



SCIENCE & ALLIED HEALTH

NURSING PROGRAM

NUR 201

COURSE OUTLINE

SPRING, 2006



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 Clara Douglas in Psychiatric Nursing, Professor Doreen Carnvale in medical surgical and pediatric nursing, Professor Barbara Kunkel in medical surgical nursing. You also will have an instructor who coordinates each college lab. 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.

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**MERCER COUNTY COMMUNITY COLLEGE
SCIENCE AND ALLIED HEALTH DIVISION**

NURSING PROGRAM

NUR 201 COURSE OUTLINE-SPRING, 2006

COURSE NUMBER 055109/10/11/12/13
CREDITS/8
COLLEGE LAB HOURS/2

THEORY HOURS/3
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 college lab 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, Tuesday, May 9, 2006 through Friday, May 12, 2006.**

Textbooks:

Ball, J. and Bindler, R. (2003). **Pediatric Nursing: Caring For Children**. (3rd. ed.) Norwalk: Appleton and Lange

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

Lilley, L.L., Aucker, R. (2001). **Pharmacology and the Nursing Process**. (3rd ed.) St. Louis: C.V. Mosby

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

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

Smeltzer, Suzanne C. and Bare, Brenda G., (2004) **Textbook of Medical-Surgical Nursing**. (10th ed.) Lippincott, Williams & Wilkins

Townsend, Mary C. (2004). **Psychiatric Mental Health Nursing Concepts of Care**. (6th ed.) Philadelphia: F.A. Davis Company

Suggested:

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

Nursing 2006 Drug Handbook. Springhouse: Springhouse Publishers. (available in October 2005)

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

Plus all other textbooks used in Nursing I and Nursing II

Last revised: December 2005

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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: One written Nursing Care Plan will be submitted 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 on page 5). 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: www.LearningHarbor.Com will be used to complete the annual mandatory education requirements for clinical orientation. The program may be accessed on-line on any home or work-based computer with Internet access 24 hrs/day, 7 days a week. Follow the detailed step-by-step instructions located on the Learning Harbor home page, "Guides". As you complete each topic, you will take a short, but simple quiz. Your most recent score will be transferred to your education record. **During orientation you will receive a Username and Password. It is your responsibility to complete the mandatory clinical orientation during orientation week prior to beginning your first clinical rotation. Please submit a completion printout to your clinical instructor.**

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

**Medical Surgical Clinical Lab
Post-Clinical Conference Topics**

Topic	Student	Date
Fluid & Electrolytes Normal & Disturbances		
Neurological Assessment / Glasgow Coma Scale		
Stepped approach to drug therapy for treatment of Hypertension with review of diuretics – action on specific site in kidney, side effects, dosages, and nursing implications.		
Stepped approach to drug therapy for treatment of Hypertension with review of antihypertensive medications – Beta adrenergic Blockers		
Stepped approach to drug therapy for treatment of Hypertension with review of antihypertensive medications – ACE (Angiotensin-Converting Enzyme) Inhibitors		
Stepped approach to drug therapy for treatment of Hypertension with review of antihypertensive medications – Direct vasodilators		
Normal Coagulation and actions of on coagulation by the anticoagulant Coumadin – include actions, indications, dosage, side effects, untoward effects, antidote + lab values to monitor		
Normal Coagulation and actions of on coagulation by the anticoagulant Heparin – include actions, indications, dosage, side effects, untoward effects, antidote + lab value to monitor		
Nursing care of the patient receiving tube feedings via gastrostomy or PEG tube (Nutritional needs & usual types of replacement, procedure, complications, patient assessment, nursing actions with rationale, patient/family education)		
Care of the patient with a central line IV catheter – types of catheters used, types of fluids used, purposes, nursing care: patient assessment, nursing actions, and patient education)		
Acid Base Balance – respiratory & metabolic disturbances		
Care of the patient with tracheostomy—including suction and care		
Differentiate the Motor & Sensory Deficits relate to Cerebrovascular Accident		
Describe the care of the pediatric and adult patient with intestinal obstruction – causes, medical treatment including types of tubes used to decompress the bowel, nursing management including patient assessment, nursing actions, and patient education		
Overview of medications used in the treatment of chronic obstruction lung disease including indications, actions, side effects, dosage, and nursing implications of bronchodilators—long and short acting, anticholinergic drugs , and steroids.		
Describe and show the various types of low dose and high dose oxygen administration equipment – cannula, non-rebreather mask, venturi mask, and related nursing care—patient assessment, nursing action, and patient education.		
Other topic (approved by clinical instructor):		

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 lymphopietic 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. o 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 pathophysiologic 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 paper and pencil tests. Once completed, written tests will be express mailed to ATI for scoring. All results will be available on-line within 24-hour of ATI receipt.
- 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 is a requirement of Course NUR 201.

