



**SCIENCE & HEALTH
PROFESSIONS**

NURSING PROGRAM

NUR 202

COURSE OUTLINE

SPRING 2006



COURSE OUTLINE

<u>NUR202</u>	<u>Nursing IV</u>
Course Number	Course Title
<u>8</u>	<u>3/2/12</u>
Credits	Hours: lecture/laboratory/other (specify)

Catalog description:

A continuation of Nursing III with emphasis on the client who requires more permanent modification of life style in order to achieve or maintain optimal health. Students will also continue to develop some basic organization skills to enable them to function as a beginning level practitioner.

Prerequisites:

Completion of NUR201 with a grade of "C" or better.

Required texts/other materials:

Textbooks:

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

Lilley, L L., Aucker, R. S. and Albanese, J.A. (2005). **Pharmacology and the Nursing Process**. (4th ed.). St. Louis: C. V. Mosby.

Pickar, G. (2004). **Dosage Calculations**. (7th ed.). Albany: Delmar Publishers

Phillips, L. D. (1997). **Manual of I.V. Therapeutics**. (2nd ed.). Philadelphia: F. A. Davis Company.

Smeltzer, Suzanne and Bare, Brenda. (2004) **Brunner and Saddarth's Textbook of Medical Surgical Nursing**, (10th ed.). Philadelphia: Lippincott Williams and Wilkins

Townsend, Mary C., (2003) **Psychiatric Mental Health Nursing Concepts of Care**, (4th ed.), Philadelphia: FA Davis

Suggested:

Silvestri, L.A. (2002). **Comprehensive Review for NCLEX-RN**. (2nd ed.). Philadelphia: W.B. Saunders Co.

Bucher, L. and Melander, S. (1999). **Critical Care Nursing**. (1st ed.) Philadelphia: W.B. Saunders Co.

Nursing Drug Handbook, Springhouse: Springhouse Publishers. (*any current book*)

Smith, S. and Duell, D. (2001). **Clinical Nursing Skills**. (6th ed.). Appleton Century Crafts.

Plus all other textbooks utilized in Nursing I, Nursing II, and Nursing III.

Last revised:

December 2005

Course coordinator: Sue Minkel, RN, MA in Nursing Education
Office: MS155
Work Phone: (609) 586-4800, Ext. 3837
Home Phone: (215) 493-3567
Cell: (215) 962-4996

Course goals:

Nursing Practice at Level IV is concerned with those at different age levels who require nursing approaches which support the client through periods of crisis, disability and death based on an integration of nursing knowledge, interventive skills, rehabilitative techniques and understanding of the human needs.

At Level IV, these approaches are:

Hygiene and Comfort Needs

Concerned with those at different age levels who have multisystems alterations which bring about overwhelming interferences in self care and require comprehensive nursing intervention to meet the hygienic and comfort needs of daily living.

Safety Needs

Concerned with those at different age levels who meet with hazards from crisis situations or diminished senses or perceptions, and require constant protection for a protracted period of time.

Human Sexuality

Concerned with those at different age levels who have irreversible and permanent alteration of sexual patterns due to traumatic or pathological interferences.

Psychosocial Needs

Concerned with those at different age levels who have chronic or irreversible pathological or psychological interferences which require protracted or permanent alteration of life activities.

Activity and Rest

Concerned with those at different age levels who have irreversible traumatic or pathological interferences which require intensive and permanent alteration of life activities.

Oxygen Needs

Concerned with those at different age levels who have continuous interference of the delivery of oxygen to body cells due to acute or chronic multisystems pathological conditions which require constant management, re-establishment of air exchanges or surgical correction.

Nutritional Needs

Concerned with those at different age levels who require the use of diet as a chief therapeutic measure due to acute or chronic multisystem pathologic and metabolic conditions which affect normal utilization of food, water and minerals.

Elimination Needs

Concerned with those at different age levels who have permanently altered elimination needs due to extensive acute or chronic multisystem pathological interference and require prosthesis, appliances, retraining processes or mechanical assistance.

Course-specific General Education goals and objectives.

In this nursing course, emphasis will be placed on developing knowledge of pathophysiological and psychological interferences to fulfill basic human needs. The effects of these interferences are irreversible, may involve permanent disabilities, multisystems failure or lead to death. The student will develop nursing approaches utilized in meeting the basic human needs during periods of interference or impairment directed toward maintenance of optimal body function, prevention of potential problems and restoration of health through therapeutic nursing intervention and rehabilitative techniques. **At the conclusion of NUR 202**, the student should be able to implement these objectives with individuals of different age levels and their family constellation.*

The student will:

1. Develop awareness of responsibility for professional development, ongoing learning, and increasing competence through continuing education and participation in professional organizations.
2. Provide safe physical and psychological nursing care along with client advocacy to multiple clients with multisystem problems within the parameters of the Nurse Practice Act, the Nursing Code of Ethics and nursing standards in all nursing care situations.
3. Identify interferences to client's basic needs presented by complex multisystems, pathophysiological problems or complex, chronic or acute individual or family psychological problems.
4. Consider current legal, socioeconomic and political forces on health care and client/community needs when providing care to multiple clients in a variety of healthcare settings.
5. Assess data from multiple clients in a systematic way in a variety of healthcare settings to determine multisystem problems establishing priorities among these problems in order to meet client outcomes.
6. Perform a developmental and sociocultural economic assessment of healthy clients, acute and chronically ill assigned clients in multiple healthcare settings utilizing concepts based on Maslow, Erikson, Freud and Piaget.
7. Correlate pathophysiologic concepts with nursing actions and client data to develop an individualized nursing plan of care specific for groups of clients, revising that plan based on the client's response to care and achievement of client outcomes.
8. Utilize principles of effective therapeutic communication when providing care to groups of clients from different sociocultural backgrounds with multisystem physiologic problems and complex, chronic or acute individual or family psychological problems.
9. Provide needed information or instruction to clients or groups of clients in a variety of healthcare settings, utilizing a developmental approach based on identified health care needs.
10. Develop organizational skills to implement nursing care plans independently according to established priorities for multiple clients in a coordinated manner within an appropriate timeframe.

11. Create caring activities which assist the client/significant others in dealing with the stress of multisystems failure and end of life issues in various health care settings.
12. Be able to work cooperatively and collaboratively with health team members, including the student team, to effectively implement client care in a cost effective manner.
13. Be able to use clinical judgment when delegating nursing care to assistive personnel.
14. Utilize critical thinking skills in a variety of clinical settings when providing care to multiple clients.

*Family Constellation refers to ethnic, religious, cultural and socioeconomic aspects of the client and his/her significant others.

Classroom Lecture:

Lectures are based on learning objectives from the course syllabus. **Students are expected to have completed assigned readings prior to lecture.** Lectures will be interactive with application of learning as the major focus. A variety of methods will be used: small group work, case studies, lecture and discussion, use of test questions, games.

