li>○ Congenital / developmental interferences to activity <ul style="list-style-type: none"> <li>○ Hip dysplasia</li> <li>○ Legg-Perthes disease</li> <li>○ Scoliosis</li> <li>○ Club foot</li> </ul> </li> <li>○ Immobility to promote bone healing <ul style="list-style-type: none"> <li>○ Traction / casting</li> <li>○ Surgery</li> </ul> </li> </ul>	<p><b>Lilley and Aucker</b></p> <p><b>Ignatavicius &amp; Workman</b></p> <p><b>Pickar – Dosage Calculations</b></p> <p><b>Assigned Journal Articles</b></p>
<b>College Lab</b>	<p><b>Discussion and demonstration of the following:</b></p> <ul style="list-style-type: none"> <li>○ <b>Rehabilitation</b> <ul style="list-style-type: none"> <li>○ Cast care</li> <li>○ Types of traction</li> <li>○ Crutch walking <b>(skill-return demonstration)*</b></li> <li>○ Transfer techniques</li> <li>○ Assistive devices</li> </ul> </li> </ul> <p><b>Assessment:</b> Neurovascular Assessment of Extremities  <b>(skill-return demonstration)*</b></p> <p><b>Critical thinking in medication administration</b>  <b>Math Review</b> – Intravenous Heparin Therapy dosage protocol and calculation</p>	<p><b>Smith &amp; Duell</b></p> <p><b>Videotapes:</b>  “Broken Bones”</p> <p><b>Role Play:</b> Crutch Walking</p> <p><b><u>Complete Math workbook problems</u></b></p>
<b>Clinical Experience</b>	<p>Assess the impact of illness /hospitalization on ability of client to meet rest / activity needs; identify and implement appropriate interventions.</p>	

**UNIT 6**      **Week 8: Oxygen Needs**

This unit continues with the study of hypertension and cardiac dysfunction.

**ACTIVITY****TOPICS****REFERENCES****Lecture****Oxygen Needs: Interferences with Transportation (Part II)****Discussion of the following medical-surgical topics:**

Clients with or undergoing the following:

**Continued review of cardiac disease risk factors and complications**

- Hypertension (HTN) (Modifiable major risk factor)
- Congestive heart failure (CHF)
  - Pulmonary edema
- Principles of hemodynamic monitoring
  - Central venous pressure
  - Pulmonary artery pressure
  - Pulmonary artery wedge pressure

Lilley and Aucker

Ignatavicius & Workman

Pickar – Dosage Calculations

Assigned Journal Articles

**College Lab****Discussion and demonstration of the following:**

- IV Therapy
  - Primary infusion line set up (**skill-return demonstration**)\*
  - Calculation of IV Rates
  - Intravenous piggyback infusion (**skill-return demonstration**)\*
  - Saline flush / Heparin flush in the care of peripheral and central infusion lines (**skill-return demonstration**)\*
  - Infusion dressing/tubing change
  - IV Therapy techniques (cont'd)
    - Triple lumen catheter care & Swan Ganz catheter
  - **PICC line catheter care – dressing change** (**skill-return demonstration**)\*

**Assessment: Peripheral Pulses****Critical thinking in medication administration:**

Intravenous Heparin Therapy dosage protocol and calculation

**Role Play:**

**CHF**

**Deep Vein Thrombosis**

**Pulmonary Embolism**

**Complete Math workbook problems**

**Clinical Experience**

Utilizing the nursing process, provide care to a client with CHF.  
Correlate laboratory findings and medical therapy.  
Identify teaching needs of assigned client.

**UNIT 7**      **Week 9: Oxygen Needs**

In this unit the emphasis is on interferences to the action of the heart-coronary artery disease with impairment of oxygen transport.