Course Testing:

All 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 5:30 pm with all students given one (1) hour to complete the test. A review will be completed immediately following each test.

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 – Mental Health	Mon, Feb 6
Test #2 – Mental Health/Ventilation 1	Mon, Feb 20
Test #3—Ventilation 2 & 3	Mon, Mar 6
ATI Assessment: <i>Community Health Nursing – 50 questions</i>	Lab, Wed & Fri Mar 22 & 24
Test #4—Anemia/Leukemia/CAD	Mon, Mar 27
ATI Assessment: <i>Pharmacology in Nursing Practice – 60 questions</i>	Lab, Wed & Fri Apr 3
Test #5—CAD Complications/Ortho	Mon, Apr 10
ATI Assessment: <i>Medical Surgical Nursing – 90 questions</i>	Lab, Wed & Fri Apr 24
Test #6—CVA/Arthritis/Upper & Lower GI	Mon, May 1
Final Exam – 100 questions	Final Exam Period: Thurs, May 8 through Fri, May 12

Final Exam: 100 questions: 20 Psychiatric Nursing
6-7 from each medical nurse/pediatric unit
4 math
3 G&D

Computation of Grade In order to receive a grade in NUR 201, these criteria must be met:

1. The final summary grade on the Clinical Laboratory Performance Evaluation must be satisfactory.
2. The final exam grade plus the classroom test average must be 150 points or higher to satisfy criteria to compute the final grade. For final exam plus the classroom test average of 140 – 149, a grade of D is assigned. For final exam plus the classroom test average of 139 or less, a grade of F is assigned.
3. Completion of all college lab visuals/quizzes/assignments at designated times.
4. All written, video and/or oral assignments must be completed and submitted as per guidelines and departmental policy.
5. Assessment Technologies Institute (ATI) Assessment completion will be incorporated into the final course grade. These assessments must be completed prior to sitting for the final NUR 201 examination.

Nursing Care Plan	100
Tests (Average x 2)	200
Final Exam x 2	<u>200</u>
	500

Letter	Points	Calculation of Points
A	465 – 503	$93/100 \times x/500 = 465$
A-	450 – 464	$90/100 \times x/500 = 450$
B+	435 – 449	$87/100 \times x/500 = 435$
B	415 – 434	$83/100 \times x/500 = 415$
B-	400 – 414	$80/100 \times x/500 = 400$
C+	385 – 399	$77/100 \times x/500 = 385$
C	375 – 384	$75/100 \times x/500 = 375$

Course average and final based on 150 points

D	360 - 374	$70/100 \times x/500 = 350$
F	359 or less	

Reviewed: December 2005

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 2006****WEEK 1: WEEK OF JANUARY 23:**

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 JANUARY 30:

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 Disassociative Disorders.
College Lab:	Related literature and video review
Clinical Lab:	Client Care Assignments

WEEK 3: WEEK OF FEBRUARY 6: TEST #1 (Class – Mon, Feb 6)

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 13: ATI ASSESSMENT – (Lab, Feb 8 and 10)
COMMUNITY HEALTH NSG CARE**

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

WEEK 5: WEEK OF FEBRUARY 20: Test #2 (Class – Mon, Feb 20)

- 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 FEBRUARY 27:

- 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 6: Test #3 (Class – Mon, Mar 6)

- Class Theory: 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

SPRING RECESS—NO CLASSES TUES, MAR 13 THROUGH SUN, MAR 19

**WEEK 8: WEEK OF MARCH 20: ATI ASSESSMENT — (Lab, Mar 22 & 24)
PHARMACOLOGY IN NSG PRACTICE**

- 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: Myocardial Infarction and Coronary Artery Disease.
- College Lab: Related literature and video review; math review
- Clinical Lab: Client Care Assignments

WEEK 9: WEEK OF MARCH 27: TEST #4 (Class – Mon, Mar 27)

Class Theory: Application of the Nursing Process & Critical Thinking to Care of Clients with an Alteration of Circulation Across the Lifespan: Peripheral Vascular Disease, Hypertension, Congestive Heart Failure, Thrombophlebitis, Pulmonary Embolism

College Lab: Related literature and video review; math review

Clinical Lab: Client Care Assignments

WEEK 10: WEEK OF APRIL 3:

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 11: WEEK OF APRIL 10: TEST #5 (Class – Mon, Apr 10)

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 and Cerebral Vascular Accident.