Clinical Laboratory:

Each student will have clinical experience in 3 areas:

1. Medical Surgical Unit with a focus on leadership development and management of multiple client assignments caring for clients who have multi-system involvement.
2. Pediatrics with emphasis on children with handicaps or complex problems
3. Psychiatry

Preparation for clinical laboratory will focus upon clinical objectives.

Oral presentations in Clinical Laboratory:

1. **An Oral Case Study** will be presented during the six week Medical Surgical rotation (see Nursing 202 Case Study Guide). This is a pass/fail grade.
2. **An Oral Nursing Care plan** is expected in Psychiatry (see Nursing 202 Psychiatric Nursing Care Plan Guide).
3. **An Oral Teaching Plan** is expected in Pediatrics. This is a pass/fail grade, (see Nursing 202 Pediatric Teaching Plan Guide).

College Laboratory:

Students are expected to attend all scheduled college laboratories, be on time, view all videos, complete all computer assisted learning, and interactive video demonstrations and complete all quizzes.

GRADING:

A variety of means will be used to assess learning throughout the course.

1. **Classroom Tests:** There are five (5) classroom tests, one test every three (3) weeks. In determining the classroom test grade, the five (5) grades will be added and averaged.
2. **Comprehensive Final Exam** will be given during the final examination week. This grade is added to the test grade. The sum must equal 150 points. The student must earn a 75% or better on the final exam.
3. **Clinical Laboratory Performance Evaluation:** The objectives are graded satisfactory or unsatisfactory. The student must earn a satisfactory in 3 of the 5 rotations in order to pass the clinical component of the course. See form at end.
4. **Determination of Final Grade:** The final letter grade for this course is determined by the number of points earned after the following criteria have been achieved:

Criteria 1: *Final summary grade on clinical laboratory performance evaluation must be "S" or satisfactory.*

Criteria 2: *Student must have 100% on medication math exam. Exam may be repeated until grade is achieved.*

Criteria 3: *The grade on the summary math test must be 100%. (Two chances to earn this grade)*

Criteria 4: *The average of the six classroom test must be a 75% or better. (Minimum of 75 points). The sum of the classroom test grade plus the final exam grade must equal 150 points to pass the course; if 140 – 149 = D Grade; if 139 and below = F Grade*

Criteria 5: *The grade on the final exam must be a 75% or better. (Minimum of 75 points)*

Criteria 6: *The student is required to complete the ATI pediatric, mental health and critical thinking assessments as well as the RN comprehensive predictor examination. On the RN comprehensive predictor exam, a standard score of 60 is required in order for the student to be eligible to take the NCLEX. If the student is unable to achieve this, he/she must provide proof of signing up for a NCLEX review course prior to the program director sending a letter of completion to the NJSBON.*

5. **Failure to complete all the above criteria results in a failure of NUR 202.**
6. **Calculation of final grade based on the following:**

Test Points X 2	400 maximum
Total Available Points	400 maximum
A	372 to 400
A-	360 to 371
B+	348 to 359
B	332 to 347
B-	331 to 320
C+	319 to 308
C	300 to 307
D	240 to 299
F	239 and below

CLASSROOM TESTS

TEST #1 _____

TEST #2 _____

TEST #3 _____

TEST #4 _____

TEST #5 _____

AVERAGE

plus

(Must be 75%)

FINAL
EXAM

(Must be 75%)

**THIS
TOTAL
MUST
EQUAL
150
POINTS**

TOTAL

X 2

LETTER GRADE

TESTING

1. There will be a **50 question test given every three weeks.**
2. Each test will cover content presented during the **previous 3 weeks** of lecture and lab and all textbooks.
3. Each test **will** include **previously** tested content at the discretion of the instructor.
4. A **post test review** will be available to go over test taking skills and reinforce content. **An individual test review** may be requested by the instructor and is **expected** for any **failing grade before going on to the next test.**
5. The final exam will not be reviewed immediately after it has been taken by the student. Students may bring a self-addressed stamped envelope to the exam to have the grade mailed to the student.

Guidelines For Tests

All tests may be reviewed by student, but must be returned to the instructor.

During Tests:

1. Students will be seated by instructor.
2. A #2 pencil, eraser and calculator are allowed at the seat. All other belongings go in front of the room (including coats, backpacks, etc.).
1. Please go to the restroom before coming to test.
2. All CELL PHONES MUST BE TURNED OFF. NO RECORDING OR VISUAL RECORDING DEVICES ARE PERMITTED IN ROOM.
5. No questions will be answered during the test.
6. When test is completed, bring to the front of room and leave quietly.

During Test Review:

1. Students will be seated by instructor.
2. Students may not leave seat/room until test booklets have been collected and counted.
3. Nothing but test booklet and pen/pencil may be at desk during review.

Plagiarism

See MCCC Nursing Program Information Packet. If a quote is taken from a text, journal, article, etc. it is expected that the student will provide an explanation in his/her own words as well.

Attendance

Mercer County Community College does not have a cut system. Students are expected to attend all lecture, college laboratory and clinical laboratory sessions. Records will be maintained for attendance at all lectures, college and hospital labs. Clinical Laboratory absences prevent an instructor from having an adequate opportunity to evaluate a student and prevent the student from achieving clinical objectives. Three (3) points will be added to the final grade for perfect attendance in lecture, college lab and clinical lab.

Clinical absences may be made up via assignments from the clinical instructor.

NUR 202 MEDICAL SURGICAL CASE STUDY GUIDELINES

Objectives:

The student will:

1. Collect data about a complex med-surg client with multisystem problems.
2. Research all medical diagnosis, laboratory tests and diagnostic tests and medications showing relationships.
3. Apply the nursing process.
4. Present findings, sharing the responsibility with other students

Each case study should take no more than 30 minutes. No more than 3 and no less than 2 students per case study presentation. Presentations will be made orally. No written papers need be handed in.

1. Review chief complaint and treatment on admission (ER, Critical Care Unit, etc.). Include in this section a physical assessment upon admission and a brief medical history, including medications that the client was taking prior to hospitalization and during hospitalization.
2. Describe the pathophysiology of the disease process, incorporating lab tests, and procedures performed.
3. Briefly review the client's hospitalization...any problems encountered, progression of treatment.
4. Relate your physical assessment on the day(s) of care comparing it to the assessment done on admission by the MD. Was the client getting better? Worse? How was this determined? Identify medications the client was taking during the hospitalization and why.
5. What other members of the health care team were involved with this client's care? What recommendations were made by them? Why were they involved?
6. What discharge planning took place for this client? What considerations had to be factored in prior to releasing this client from the hospital?
7. Identify three (3) nursing diagnoses with the highest priority for this client and four (4) other nursing diagnoses. Have the group chose them. Have the group set goals and identify nursing actions appropriate to the nursing diagnoses.
8. Would you have done anything different in caring for this client than what was done during his/her hospitalization?

DIRECTIONS

1. This is not a written presentation. The student is expected to choose a client that is of interest because of the client's multisystem involvement.