**ACTIVITY**

**Class  
Theory**

**TOPICS**

**Oxygen Needs: Interferences with Transportation**

**Discussion of the following medical-surgical topics:**

- Cardiovascular System Review
- Clients with or undergoing the following:**
  - Coronary artery disease
    - Risk factor overview
      - Unmodifiable
      - Modifiable major = elevated serum lipids
      - Modifiable contributing
  - Angina pectoris
  - Myocardial infarction
  - Cardiac catheterization
  - Invasive cardiac revascularization
  - Cardiac rehabilitation
  - Review of the Cardiac Conduction System / Electrocardiography
  - Complications
    - Dysrhythmias
      - Pacemakers
      - Cardioversion/Defibrillation
      - Cardiopulmonary resuscitation
  - Transient ischemic attack
  - Review of cerebral circulatory system
    - Cerebral vascular accident
      - Acute phase
      - Rehabilitation
        - Mobility
        - Aphasia

**REFERENCES**

**Lilley and Aucker**

**Ignatavicius & Workman**

**Pickar – Dosage Calculations**

**Assigned Journal Articles**

**UNIT 7**      **Week 9: Oxygen Needs (cont.)****College Lab**      **Discussion and demonstration of the following:**

- IV Therapy
  - Primary infusion line set up (**skill-return demonstration**)\*
  - Calculation of IV Rates
  - Intravenous piggyback infusion (**skill-return demonstration**)\*
  - Saline flush / Heparin flush in the care of peripheral and central infusion lines (**skill-return demonstration**)\*
  - Infusion dressing/tubing change

**Assessment:** Cardiac Assessment & Heart Sounds

**Assessment:** Neurologic Assessment (**skill-return demonstration**)\*  
 Glasgow Coma Scale

**Critical thinking in medication administration:**

IV drip rate calculation / IV infusion rate via pump calculation

**Videotapes:**

“Heart Sounds”

**Journal Article Review & Role Play:**

**Patient with chest pain**

**Mock Code**

**Complete Math workbook problems****Assigned Journal Articles/NCLEX Review:**

**CVA**

**Osteo & Rheumatoid Arthritis**

**Role Play:**

**CVA:** Patient positioning & transfer techniques

**UNIT 8**      **Week 10: Oxygen Needs**

This unit continues with the study of Cardiopulmonary dysfunction and various types of peripheral vascular disease.

**ACTIVITY****TOPICS****REFERENCES****Lecture****Oxygen Needs: Interferences with Transportation****Discussion of the following medical-surgical topics:**

Clients with or undergoing the following:

- Thrombophlebitis
- Pulmonary embolism
  
- Peripheral vascular (PVD) & Peripheral arterial disease (PAD)
  - Atherosclerosis obliterans
  - Buerger's disease
  - Raynaud's Syndrome

**Lilley and Aucker**

**Ignatavicius & Workman**

**Pickar – Dosage Calculations**

**Assigned Journal Articles**

**College Lab****Discussion and demonstration of the following:**

- IV Therapy
  - Primary infusion line set up (**skill-return demonstration**)\*
  - Calculation of IV Rates
  - Intravenous piggyback infusion (**skill-return demonstration**)\*
  - Saline flush / Heparin flush in the care of peripheral and central infusion lines (**skill-return demonstration**)\*
  - Infusion dressing/tubing change
  - IV Therapy techniques (cont'd)
    - Triple lumen catheter care & Swan Ganz catheter
  - Heparin Therapy

**Assessment: Peripheral Pulses****Critical thinking in medication administration:**

Intravenous Heparin Therapy dosage protocol and calculation

**Journal Article:**

“Multilumen Central Venous Catheters”

**Role Play:**

**CHF**

**Deep Vein Thrombosis**

**Pulmonary Embolism**

**Clinical Experience**

Utilizing the nursing process, provide care to a client with CHF.

Correlate laboratory findings and medical therapy.

Identify teaching needs of assigned client.