College Lab: Related literature and video review; math review

Clinical Lab: Client Care Assignments

WEEK 12: WEEK OF APRIL 17:

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 13: WEEK OF APRIL 24: ATI ASSESSMENT— (Class – Lab, May 3 & 5)
MEDICAL-SURGICAL NURSING CARE

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

WEEK 14: WEEK OF May 1: TEST #6 (Class, Mon, Apr 24)

Class Theory: Application of the Nursing Process & Critical Thinking to Care of Clients with Alterations in Urinary Elimination Across the Lifespan: Clients with Upper Urinary Tract Disorders

College Lab: Related literature and video review; math review

Clinical Lab: Client Care Assignments

Week 15: WEEK OF MAY 8:

Class Theory: Application of the Nursing Process & Critical Thinking to Care of Clients with Alterations in Urinary Elimination Across the Lifespan: Clients with Lower Urinary Tract Disorders

Review for the Final

College Lab: Related literature and video review; math review

Clinical Lab: Client Care Assignments

Last Day of Class – Mon, May 8

Final Exam Period – Tues, May 9 through Fri, May 12, 2006

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
<u>Psychosocial Needs: Alterations In Psychosocial Adaptation</u>		
Lecture	<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>Readings: Townsend, Mary C. (2003) Psychiatric Nursing Concepts of Care. F.A. Davis</p>
Theory Objectives	<p>Review stress, the physiological and psychological adaptation to stress. Define the terms adaptations and maladaptation. Identify physiological and psychological adaptive responses to stress. Explain stress an environmental event. Explain stress as a transaction between the individual and the environment. Define and give an example of a precipitating event. Define the terms mental health and mental illness. Discuss cultural factors that influence attitudes toward mental health and mental illness. Identify and describe the components of the psychiatric assessment. Describe the components of the mental status examination. Identify and describe the normal and deviation from normal for each of the components of the mental status examination. Explain the Diagnostic Statistical Manual – IV multi-axial system of diagnostic classification for mental illnesses. List at least three physiologic responses to anxiety. Identify and describe at least six of the ego defense mechanisms.</p>	<p>Townsend, Chapters 1, 2, 3, 4, 5, 6, 7, 10, 13, Chapter 40 (pgs 808-815)</p> <p>Review pages pertaining to the unit content materials from the following chapters: Bell and Bindler, et al – Chapter 24 Lilley and Aucker – Chapter 14</p>

**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

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”

CAI:

“Therapeutic Communication”

IVD:

“Therapeutic Communication”

Readings:

Townsend, Chapters 22, 25, 32
 Chapter 19 – pgs 270-275 Antipsychotics.
 Note Table 19.10 on Antiparkinsonian Agents

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.

**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**

Videotapes

“Unlocking Secrets of Schizophrenia”

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:

Townsend, Chapters 27, 28, 29, 32, 34

Ch. 19, pgs. 257-262, History and Anxiolytics

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

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

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

Videotapes

“Personality Disorders”

“Behavioral Disorders in Children”

“Panic Disorders”

“Panic Attack”

CAI:

“The Anxious Patient”

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

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.

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

UNIT 3 **Week 5: Oxygen Needs**

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

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

UNIT 3 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
- Bronchiectasis
- Chronic obstructive lung disease (COPD)
- Cor pulmonale
- Postural drainage

Lilley and Aucker

Smeltzer and Bare

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)*

Critical thinking in medication administration:

Pediatric & adult dosage based on body weight

Clinical

- Provide age appropriate care, using the nursing process to clients

**College Lab:
Smith and Duell**

Videotapes:

Case Studies

Journal Article Review

Experience

experiencing ventilatory interventions.