2. Approval needed by clinical instructor.
3. All medical diagnoses are to be researched and presented in your own words.
4. Significant laboratory tests and diagnostic tests are to be explained, showing relationships to diagnoses.
5. Client medications before and during hospitalization are to be explained in relationship to diagnoses.

Revised: 12/03

Reviewed 6/04, 12/04, 6/05, 12/05

NUR 202 NURSING PROCESS AND TEACHING PEDIATRIC TEACHING PLAN

Teaching is a common practice of the nursing process. Instruction can be formal or informal, and often require a teaching plan in order to meet the client's learning needs. This handout provides a brief overview of the development and implementation of a teaching plan.

Objectives:

The student will:

1. Utilize concepts of teaching and learning when implementing a pediatric teaching plan.
2. Utilize the nursing process to collect data, set goals for the teaching plan, implement the plan and evaluate the results.
3. Research information to teach a pediatric client.
4. Present a teaching plan in a developmentally appropriate manner.

Assessment Phase:

1. The first step of the teaching plan is the assessment of the client, the teacher and the teaching situation.
2. Collect data about the client. Assessment of client includes the client's age and developmental level, education, cultural background, economic background, physiological readiness to learn, psychological readiness to learn, willingness to learn, personal priorities and their level of understanding.
3. Identify your own learning needs, capabilities and readiness to teach.

Planning Phase: (Review with instructor)

1. Develop 2–3 measurable and reasonable client oriented objectives.
2. Research topic that you plan to teach.
3. Develop a specific teaching plan that will facilitate accomplishment of the objectives, taking into consideration the developmental approach appropriate for preschool children in a group of 30-40.

Implementation Phase:

1. Implement the teaching plan to preschool children at the daycare center.
2. If you use handouts, clear these with your instructor first. You will need to find out ahead of time the number of children in the group that you will be presenting to. No balloons or stickers are allowed at the daycare center.
3. Define the roles of each member of the group. One person needs to be the leader and one person maintains control of group behavior.

Evaluation Phase:

Discuss effectiveness and teaching and if your goals were met in post conference.

Grading:

Satisfactory / Unsatisfactory – grade included on performance evaluation

Topic Selection:

1. Students need to sign up for a topic at the beginning of the course and divide up into groups based on clinical rotation to Day Care Center.
2. Student groups need to meet with course coordinator during office hours to propose how they will present topic to the children.
3. The students will arrive at the Day Care Center at 8:00 a.m. for a thirty minute pre-conference. The teaching is presented at 8:30 a.m.
4. Wear comfortable clothing so you can sit on the floor. NO LAB COATS—WEAR NAME TAGS.
5. You must bring your “growth and development” sheet filled out with the textbook picture completed prior to the visit to the Day Care Center. If it is not completed the student will receive an unsatisfactory on the evaluation tool.

Revised: 7/01, 12/03

Reviewed: 6/04, 12/04, 6/05, 12/05

**NUR 202 NURSING PROCESS AND TEACHING
PSYCHIATRIC NURSING CARE PLAN**

Objectives:

The student will use the nursing process to interview, assess, plan and implement care for a client who has maladaptive coping behavior.

The student will use the provided form to complete the care plan.

This care plan will be presented during a post conference during The Psychiatric Clinical experience.

Reviewed: 12/03, 6/04, 12/04, 6/05, 12/05

Units of study in detail.

UNIT I INTERFERENCE TO PSYCHOLOGICAL FUNCTION DUE TO SUBSTANCE RELATED DISORDER

LEARNING OBJECTIVES	CONTENT OUTLINE	LEARNING ACTIVITES
At the conclusion of this Learning sequence the student will:	I. <u>Drug Abuse, Alcoholism</u>	<u>Readings:</u> Townsend, Mary C. (2003) <u>Psychiatric Mental Health Nursing Concepts of Care</u> . (4 th ed.). Philadelphia: F.A. Davis
Discuss trends in the use of alcohol, drugs, the abuse, dependence, intoxicant and withdrawal behavior.	A. Define the term addiction, dependency, abuse, intoxication, detoxification and withdrawal.	
Describe applications of the nursing process for an individual with substance abuse.	B. Discuss substance use disorders.	<u>Townsend:</u> <u>Chapter 27</u> Substance-Related Disorders <u>Chapter 21</u> Psychopharmacology: Antianxiety Agents, Pgs. 291-294
Describe the behaviors associated with abuse, dependence and withdrawal.	C. Describe the DSM IV criteria used to classify substance abuse disorders.	Lilley, L.L., Aucker, R.S. and Albanese, J.A. (2001). <u>Pharmacology and the Nursing Process</u> , (3 rd ed.). St. Louis: C.V. Mosby
Discuss methods of assessing for substance abuse.	D. Identify the classes of substances abused.	<u>Lilley:</u> <u>Chapter 4</u> Legal, Ethical and Cultural Considerations <u>Chapter 7</u> Substance Abuse <u>Chapter 11</u> Central Nervous System Depressants, pgs 157-166 <u>Chapter 15</u> Central Nervous System Stimulant Agents
Analyze predisposing factors including developmental influences and precipitating stressors related to substance abuse.	E. Describe the psychological, biological and sociocultural predisposing factors which influence predisposition for abuse of substances.	
Discuss the use of pharmacological agents for clients withdrawing from harmful substances.	F. Define the assessments indicating substance abuse and withdrawal	
	G. Identify appropriate nursing diagnosis by analyzing data collected during assessment of substance abuse client.	
	H. Describe nursing interventions appropriate for a client with substance abuse.	
	I. Formulate a teaching plan for a substance abuse client.	<u>Ball and Bindler:</u> Substance Abuse in Children, pgs 232-236
	J. Review the professional responsibility of the nurse when dealing with the substance impaired nurse.	

UNIT II
INTERFERENCE TO PSYCHOLOGICAL FUNCTION DUE TO COGNITIVE DISORDER

LEARNING OBJECTIVES	CONTENT OUTLINE	LEARNING ACTIVITES
Discuss therapeutic approaches for intervening with families in psychiatric nursing.	I. <u>Family</u> A. Define the term family. Discuss the various family forms that exist in American culture.	<u>Readings:</u> <u>Townsend:</u> <i>Chapter 11</i> Intervention with the Families <i>Chapter 10</i> Therapeutic Groups <i>Chapter 34</i> Eating Disorders <i>Chapter 26</i> Delirium, Dementia and amnesic Disorders <i>Chapter 38</i> The Aging Individual <i>Chapter 39</i> The Individual with HIV Disease
Discuss the professional responsibility of the nurse when providing families care.	B. Compare the characteristics of an adaptive functioning family with those of a family with maladaptive family functioning. C. Define functional communication patterns in the family. D. Define behaviors that interfere with communication in the family. E. Discuss use of the genogram to assess multigenerational families. F. Review the models of family therapy when implementing nursing care to families. G. Identify nursing diagnosis for families in crisis. H. Apply a developmental approach when identifying therapeutic interventions for families in crisis. I. Identify communication approaches effective for families in crisis. J. Identify community resources for families to develop effective coping strategies.	