**Complete Math workbook problems**

**UNIT 9      Week 11: Oxygen Needs**

**The focus for this unit is dysfunction of the various components of the hematologic system together with appropriate nursing assessments and interventions.**

<b>ACTIVITY</b>	<b>TOPICS</b>	<b>REFERENCES</b>
<b>Class Theory</b>	<p data-bbox="323 302 884 334"><b>Oxygen Needs: Interferences with Diffusion</b></p> <p data-bbox="323 358 968 391"><b>Discussion of the following medical-surgical topics:</b></p> <ul style="list-style-type: none"> <li data-bbox="323 391 1035 488">○ Hematologic System Review               <ul style="list-style-type: none"> <li data-bbox="470 423 1035 488">○ Blood composition – red &amp; white blood cell production/destruction</li> </ul> </li> </ul> <p data-bbox="323 488 842 521"><b>Clients with or undergoing the following:</b></p> <ul style="list-style-type: none"> <li data-bbox="323 521 667 553">○ Red Blood cell disorders</li> <li data-bbox="323 553 1113 927">○ Anemias               <ul style="list-style-type: none"> <li data-bbox="373 586 600 618">○ Iron deficiency</li> <li data-bbox="373 618 972 675">○ Decreased Erthrocyte Production                   <ul style="list-style-type: none"> <li data-bbox="470 651 972 675">○ Iron Deficiency Anemia; Thalassemia;</li> </ul> </li> <li data-bbox="373 675 1113 732">○ Megaloblastic Anemias: Cobalamin deficiency, Folic Acid Deficiency; Aplastic Anemia</li> <li data-bbox="373 732 785 764">○ Anemia Caused by Blood Loss</li> <li data-bbox="373 764 932 797">○ Anemia Caused by Erythrocyte Destruction</li> <li data-bbox="373 797 648 829">○ Sickle Cell Disease</li> <li data-bbox="373 829 758 862">○ Acquired Hemolytic Anemia</li> <li data-bbox="373 862 632 894">○ Hemochromatosis</li> <li data-bbox="373 894 579 927">○ Polycythemia</li> </ul> </li> <li data-bbox="323 927 667 992">○ Problems of Hemostasis:               <ul style="list-style-type: none"> <li data-bbox="373 959 646 992">○ Thrombocytopenia</li> </ul> </li> <li data-bbox="323 992 884 1024">○ Hemophilia and Von Willebrand’s Disease</li> <li data-bbox="323 1024 1010 1243">○ Leukemias –               <ul style="list-style-type: none"> <li data-bbox="373 1057 768 1089">○ Acute myelogenous leukemia</li> <li data-bbox="373 1089 758 1122">○ Acute lymphocytic leukemia</li> <li data-bbox="373 1122 793 1154">○ Chronic myelogenous leukemia</li> <li data-bbox="373 1154 785 1187">○ Chronic lymphocytic leukemia</li> <li data-bbox="373 1187 569 1219">○ Lymphomas</li> <li data-bbox="373 1219 1010 1243">○ Hodgkin’s Disease / non-Hodgkin’s lymphomas</li> </ul> </li> <li data-bbox="323 1243 596 1276">○ Multiple Myeloma</li> <li data-bbox="323 1276 758 1308">○ Blood transfusion administration</li> </ul>	<p data-bbox="1234 302 1360 334"><b>Readings:</b></p> <p data-bbox="1234 358 1461 391"><b>Lilley and Aucker</b></p> <p data-bbox="1234 423 1535 456"><b>Ignatavius &amp; Workman</b></p> <p data-bbox="1234 488 1444 521"><b>Ball and Bindler</b></p> <p data-bbox="1234 553 1602 586"><b>Pickar – Dosage Calculations</b></p> <p data-bbox="1234 618 1560 651"><b>Assigned Journal Articles</b></p> <p data-bbox="1234 683 1451 716"><b>Student Activity:</b></p> <p data-bbox="1234 748 1785 781"><b>Develop group teaching plan for child with:</b></p> <p data-bbox="1234 813 1381 846"><b>Hemophilia</b></p> <p data-bbox="1234 846 1472 862"><b>Sickle Cell Anemia</b></p>