UNIT 4 Week 7: Oxygen Needs

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

ACTIVITY	TOPICS	REFERENCES
Class Theory	<p>Oxygen Needs: Interferences with Diffusion</p> <p>Discussion of the following medical-surgical topics:</p> <ul style="list-style-type: none"> ○ Hematologic System Review <ul style="list-style-type: none"> ○ Blood composition – red & white blood cell production/destruction <p>Clients with or undergoing the following:</p> <ul style="list-style-type: none"> ○ Red Blood cell disorders ○ Anemias <ul style="list-style-type: none"> ○ Iron deficiency ○ Decreased Erthrocyte Production <ul style="list-style-type: none"> ○ Iron Deficiency Anemia; Thalassemia; ○ Megaloblastic Anemias: Cobalamin deficiency, Folic Acid Deficiency; Aplastic Anemia ○ Anemia Caused by Blood Loss ○ Anemia Caused by Erythrocyte Destruction ○ Sickle Cell Disease ○ Acquired Hemolytic Anemia ○ Hemochromatosis ○ Polycythemia ○ Problems of Hemostasis: <ul style="list-style-type: none"> ○ Thrombocytopenia ○ Hemophilia and Von Willebrand's Disease ○ Leukemias – <ul style="list-style-type: none"> ○ Acute myelogenous leukemia ○ Acute lymphocytic leukemia ○ Chronic myelogenous leukemia ○ Chronic lymphocytic leukemia ○ Lymphomas <ul style="list-style-type: none"> ○ Hodgkin's Disease / non-Hodgkin's lymphomas ○ Multiple Myeloma ○ Blood transfusion administration 	<p>Readings:</p> <p>Lilley and Aucker</p> <p>Smeltzer & Bare</p> <p>Ball and Bindler</p> <p>Pickar – Dosage Calculations</p> <p>Assigned Journal Articles</p>

UNIT 4

Oxygen Needs (continued)

ACTIVITY	TOPICS	REFERENCES
College Lab	<p>Discussion and demonstration of the following:</p> <ul style="list-style-type: none"> ○ IV Therapy <ul style="list-style-type: none"> ○ 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 ○ Blood transfusion procedure (skill-return demonstration)* 	<p>CD-ROM: “The School Age Child with Leukemia”</p> <p>Videotapes: “Castles in the Sand” “Tubes, Tubes, Tubes, Part III Implantable Ports”</p> <p>Case Studies</p> <p>Journal Article Review</p> <p>Critical thinking in medication administration</p>
Clinical Experience	<p>Critical thinking in medication administration: Intravenous Solution – large & small volume calculation rate Blood Transfusion administration</p> <ul style="list-style-type: none"> ○ Participate in the care of a patient experiencing dysfunction of the Hematologic system. ○ Correlate assessment and laboratory findings with diagnosis. ○ Plan, implement and evaluate age appropriate care. 	

UNIT 5 **Week 8: Oxygen Needs**

In this unit the emphasis is on interferences to the action of the heart, especially coronary artery disease and myocardial infarction, with resulting impairment of oxygen transport.

ACTIVITY**TOPICS****Class Theory****Oxygen Needs: Interferences with Transportation (Part I)****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

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
 - Blood transfusion procedure **(skill-return demonstration)***

REFERENCES**Lilley and Aucker****Smeltzer & Bare****Pickar – Dosage Calculations****Assigned Journal Articles****Videotapes:**

“Heart Sounds”

Journal Article Review & Role Play

UNIT 5
ACTIVITY

Assessment: Cardiac Assessment & Heart Sounds

Cont'd

TOPICS

Oxygen Needs: Interferences with Transportation (Part I) cont'd

Critical thinking in medication administration

Intravenous Solution – large & small volume calculation rate (cont'd)

**Clinical
Experience**

Use the nursing process in the care of a client with impaired cardiac function. Correlate all lab reports with assessment findings; discuss the purpose and specific action of ordered medications.

REFERENCES

UNIT 6 **Week 9: Oxygen Needs**

This unit continues with the study of cardiac dysfunction and also addresses various types of peripheral vascular disease.