LEARNING OBJECTIVES	CONTENT OUTLINE	LEARNING ACTIVITES
<p>Discuss therapeutic interventions with therapeutic groups in psychiatric nursing.</p>	<p>II. <u>Group</u></p> <ul style="list-style-type: none"> A. Define the term group. B. Discuss functions of a group. C. Identify types of groups in which nurses participate. D. Describe how therapeutic groups can assist clients with psychological alterations. E. Describe phases of group development. F. Describe leadership styles of group leaders. G. Identify the nurse's roles in psychodrama. H. Define the role of the nurse in group therapy. 	
<p>Discuss alterations in psychosocial adaptations related to development of eating disorders.</p> <p>Describe appropriate nursing interventions for behaviors associated with eating disorders.</p> <p>Apply the nursing process when caring for a client with eating disorders.</p>	<p>III. <u>Eating Disorders</u></p> <ul style="list-style-type: none"> A. Define obesity, anorexia nervosa, bulimia nervosa. B. Describe holistic assessment approach indicating an eating disorder. C. Identify developmental, genetic and family influences on individuals who develop eating disorders. D. List nursing diagnoses for clients with an eating disorder. E. Describe outcome criteria used for measurement of outcomes for care of clients with eating disorders. F. Explain a teaching plan for a client with an eating disorder. G. Design a plan of nursing intervention for a client with an eating disorder. 	<p><u>Ball and Bindler:</u> Eating Disorders in Children, pgs 252-260</p>
LEARNING OBJECTIVES	CONTENT OUTLINE	LEARNING ACTIVITES

Eating Disorders (continued)

- H. Describe differences in treatment approach for acute and chronic eating disorders.
 - I. Identify information to provide clients with eating disorders based on current research and available community resources.
 - J. Explain the nurse's responsibility when administering medications used for associated symptoms seen in clients with eating disorders.
 - K. Be aware of community support agencies available for eating disorder clients.
-

LEARNING OBJECTIVES

Discuss disorders which cause a significant deficient in cognition or memory exists representing a significant change in previous level of functioning.

Determine nursing care to use with clients with cognitive disorders.

Describe supportive approaches needed to be used with families of clients with cognitive disorders.

CONTENT OUTLINE**IV. Delirium, Dementia and amnesic Disorders**

- A. Define delirium, dementia and amnesic disorders.
- B. Identify predisposing factors causing delirium, dementia and amnesic disorders.
- C. Compare the health trends of the past and present showing the increase incidence of delirium, dementia and amnesic disorders.
- D. Define the assessment which indicates delirium, dementia and amnesic disorders.
- E. Show the relationship of other disorders to delirium, dementia, and amnesic disorders.
- F. List nursing diagnosis appropriate for delirium, dementia, and amnesic disorders.
- G. Review list of topics for client and families education related to cognitive disorders.
- H. Define the highest level of functioning for the client with a cognitive disorder in order to identify appropriate nursing interventions.
- I. Determine how to assess the family in dealing with a chronic progressive cognitive disorder.
- J. List community support groups for cognitive disorders.
- K. Describe pharmacological approaches for symptom management of clients with cognitive disorders.

LEARNING ACTIVITIES

LEARNING OBJECTIVES

Analyze the relationship between HIV disease and altered cognition.

CONTENT OUTLINE**V. HIV As A Cause of Altered Cognition**

- A. Review of the pathophysiological process of HIV.
- B. Identify impact of HIV on cognitive function leading to subsequent psychiatric disorders.
- C. Define psychosocial implications of having HIV.
- D. List nursing diagnosis appropriate to client with HIV disease and altered cognitive function.
- E. Devise nursing interventions appropriate to client with HIV disease and altered cognitive function.
- F. Determine information needed when teaching the HIV client how to protect himself and prevent transmission to others.
- G. Review chemotherapeutic agents used to treat clients with HIV.
- H. Review psychotropic medications used to treat HIV clients with cognitive disorders.
- I. Identify interdisciplinary team members needed to care for HIV clients.
- J. Describe the role of hospice in caring for HIV clients who are terminally ill.
- K. Identify community resources available to provide support to HIV clients and their families.
- L. Identify impact of political forces on the development of care approaches to HIV clients with altered cognition.

LEARNING ACTIVITIES

LEARNING OBJECTIVES**CONTENT OUTLINE****LEARNING ACTIVITES**

Analyze the inter-relationship between aging and altered cognition.

Describe the role of the nurse dealing with the aged client who has altered cognition.

Define the current problems related to elder abuse in today's society.

Apply the nursing process to the aged client with altered cognition.

VI. Altered Cognition Related to the Aging Process

- A. Review the public perspective of the aging adult.
- B. Review the biological, psychological and personality theories related to aging.
- C. Review the normal aging process with regard to the biological and psychological changes in clients.
- D. Discuss economic implications of aging and the influence on healthcare availability for the cognitively impaired elderly.
- E. Discuss "elder abuse," "granny dumping," and "suicide."
- F. Application of the nursing process to the elderly client with cognitive impairment.

UNIT III
INTERFERENCE TO PSYCHOLOGICAL FUNCTION DUE TO MOOD DISORDER

LEARNING OBJECTIVES	CONTENT OUTLINE	LEARNING ACTIVITES
<p>Discuss alternations in psychosocial adaptations seen in mood disorders as manifestations of dysfunctional grieving.</p> <p>Discuss the psychopharmacology in the treatment of mood disorders.</p> <p>Analyze the relationship between coping resources and positive outcomes in depression.</p> <p>Discuss ECT as a somatic therapy for treatment of mood disorders.</p>	<p>I. <u>Bipolar and Depressive Disorders</u></p> <p>A. Define Depressive Disorders.</p> <p>B. Identify behaviors which can be assessed for by the nurse indicating a depressive mood disorder.</p> <p>C. Discuss biological and psychologic theories of predisposing factors causing mood disorders.</p> <p>D. Developmental differences in how clients develop mood disorders.</p> <p>E. Apply the nursing process to clients with mood disorders.</p> <p>F. Describe nursing responsibility in administering medications to clients with mood disorders.</p> <ol style="list-style-type: none"> 1. antidepressants 2. monoamine oxidase inhibitors 3. antimanic agents 	<p><u>Readings:</u> <u>Townsend:</u> <i>Chapter 29</i> Mood Disorders <i>Chapter 22</i> Electroconvulsive Therapy <i>Chapter 21</i> Psychopharmacology Antidepressant Agents, pgs 294-300 Antimanic Agents, Pgs. 300-303</p> <p><u>Lilley:</u> <i>Chapter 12</i> Antiepileptics <i>Chapter 14</i> Antidepressants, MAO Inhibitors, Second Generation Antidepressants, Antimanic Agents, pgs 210-219</p> <p><u>Ball and Bindler:</u> Depression in Children, pgs 925-928</p>

LEARNING OBJECTIVES

Discuss crisis intervention used as a therapeutic approach in psychiatric nursing care.