## UNIT 9

Week 11: Oxygen Needs (continued)

ACTIVITY	TOPICS	REFERENCES
College Lab	<p><b>Discussion and demonstration of the following:</b></p> <ul style="list-style-type: none"> <li>○ IV Therapy               <ul style="list-style-type: none"> <li>○ Primary infusion line set up (<b>skill-return demonstration</b>)*</li> <li>○ Calculation of IV Rates</li> <li>○ Intravenous piggyback infusion (<b>skill-return demonstration</b>)*</li> <li>○ Saline flush / Heparin flush in the care of peripheral and central infusion lines (<b>skill-return demonstration</b>)*</li> <li>○ Infusion dressing/tubing change</li> </ul> </li> <li>○ Blood transfusion procedure (<b>skill-return demonstration</b>)*</li> </ul> <p><b>Critical thinking in medication administration:</b>            Intravenous Solution – large &amp; small volume calculation rate            Blood Transfusion administration</p>	<p><b>Videotapes:</b>            “Castles in the Sand”</p> <p><b>Case Studies</b></p> <p><b>Journal Article Review</b></p> <p><u><b>Complete Math workbook problems</b></u></p>
Clinical Experience	<ul style="list-style-type: none"> <li>○ Participate in the care of a patient experiencing dysfunction of the Hematologic system.</li> <li>○ Correlate assessment and laboratory findings with diagnosis.</li> <li>○ Plan, implement and evaluate age appropriate care.</li> </ul>	

**UNIT 9:**

**Week 11**

**Common, primarily acute, interferences to urinary elimination. Various diagnostic procedures and treatments, and appropriate nursing interventions are discussed.**

ACTIVITY	TOPICS	REFERENCES
<b>Interferences with Upper &amp; Lower Urinary Retention</b>		
<b>Class Theory</b>	<b>Discussion of the following medical-surgical topics:</b>	<b>Lilley and Aucker</b>
	Review of the urinary system	
	<b>Clients with or undergoing the following:</b>	<b>Ignatavicius &amp; Workman</b>
	<ul style="list-style-type: none"> <li>▪ Upper urinary tract infections</li> </ul>	
	<ul style="list-style-type: none"> <li>○ Acute Pyelonephritis</li> </ul>	
	<ul style="list-style-type: none"> <li>○ Chronic Pyelonephritis</li> </ul>	
	<ul style="list-style-type: none"> <li>○ Acute Glomerulonephritis</li> </ul>	
	<ul style="list-style-type: none"> <li>○ Acute Poststreptococcal Glomerulonephritis</li> </ul>	
	<ul style="list-style-type: none"> <li>○ Chronic Glomerulonephritis</li> </ul>	
	<ul style="list-style-type: none"> <li>▪ Renal Conditions</li> </ul>	
	<ul style="list-style-type: none"> <li>○ Polycystic Kidney</li> </ul>	
	<ul style="list-style-type: none"> <li>○ Renal Artery Stenosis</li> </ul>	
<ul style="list-style-type: none"> <li>○ Renal Tuberculosis</li> </ul>		
<ul style="list-style-type: none"> <li>○ HIV—associated Nephropathy</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Obstructive upper urinary tract conditions</li> </ul>		
<ul style="list-style-type: none"> <li>○ Ureteral stricture</li> </ul>		
<ul style="list-style-type: none"> <li>○ Renal and ureteral calculi</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Upper renal procedures</li> </ul>		
<ul style="list-style-type: none"> <li>○ Nephrostomy; nephrectomy; nephrolithotomy, pyelolithotomy, ureterolithotomy, extracorporeal lithotripsy.</li> </ul>		
<b>College Lab</b>	<b>Discussion and demonstration of the following:</b>	<b>Videotapes:</b>
	Care of the client requiring renal surgery	
	Care of the client in renal failure – conservative treatment	
	<b>Critical thinking in medication administration: <u>Complete Math workbook problems</u></b>	
<b>Clinical Experience</b>	Perform a thorough assessment on assigned client experiencing some type of interference to urinary elimination; consider laboratory findings and correlate with assessment.	<b>Assigned Journal Article</b>
	Using the nursing process, provide age appropriate care to the assigned client.	<b>Pyelonephritis</b> <b><u>Complete Math workbook problems</u></b>