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
 - Thrombophlebitis
 - Pulmonary embolism

 - Peripheral vascular disease (PVD)
 - Atherosclerosis obliterans
 - Buerger’s disease
 - Raynaud’s Syndrome

- Lilley and Aucker**
- Smeltzer & Bare**
- 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
 - Blood transfusion procedure (**skill-return demonstration**)*
 - IV Therapy techniques (cont’d)
 - Triple lumen catheter care & Swan Ganz catheter
 - Heparin Therapy
- Assessment: Peripheral Pulses**

- Videotapes:**
 “Multilumen Central Venous Catheters”
- Role Play:**
CHF
Deep Vein Thrombosis
Pulmonary Embolism

Critical thinking in medication administration:

Intravenous Heparin Therapy dosage protocol and calculation

**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 10: 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>
Class Theory	<p>Physical Interferences of Rest and Activity Discussion of the following medical-surgical topics:</p> <ul style="list-style-type: none"> ○ Musculoskeletal system review <p>Clients with or undergoing the following:</p> <ul style="list-style-type: none"> ○ Musculo skeletal injuries – Sprains / Strains / Tendon rupture / Fractures <ul style="list-style-type: none"> ○ Emergency care ○ Acute care ○ Rehabilitation ○ Congenital / developmental interferences to activity <ul style="list-style-type: none"> ○ Hip dysplasia ○ Legg-Perthes disease ○ Scoliosis ○ Club foot ○ Immobility to promote bone healing <ul style="list-style-type: none"> ○ Traction / casting ○ Surgery 	<p>Lilley and Aucker</p> <p>Smeltzer & Bare</p> <p>Pickar – Dosage Calculations</p> <p>Assigned Journal Articles</p>
College Lab	<p>Discussion and demonstration of the following:</p> <ul style="list-style-type: none"> ○ Rehabilitation <ul style="list-style-type: none"> ○ Cast care ○ Types of traction ○ Crutch walking (skill-return demonstration)* ○ Transfer techniques ○ Assistive devices <p>Assessment: Neurovascular Assessment of Extremities (skill-return demonstration)*</p> <p>Critical thinking in medication administration Intravenous Heparin Therapy dosage protocol and calculation (cont'd)</p>	<p>Smith & Duell</p> <p>Videotapes: “Nursing Care of the Orthopedic Patient – Part I – Cast Care” “An Introduction to Traction” “Nursing Management of Hip Fracture”</p> <p>Role Play: Crutch Walking</p>
Clinical	<p>Assess the impact of illness /hospitalization on ability of client to meet rest</p>	

Experience / activity needs; identify and implement appropriate interventions.

UNIT 8

Week 11: 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::

- Transient ischemic attack
- Review of cerebral circulatory system
 - Cerebral vascular accident
 - Acute phase
 - Rehabilitation
 - Mobility
 - Aphasia
- Osteoporosis
- Osteomalacia
- Arthritis
 - Acute Care / Rehabilitation
 - Osteoarthritis
 - Rheumatoid arthritis
 - Adult and Juvenile

Lilley and Aucker

Smeltzer & Bare

Ball and Bindler

Pickar – Dosage Calculations

Assigned Journal Articles

College Lab

Discussion and demonstration of the following:

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

Smith & Duell

Videotapes: CVA

Assigned Journal Articles/NCLEX Review:

Osteo & Rheumatoid Arthritis

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

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.

UNIT 9**Week 12: 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 gastrointestinal 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
 - Special diets
 - Total parenteral nutrition (TPN) / hyperalimentation
 - Tube feedings

Lilley and Aucker

Smeltzer & Bare

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

Smith & Duell

Videotape:

“TPN”

“Gastric Tube Feedings”

(skill-return demonstration)*

•

Critical thinking in medication administration:

Review Ratio-Proportion dosage calculation (cont'd)

Unit 10 cont'd

**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 needs.

*Unit 10 cont'd***Week 13: Interferences with Gastrointestinal Elimination****ACTIVITY****TOPICS****REFERENCES**