CONTENT OUTLINE

- I. Crisis Intervention
 - A. Define crisis.
 - B. Review phases in the development of a crisis.
 - C. Describe crisis types
 - 1. dispositional crisis
 - 2. crisis of anticipated life transitions
 - 3. crisis resulting from traumatic stress
 - 4. maturational/developmental crisis
 - 5. crisis reflecting psychopathology
 - 6. psychiatric emergencies
 - D. Describe crisis intervention.
 - E. Explain role of nurse in crisis intervention
 - F. Apply nursing process to the client experiencing a crisis
 - 1. assess precipitating stressor
 - 2. formulate nursing diagnosis related to immediacy of crisis
 - 3. outline nursing interventions as the focus of nursing in crisis intervention
 - 4. evaluate crisis resolution
 - 5. provide client with appropriate follow up referral information

LEARNING ACTIVITIESReadings:TownsendChapter 13 Crisis InterventionChapter 19 Behavior TherapyChapter 20 Cognitive Therapy

LEARNING OBJECTIVES	CONTENT OUTLINE	LEARNING ACTIVITES
<p>Assess for suicidal maladaptive responses.</p> <p>Analyze the relationship between suicide and a caring therapeutic environment.</p>	<p>II. <u>Suicide</u></p> <p>A. List risk factors leading to suicide.</p> <p>B. Review predisposing factors explained by psychological, sociological and biological theories as to the cause of suicide.</p> <p>C. Identify assessments which indicate risk for suicide.</p> <p>D. Describe how the nurse provides a caring therapeutic environment.</p> <p>E. Provide appropriate follow up referrals after the crisis has resolved.</p>	<p><u>Readings:</u> <u>Townsend:</u> <i>Chapter 18</i> The Suicidal Client</p> <p><u>Ball and Bindler:</u> Suicide of an Adolescent, pgs 933-934</p>
<p>Discuss concepts of anger and aggression in psychiatric nursing</p> <p>Identify predisposing factors leading to maladaptive expression of anger.</p> <p>Apply the nursing process as a means of delivery of care to clients in management of anger and aggression.</p>	<p>III. <u>Anger/Aggression</u></p> <p>A. Define anger and aggression</p> <p>B. Predisposing factors to anger and aggression</p> <ol style="list-style-type: none"> 1. biological 2. environmental <p>C. Assessment of risk factors and behaviors indicating potential anger in order to prevent violence.</p> <p>D. Identify nursing diagnosis considered for clients demonstrating inappropriate expression of anger or aggression.</p> <p>E. Define outcomes/criteria utilized to measure care of clients needing assistance with management of anger and aggression.</p> <p>F. Legal limitations of use of restraints for aggressive clients.</p>	<p><u>Readings:</u> <u>Townsend:</u> <i>Chapter 17</i> Anger/Aggression Management <i>Chapter 16</i> Promoting Self Esteem</p>

LEARNING OBJECTIVES	CONTENT OUTLINE	LEARNING ACTIVITES
<p>Discuss the problems associated with abuse and neglect.</p>	<p>IV. Abuse and Neglect A. Review historical perspectives related to abuse.</p>	<p><u>Readings:</u> <u>Townsend:</u> <u>Chapter 40</u> Problems Related to Abuse or Neglect</p>
<p>Compare the theories of predisposing factors for abuse to the assessments of client data.</p>	<p>B. Identify predisposing factors. 1. biological theories 2. psychological theories 3. sociocultural theories</p>	<p><u>Ball and Bindler:</u> Child Abuse, pp 221, 247-249 p 245-252</p>
<p>Apply crisis intervention concepts to problems of abuse.</p>	<p>C. Review specific types of abuse. 1. spouse abuse 2. child abuse 3. sexual abuse 4. sexual assault</p>	
	<p>D. Combine assessment data, predisposing factors and background information to determine nursing diagnosis appropriate for abuse.</p>	
	<p>E. Develop educational plans for clients experiencing abuse.</p>	
	<p>F. Assist client and family member to deal with the crisis of abuse.</p>	
	<p>G. Provide supportive referrals for clients experiencing abuse.</p>	

LEARNING OBJECTIVES	CONTENT OUTLINE	LEARNING ACTIVITES
<p>Discuss the use of behavior therapy for clients who have interferences of psychologic functioning.</p>	<p>V. <u>Behavior Therapy</u></p> <ul style="list-style-type: none"> A. Define Behavior Therapy. B. Review techniques for modifying client behavior. C. Define the nurse’s role in behavior therapy. D. Apply the nursing process 	<p><u>Readings:</u> <u>Townsend:</u> <u>Chapter 19</u> Behavior Therapy <u>Chapter 14</u> Relaxation Therapy <u>Chapter 16</u> Promoting Self Esteem</p>
<p>Utilize the nursing process when directing care for clients who need assistance with modification of maladaptive behaviors.</p>	<p>VI. <u>Relaxation Therapy</u></p> <ul style="list-style-type: none"> A. List and discuss various methods of achieving relaxation. B. Describe conditions for which relaxation therapy is used. C. Apply the nursing process to the individual needing relaxation therapy. 	
<p>Discuss relaxation therapy as a therapeutic approach in psychiatric nursing care.</p>	<p>VII. <u>Promoting Self-Esteem</u></p> <ul style="list-style-type: none"> A. Define self-esteem and self-concept. B. Discuss the development of self-esteem over the lifespan utilizing Erikson as a framework. C. Describe the verbal and nonverbal evidence of low self-esteem D. Describe the nursing process with clients who have disturbances with self-esteem. 	
<p>Discuss promoting self-esteem as a therapeutic approach in psychiatric nursing.</p>		
<p>Utilize the nursing process as the vehicle for delivery of care to clients needing assistance with self-esteem.</p>		

LEARNING OBJECTIVES	CONTENT OUTLINE	LEARNING ACTIVITES
<p>Discuss the use of cognitive therapy as a therapeutic approach for substance abuse, eating disorders and other psychological alterations.</p>	<p>VIII. <u>Cognitive Therapy</u></p> <p>A. Define Cognitive Therapy</p> <p>B. Explain the role of the nurse in cognitive therapy.</p>	<p><u>Readings:</u> Townsend: <u>Chapter 20</u> Cognitive Therapy</p>
<p>Discuss the role of basic level nurse in community mental health nursing.</p>	<p>IX. <u>Community Mental Health Nursing</u></p> <p>A. Describe primary prevention, secondary prevention and tertiary prevention.</p> <p>B. Identify community populations at risk for mental illness.</p> <p>C. Discuss nursing interventions in primary, secondary and tertiary prevention of mental illness within the community.</p> <p>D. Describe secondary preventive mental health treatment alternatives for persons within the community.</p>	<p><u>Readings:</u> Townsend: <u>Chapter 42</u> Community Mental Health <u>Chapter 43</u> Psychiatric Home Nursing Care</p> <p><u>Ball and Bindler:</u> <u>Chapter 5</u> Community Care Settings for Children</p>