**UNIT 10**      **Week 12: Rest and Activity Needs**

**Interferences to rest and activity needs due to inflammation and infection are studied. Short and long term nursing care goals are discussed with emphasis on appropriate nursing assessments, interventions and evaluation.**

**ACTIVITY****TOPICS****REFERENCES****Class Theory****Inflammatory / Infectious Interferences with Rest and Activity****Discussion of the following medical-surgical topics:**

Clients with or undergoing the following::

- Osteoporosis
- Osteomalacia
- Arthritis
  - Acute Care / Rehabilitation
    - Osteoarthritis
    - Rheumatoid arthritis
      - Adult and Juvenile

**College Lab****Discussion and demonstration of the following:**

- Care of the immobilized client
  - Positioning / log rolling
  - Transfer (**skill-return demonstration**)\*
  - Assistive devices

**Critical thinking in medication administration:**

Review Ratio-Proportion dosage calculation

**Clinical Experience**

Conduct a clinical assessment on assigned clients, evaluating rest and activity, include laboratory findings.

Provide age appropriate care to assist client meet ST and LT goals.

**Lilley and Aucker**

**Ignatavicius & Workman**

**Ball and Bindler**

**Pickar – Dosage Calculations**

**Assigned Journal Articles**

**Smith & Duell**

**Complete Math workbook problems**

**UNIT 11      Week 13: Interferences with Nutrition**

**Congenital, inflammatory and traumatic interferences with nutrition are emphasized. Malnutrition and obesity are also considered.**

**ACTIVITY****TOPICS****REFERENCES****Class Theory****Interferences with Nutrition**

**Discussion of the following medical-surgical topics:** Review of upper GI system

**Clients with or undergoing the following:**

- Alterations in Nutrition
  - Malnutrition
  - Fluid & Electrolyte Imbalances
  - Morbid obesity
- Gastrointestinal disturbances
  - Congenital
    - Cleft lip / palate
    - Esophageal atresia
    - Pyloric stenosis
    - Diaphragmatic hernia
  - Inflammatory
    - Thrush
    - Periodontal disease
    - Gastritis
  - Traumatic interferences
    - Facial fractures / fractured jaw
    - Ingestion of poisonous substances
    - Esophageal obstruction
- Nutrition
  - Total parenteral nutrition (TPN) / hyperalimentation
  - Special diet & tube feedings

**Lilley and Aucker**

**Ignatavicius & Workman**

**Ball and Bindler**

**Pickar – Dosage Calculations**

**Assigned Journal Articles**

**Assigned Journal Articles**

**College Lab****Discussion and demonstration of the following:****Care of the client requiring special nutritional needs:**

- TPN tubing and dressing change
  - **PICC & Central Line Dressings (skill-return demonstration)\***
  - Tube feedings: Nasogastric, gastric, PEG, Jejunostomy  
**(skill-return demonstration)\***

**Critical thinking in medication administration:**

**Review all math calculations.**

**Smith & Duell**

**Role Play:**

**Ce4ntral Line dressings**

**Gastric Tube Feedings**

**Complete Math workbook problems**

**Clinical Experience**

- Perform a nutritional assessment on assigned client. Consider height / weight and body mass, adequacy of usual diet. Identify learning needs.
- Provide age appropriate care to clients with interferences to fulfillment of nutritional