Lecture	<p>Discussion of the following medical-surgical topics: \ Review of lower gastrointestinal system</p> <p>Clients with the following:</p> <ul style="list-style-type: none"> • Congenital interferences to elimination arising from intestinal obstruction <ul style="list-style-type: none"> ○ Imperforate anus, megacolon, intussusception, volvulus, Hirschprung's, Discuss • Other obstructive problems <ul style="list-style-type: none"> ○ Parasitic infestations, hemorrhoids, neoplasms, paralytic ileus, Volvulus, intussusception, intestinal polyps • Inflammatory / infectious interferences <ul style="list-style-type: none"> ○ Ileitis, ulcerative colitis, gastroenteritis, appendicitis, diverticulitis, irritable bowel syndrome 	<p>Lilley and Aucker</p> <p>Smeltzer & Bare</p> <p>Ball and Bindler</p> <p>Pickar – Dosage Calculations</p> <p>Assigned Journal Articles</p>
College Lab	<p>Discussion and demonstration of the following: Care of the client requiring special nutritional needs:</p> <ul style="list-style-type: none"> • TPN tubing and dressing change <ul style="list-style-type: none"> ○ PICC & Central Line Dressings (skill-return demonstration)* ○ Tube feedings: Nasogastric, gastric, PEG, Jejunostomy (skill-return demonstration)* <p>Critical thinking in medication administration: Review of intravenous rate calculation – large volume and intermittent small volume</p>	<p>Role Play: Diverticulitis</p>
Clinical Experience	<ul style="list-style-type: none"> ▪ Implement the nursing process in providing age appropriate care to assigned client experiencing interferences to appropriately meeting nutritional needs. 	

ACTIVITY	TOPICS	REFERENCES
	<p data-bbox="357 203 913 235" style="text-align: center;">Interferences with Lower Urinary Retention</p> <p data-bbox="315 259 945 292">Discussion of the following medical-surgical topics:</p> <p data-bbox="315 324 829 357">Clients with or undergoing the following:</p> <ul style="list-style-type: none"> <li data-bbox="315 357 724 389">▪ Lower urinary tract infections <ul style="list-style-type: none"> <li data-bbox="409 389 556 422">○ Cystitis <li data-bbox="409 422 577 454">○ Urethritis <li data-bbox="315 454 745 487">▪ Lower urinary tract conditions <ul style="list-style-type: none"> <li data-bbox="409 487 745 519">○ Extrophy of the bladder <li data-bbox="409 519 640 552">○ Bladder cancer <li data-bbox="315 552 661 584">▪ Urinary Diversions <ul style="list-style-type: none"> <li data-bbox="409 584 619 617">○ Ileal Conduit <li data-bbox="409 617 661 649">○ Continent Pouch <li data-bbox="409 649 619 682">○ Ureterostomy <li data-bbox="409 682 619 714">○ Nephrostomy 	
College Lab	<p data-bbox="315 803 1102 836">Discussion and demonstration of the following – General Review</p> <p data-bbox="315 901 1102 933">Critical thinking in medication administration – General Review</p>	
Clinical Experience	<ul style="list-style-type: none"> <li data-bbox="315 998 1396 1063">▪ Perform a thorough assessment on assigned client experiencing some type of interference to urinary elimination; <li data-bbox="315 1063 1060 1096">▪ Consider laboratory findings and correlate with assessment. <li data-bbox="315 1096 1270 1128">▪ Using the nursing process, provide age appropriate care to the assigned client. 	

**MERCER COUNTY COMMUNITY COLLEGE
DIVISION OF SCIENCE AND ALLIED HEALTH
CLINICAL LABORATORY PERFORMANCE EVALUATION**

STUDENT'S NAME: _____ CLASS OF 20_____

SS # _____

PERSONAL AND PROFESSIONAL CHARACTERISTICS	1st Rotation	2nd Rotation	3rd Rotation	4th Rotation	5th Rotation	Summary*
1. Arrives promptly for conferences.						
2. Attends clinical lab experiences as required per Nursing Program Information Packet.						
3. Submits assignments on time.						
4. Observes the Nursing Department dress code and policies regarding hospital labs.						
5. Uses judgment regarding the nursing code of ethics by: A. reporting own actions accurately B. maintaining the confidentiality of clients C. expressing no derogatory remarks and/or actions about other members of the health team						
6. Demonstrates courteous, considerate and collaborative behavior with clients, peers, and co-workers.						
7. Accepts suggestions/criticism and offers suggestions for improvement of client's care, the learning experience and one's own learning process.						
8. Makes timely and constructive contributions in conferences.						
9. Demonstrates good health practices.						
10. Initiates new learning experiences with guidance based on clinical objectives.						
11. Utilizes time constructively to achieve clinical objectives with two or more client care assignments.						
PREPARATION – ASSESSMENT OF DATA AND PLANNING OF CARE						
1. By written and oral means, correlates theory and skills by utilizing references in the biological, nursing, behavioral, and social sciences.						