LEARNING OBJECTIVES	CONTENT OUTLINE	LEARNING ACTIVITES
Discuss theoretical perspectives on grief and loss.	X. <u>Grief and Loss</u> A. Discuss the grief response.	<u>Readings:</u> <u>Townsend</u> <i>Chapter 29</i> Grief and Loss, Pg 476-479
Discuss the meaning of loss to the client, family and health care providers.	B. Explain maladaptive responses to loss. C. Describe theoretical viewpoints about death and dying D. Define the developmental variations of responses to death and dying. E. Assessment of dying client and family. F. Nursing interventions which facilitate the mourning process. G. Supportive measures focused on the dying client and family. H. Supportive measures focused on the nurse/caregiver. I. Describe physiology of dying. J. Hospice care. K. End of life moral and ethical issues.	<u>Smeltzer and Bare</u> <i>Chapter 17</i> End of Life <u>Ball and Bindler</u> pp 277-279 p 282-283

UNIT IV
INTERFERENCES TO SAFETY NEEDS DUE TO
SENSORY DEPRIVATION AND AGING

LEARNING OBJECTIVES	CONTENT OUTLINE	LEARNING ACTIVITIES
Identify diagnostic tests utilized to assess the structures of the eye as well as vision.	I. Anatomy and Physiology A. Structures of the External Eye B. Structures of the Anterior Chamber C. Structures of the Posterior Chamber D. Gerontologic Considerations	<u>READINGS:</u> <u>Ball and Bindler:</u> <u>Chapter 17</u> Alterations in Eye, Ear, Nose and Throat Function, pp 7-8-714
Describe the components of any eye assessment.	II. Ophthalmic Assessment A. History B. Gerontologic Considerations C. Physical Assessment D. Diagnostic Evaluation E. Refraction/Accommodation	<u>Lilley:</u> <u>Chapter 53</u> Ophthalmic Agents <u>Chapter 54</u> Otic Agents
Define the nursing care of clients having surgery for corneal disorders and for detached retina.	III. Conditions of the Eye A. Cataracts	<u>Smeltzer/Bare:</u> <u>Chapter 58:</u> Eye Review of A&P, assessment, impaired vision, glaucoma, cataracts Retinal Detachment
Utilizing the nursing process as a framework, outline the care to be given to clients undergoing cataract surgery.	1. Pathophysiology 2. Clinical Manifestations 3. Diagnostic Evaluations 4. Management 5. Client Education 6. Perioperative Care	Macular Degeneration Orbital Trauma Diabetic Retinopathy Ocular Medication
Describe the care for a client diagnosed with glaucoma.	B. Glaucoma 1. Classification 2. Assessment and Clinical Manifestations 3. Diagnostic Evaluation 4. Management 5. Client Education/Home Care 6. Gerontologic Considerations	<u>Chapter 59:</u> Ear Review of A & P, assessment and evaluation Meniere's
Identify the pathophysiology behind Meniere's Disease.	C. Retinal Detachment 1. Clinical Manifestations 2. Management	
Using the nursing process as a framework, identify the nursing care for a client with Meniere's Disease.	D. Diabetic Retinopathy E. Age-Related Macular Degeneration F. Ocular Emergencies	
Identify the pathophysiology of retinal degeneration and the nursing needs for an individual with this diagnosis.		
Describe the degenerative changes in the ear caused by aging.		
Identify interventions utilized to improve hearing/halt hearing loss.		

- IV. Ophthalmic Laser Surgery
 - A. Client Education
 - B. Nursing Assessment
 - C. Nursing Interventions

- V. Ophthalmic Nursing Care
 - A. Special Eye Care
 - B. General Eye Care

- VI. Anatomy and Physiology of the Ear (review)

- VII. Assessment of Hearing Ability
 - A. Examination of the Ear
 - B. Auditory/Vestibular Diagnostic Procedures
 - C. Communication

- VIII. Conditions of the Inner Ear
 - A. Meniere's Disease
 - 1. Clinical Manifestations
 - 2. Diagnostic Evaluation
 - 3. Management

UNIT V
INTERFERENCES TO OXYGEN NEEDS:
CONGENITAL HEART ANOMALIES AND CARDIOVASCULAR SURGERY

<u>LEARNING OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>LEARNING ACTIVITIES</u>
Compare and contrast fetal circulation with neonatal circulation addressing both anatomical and hemodynamic functioning.	I. Transition from fetal to pulmonary circulation	<u>Ball and Bindler:</u> <i>Chapter 12</i> Alterations in Cardiovascular function, pg. 466-511
Identify distinctive clinical manifestations found in the following congenital heart defects: Coarctation of the aorta Patent ductus arteriosus Atrial septal defect Ventricular septal defect Tetralogy of fallot Transposition of the great vessels Aortic stenosis Pulmonic stenosis	II. Congenital heart disease A. Acyanotic defects 1. patent ductus arteriosus 2. arterial septal defect 3. ventricular septal defect 4. aortic stenosis 5. pulmonic stenosis 6. coarctation of the aorta B. Cyanotic defects 1. Tetralogy of Fallot 2. Transposition of the Great Vessels C. Diagnostics 1. Cardiac catheterization 2. Chest x-ray 3. ECG D. Congestive Heart Failure 1. Pathophysiology 2. Clinical manifestations 3. Diagnostics 4. Nursing assessment 5. Medical management E. Surgical Intervention 1. Types of surgeries 2. Nursing care	<u>Lilley:</u> <i>Chapter 20</i> Positive Inotropic Agents <i>Chapter 21</i> Antidysrhythmic Agents <i>Chapter 26</i> Coagulation Modifier Agent <i>Chapter 24</i> Diuretic Agents
Identify and explain the diagnostic tests frequently employed to identify anatomical changes in the heart, and the nursing implications.		<u>Smelter/Beare:</u> <i>Chapter 26</i> Assessment of Cardiovascular Function, pg. 646-680 <i>Chapter 29</i> Valvular Disorders, Transplants, Infective Endocarditis and Pericarditis <i>Chapter 30</i> Hemodynamic Monitoring, CHF, review cardiac arrest <i>Chapter 31</i> Aortic Aneurysm, Thoracic Aortic Aneurysm, Abdominal Aortic Aneurysm and Other Aneurysms, pg. 836-840
Identify the nurse care for the client (pediatric and adult) undergoing a cardiac catheterization.		
List the points to make when performing discharge teaching for the cardiac catheterization client.		
Outline the plan of care (including rationales) for an infant or child with congestive heart failure.		
Explain how infective endocarditis effects the client systematically.	III. Acquired Valvular Disorders of the Heart A. Types of valvular problems (mitral stenosis, mitral valve prolapse, aortic stenosis, aortic regurgitation) B. Valve repair and replacement C. Infectious diseases of the heart (endocarditis, pericarditis)	
Describe the following palliative/corrective surgical procedures and identify for which congenital defect they are used:		

LEARNING OBJECTIVES

Arterial switch
Fontan
Modified Blalock-Taussig
Mustard or senning
Norwood
Patent ductus arteriosus ligation
Rashkind
Valvuloplasty

CONTENT OUTLINE

- IV. Cardiopulmonary bypass
 - A. Transplantation
 - B. Mechanical assist devices and total artificial hearts
 - C. Pre-op nursing management
 - D. Intro-op nursing management
 - E. Post-op nursing management
 - F. Complications of cardiac surgery
- V. Aortic Aneurysms
 - A. Classifications
 - B. Thoracic
 - C. Abdominal
 - D. Dissecting
- VI. Medications Used
 - A. Cardiac glycosides
 - B. Dysrhythmics
 - C. Anticoagulants

LEARNING ACTIVITIES

Define the various types of valvular heart disorders describing the pathophysiology, clinical manifestations and management of each one.

Identify the various types of valvuloplasty.

Identify the types of valve replacements and the advantages/disadvantages of each.

Identify the microorganisms that may cause cardiac valve disease and their port of entry.

Define chemoprophylaxis in relation to cardiac valve disease and nursing implications.

Compare the infectious disease of the heart, identifying their causes, pathologic changes, clinical manifestations, management and prevention.

Describe how a heart-lung bypass machine is utilized during cardiac surgery.

Identify the problems associated with cardiopulmonary bypass.

Using the nursing process as a framework, identify the care given to a client pre- and post-op for cardiac surgery.

Describe the classifications used for aortic aneurysms.

LEARNING OBJECTIVES**CONTENT OUTLINE****LEARNING ACTIVITIES**

Compare and contrast thoracic aortic aneurysms, abdominal aortic aneurysms, and dissecting aneurysms.

Explain what the mechanism of action of the cardiac glycosides is and why they are used in congestive heart failure.

Identify other classes of drugs used in congestive heart failure and how they work.

Identify how the following anti-dysrhythmics work and are used in the client having cardiac surgery:

- Atropine
- Propranolol
- Amiodarone
- Lidocaine
- Procainamide

Identify the adverse effects of heparin and coumadin and associate with what the nurse would be looking for on client assessment.

UNIT VI
INTERFERENCE TO NUTRITIONAL NEEDS DUE TO DEGENERATION AND INFLAMMATION:
BILIARY AND PANCREATIC DISORDERS, GASTRO-DUODENAL ULCERS

<u>LEARNING OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>LEARNING ACTIVITIES</u>	
Identify the possible causes of gallbladder disease.	<ul style="list-style-type: none"> I. Biliary Conditions <ul style="list-style-type: none"> A. Cholecystitis B. Cholelithiasis <ul style="list-style-type: none"> 1. Pathophysiology 2. Clinical manifestations 3. Diagnostic evaluation 4. Medical management 5. Surgical management II. The Pancreas <ul style="list-style-type: none"> A. Pancreatitis <ul style="list-style-type: none"> 1. Acute pancreatitis <ul style="list-style-type: none"> a. pathophysiology b. clinical manifestations c. diagnostic evaluation d. management 2. Chronic pancreatitis <ul style="list-style-type: none"> a. causes b. clinical manifestations c. diagnostic evaluation d. management III. Peptic Ulcer <ul style="list-style-type: none"> A. Etiology and Incidence B. Pathophysiology C. Clinical Manifestations D. Diagnostic Evaluation E. Medical Management <ul style="list-style-type: none"> 1. Lifestyle modification 2. Diet 3. Medications <ul style="list-style-type: none"> a. antacids b. H2 blockers c. antibiotics and bismuth salts d. Proton pump inhibitor e. Cytoprotective agents f. Anticholinergics/antimuscarins F. Surgical Management 	<p><u>Smeltzer/Bare:</u> <i>Chapter 34</i> Assessment of Digestive and Gastrointestinal Function (review) <i>Chapter 36</i> Gastrointestinal Intubation and Special Nutrition Modalities (review) <i>Chapter 37</i> Gastric and Duodenal Ulcers Dumping Syndrome, pg 1013-1027</p>	
List signs and symptoms of gallbladder disease.			
Compare approaches to management of cholelithiasis.			
Using the nursing process as a framework, identify the care of clients with cholelithiasis and those undergoing cholecystectomy.			<p><u>Lilley:</u> <i>Chapter 47</i> Cytoprotective Agents, Antacids, Antiflatulents, H2 Antagonists, Proton Pump Inhibitors, Cytoprotective Agents, Anticholinergics, Antimuscarins</p>
Explain the anatomy and physiology of the pancreas.			
Differentiate between acute and chronic pancreatitis.			<p><u>Ball and Bindler:</u> Peptic Ulcer, pg. 616 Biliary Atresia, pg. 629-630</p>
Using the nursing process as a framework, identify the care for clients with acute pancreatitis.			
List the predisposing factors of a gastro-duodenal ulcer.			
Describe the pathophysiologic process of peptic ulcer.			
Identify the dietary, pharmacologic and surgical treatment of peptic ulcer disease.			
Using the nursing process as a framework, outline a plan of care for the client undergoing gastric surgery.			

LEARNING OBJECTIVES

CONTENT OUTLINE

LEARNING ACTIVITIES

1. vagotomy
2. bilroth I
3. bilroth II
4. subtotal gastrectomy

UNIT VII
INTERFERENCE TO NUTRITIONAL NEEDS DUE TO DEGENERATION AND INFLAMMATION:
CIRRHOSIS OF THE LIVER AND HEPATITIS

<u>LEARNING OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>LEARNING ACTIVITIES</u>
<p>Identify metabolic functions of the liver.</p> <p>Explain liver function tests and clinical manifestations of liver dysfunction in relation to pathophysiologic alterations of the liver.</p> <p>Compare and contrast the various types of hepatitis: cause, clinical manifestations, management , prognosis, home health care needs and prevention.</p> <p>Identify precipitating factors in cirrhosis.</p> <p>Describe the pathophysiology of cirrhosis and correlate clinical manifestations with these processes.</p> <p>Using the nursing process as a framework, outline a plan of care for the client with cirrhosis.</p> <p>Identify the connection between portal hypertension cirrhosis and esophageal varices.</p> <p>Discuss the mechanism of action, contraindications, cautions, side effects and toxicity associated with the most commonly used immunosuppressives.</p> <p>Discuss the education guidelines for clients receiving an immunosuppressant agent.</p>	<p>I. Physiologic Overview</p> <p>A. Liver anatomy</p> <p>B. Liver physiology</p> <ol style="list-style-type: none"> 1. Metabolic functions 2. Medication metabolism 3. Bile formation 4. Bile excretion 5. Gallbladder function <p>C. Pathophysiology</p> <ol style="list-style-type: none"> 1. Causes 2. Manifestations 3. Hematologic effects 4. Endocrine imbalances <p>D. Gerontologic Considerations</p> <p>II. Diagnostic Evaluation of Hepatic Function</p> <ol style="list-style-type: none"> A. Examination of liver B. Liver function tests C. Other diagnostic tests <p>III. Clinical Manifestations of Hepatic Dysfunction</p> <ol style="list-style-type: none"> A. Jaundice B. Hyperbilirubinemia C. Portal hypertension D. Hepatic encephalopathy and hepatic coma <p>IV. Hepatic Disorders</p> <ol style="list-style-type: none"> A. Viral hepatitis <ol style="list-style-type: none"> 1. Hepatitis A 2. Hepatitis B 3. Hepatitis C 4. Hepatitis D 	<p><u>Ball and Bindler:</u> <u>Chapter 15</u> Acute Hepatitis, pg. 630-635</p> <p><u>Smeltzer and Bare:</u> <u>Chapter 52</u> Cirrhosis, Hepatitis, Cancer of the Liver</p> <p><u>Lilley:</u> <u>Chapter 43</u> Immunosuppressant Agents</p>