PREPARATION – ASSESSMENT OF DATA AND PLANNING OF CARE	1st Rotation	2nd Rotation	3rd Rotation	4th Rotation	5th Rotation	Summary*
2. Collects data from assignment sheets and sorts out pertinent information in relation to the essential diagnosis for assigned clients.						
3. Correlates preparation with client's chart and discusses with instructor.						
4. Incorporates client's age, developmental level, anticipated behaviors and coping mechanisms when planning care for the client.						
5. Identifies appropriate long and short term goals for the client.						
6. Identifies the priorities of the nursing actions for the clients based upon the nursing assessment.						
7. Describes a plan of action in logical sequence for the assigned client or clients.						
8. Uses available resources to prepare for performance of skills.						
9. Incorporates the policies and procedures of the agency including legal implications when planning and implementing client care.						
10. Describes how socio-cultural factors will influence care and health teaching.						
IMPLEMENTATION – ASSESSMENT OF CLIENT, REVISION OF PLAN AND ACTION						
1. Reassesses plan of care based on changes in current client care to one or more clients which demonstrates the use of scientific principles.						
2. Effectively utilizes therapeutic communication skills and techniques when interviewing and providing client care.						
3. Initiates, maintains, and establishes a positive relationship with clients, staff and peers.						
4. Implements nursing care plan utilizing priority of client's needs based on physical, emotional and cultural needs.						
5. Reassesses client's needs by identifying realistic problems and alters the plan of care as the client's needs arise.						

IMPLEMENTATION - ASSESSMENT OF CLIENT, REVISION OF PLAN AND ACTION	1st Rotation	2nd Rotation	3rd Rotation	4th Rotation	5th Rotation	Summary*
6. After consulting with the instructor, instructs and correctly prepares the client before, during and after specific treatments.						
7. Accurately observes, records and reports.						
8. Promptly reports pertinent observations to instructor and appropriate hospital personnel.						
9. After consulting with instructor, safely carries out nursing actions without potential injury or danger to the clients, nurse or other personnel.						
10. Seeks appropriate guidance when in doubt.						
11. Recognizes how outside forces (legal, ethical and political trends; socio-cultural/economic/developmental factors) will influence health care and health teaching.						
12. After consulting with instructor, provides teaching which is adapted to meet client's needs.						
13. Consults with instructor, regarding client care assignments, to establish priorities and implement actions concerning decision making.						
14. With instructor guidance, shows flexibility in planning client care.						
15. Demonstrates safe, effective preparation and administration of oral, topical, parenteral and intravenous medications to clients of various age groups reflecting nursing knowledge, skill and critical thinking under instructor supervision.						
EVALUATION - EFFECTIVENESS OF PREPARATION AND IMPLEMENTATION (POST CONFERENCE)						
1. Proper information was gathered.						
2. Appropriate sources of information were utilized.						
3. Reviews the priorities of the client's needs for appropriateness and necessary revision.						
4. Provides appropriate nursing care in a logical sequence.						
5. Evaluates effectiveness of nursing care based upon meeting the client short term goals and contributing to long term goals, revising measurement criteria as needed.						
6. Revises a nursing care plan based on assessment to meet the client's physical, emotional and cultural needs.						

EVALUATION - EFFECTIVENESS OF PREPARATION AND IMPLEMENTATION (POST CONFERENCE)	1st Rotation	2nd Rotation	3rd Rotation	4th Rotation	5th Rotation	Summary*
7. Communicates to the nursing staff, nursing care that was provided.						
8. Identifies client's feelings or underlying meanings of behavior.						

GRADING: *summary grade to be completed by course coordinator

S Satisfactory **U** Unsatisfactory **NA** Not Applicable

FINAL GRADE

To receive an "S" grade, the student must receive a summary grade of S for all objectives. A majority of the rotations must be satisfactory in each objective.

Week 3

Instructor _____

Student _____

Week 6

Instructor _____

Student _____

Week 9

Instructor _____

Student _____

Week 12

Instructor _____

Student _____

Week 15

Instructor _____

Student _____