LEARNING OBJECTIVES	CONTENT OUTLINE	LEARNING ACTIVITIES
	<ul style="list-style-type: none"> 5. Hepatitis E 6. Toxic hepatitis and drug-induced hepatitis 7. Fulminant hepatic failure <p>V. Hepatic Cirrhosis</p> <ul style="list-style-type: none"> A. Types B. Pathophysiology C. Clinical manifestations D. Diagnostic evaluation E. Medical management F. Complications <ul style="list-style-type: none"> 1. Esophageal varices <ul style="list-style-type: none"> a. pathophysiology b. diagnostic evaluation c. medical management d. surgical management 	

UNIT VIII
INTERFERENCES TO NUTRITIONAL ELIMINATION NEEDS:
INTESTINAL AND URINARY DIVERSIONS

<u>LEARNING OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>LEARNING ACTIVITIES</u>
<p>Describe the responsibilities of the nurse in meeting the needs of the client with fecal diversion.</p> <p>Using the nursing process as a framework, create a plan of care for the client with cancer of the colon.</p> <p>Compare and contrast the nursing care of a client with a colostomy to one with an ileostomy.</p> <p>Compare and contrast hemodialysis and peritoneal dialysis in terms of underlying principles, procedures, complications and missing considerations.</p> <p>Describe nursing management of the hospitalized dialysis client.</p> <p>Using the nursing process as a framework, create a care plan for a client undergoing kidney surgery.</p> <p>Describe the causes of acute and chronic renal failure.</p> <p>Differentiate between acute and chronic renal failure as to pathophysiology, clinical manifestations, management and nursing interventions.</p> <p>Develop a post-op nursing care plan and teaching plan for the client undergoing kidney transplantation.</p> <p>Describe the most common types of urinary diversions in use today. Identify pre- and post-op nursing interventions for a client undergoing a</p>	<p>I. Types of Fecal Diversions</p> <p>A. Ileostomy</p> <p>B. Continent ileal reservoir</p> <p>C. Ileoanal anastomosis</p> <p>II. The Client Requiring an Ileostomy</p> <p>A. Pre-op considerations</p> <p>B. Post-op considerations</p> <p>C. Psychosocial considerations</p> <p>D. Rehabilitation</p> <p>E. Client education/home care considerations</p> <p>F. Complications</p> <p>III. Cancer of the Large Intestine: Colon/Rectum</p> <p>A. Risk factors</p> <p>B. Pathophysiology</p> <p>C. Clinical manifestations</p> <p>D. Gerontological considerations</p> <p>E. Diagnostic workup</p> <p>F. Medical management</p> <p>G. Surgical management</p> <p>IV. Dialysis</p> <p>A. Hemodialysis</p> <p>1. Access</p> <p>2. Long term management</p> <p>3. Complications</p> <p>4. Client education</p> <p>5. Psychosocial considerations</p> <p>6. Alternatives</p> <p>B. Peritoneal</p> <p>1. goals/indications</p> <p>2. preparation</p>	<p><u>Ball and Bindler:</u> <u>Chapter 16</u> Renal Failure, pg. 662-675 <u>Chapter 15</u> Ostomies, pg. 585, 6017-608</p> <p><u>Lilley:</u> <u>Chapter 43</u> Immunosuppressant Agents</p> <p><u>Smeltzer and Bare:</u> <u>Chapter 34</u> Assessment of Digestive and GI Function (review) <u>Chapter 36</u> GI Intubation (review) <u>Chapter 38</u> Surgical Management of Cancer of the Colon, pg. 1043-1044; Nursing Management of a Patient with an Ileostomy and Colostomy, pg. 1047-1054; Colorectal Cancer and Colostomy, pg. 1056-1065 <u>Chapter 43</u> Renal and Urinary Tract Function <u>Chapter 44</u> Dialysis, pg. 1285-1298; Kidney Surgery, pg. 1298-1308 <u>Chapter 45</u> Renal Failure, pg. 1321-1334; Kidney Transplant, pg. 1334-1337; Urinary Diversions, pg. 1337-1356; Cancer of the Kidney and Bladder, pg. 1344-1347</p>

LEARNING OBJECTIVES	CONTENT OUTLINE	LEARNING ACTIVITIES
urinary diversion.	<ul style="list-style-type: none"> 3. CAPD <ul style="list-style-type: none"> C. Care of the hospitalized dialysis client D. Client undergoing kidney surgery V. Acute Renal Failure <ul style="list-style-type: none"> A. Pathophysiology B. Clinical manifestations/Lab abnormalities C. Prevention D. Management E. Nursing interventions VI. Chronic Renal Failure <ul style="list-style-type: none"> A. Pathophysiology B. Clinical manifestations C. Management D. Nursing interventions E. Gerontologic considerations VII. Kidney Transplant <ul style="list-style-type: none"> A. Pre-op management B. Post-op management VIII. Urinary Diversions <ul style="list-style-type: none"> A. Ileal conduit urinary diversion B. Continent ileal urinary reservoir C. Ureterosigmoidostomy D. Cutaneous ureterostomy 	

**UNIT IX
INTERFERENCES TO OXYGEN NEEDS:
HEAD, NECK AND CHEST SURGERY**

<u>LEARNING OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>LEARNING ACTIVITIES</u>
<p>Identify the risk factors and clinical manifestations for cancer of the larynx.</p> <p>Describe the anatomical alterations produced by the various types of laryngeal surgeries for laryngeal cancer.</p> <p>Using the nursing process as a framework, identify the nursing concerns (both pre- and post-op) for the client with laryngeal cancer.</p> <p>Identify the client education and home care considerations for the laryngectomy client.</p> <p>Using the nursing process as a framework, identify the nursing concerns/care (both pre- and post-op) for the client undergoing a neck dissection.</p> <p>Describe the nursing interventions to be used with the client undergoing chemotherapy for lung cancer.</p> <p>Identify risk factors and clinical manifestations for lung cancer.</p> <p>Describe the surgical procedures used to treat/manage lung cancer.</p> <p>Using the nursing process as a framework, identify nursing concerns/care (both pre- and post-op) for the client undergoing thoracic surgery.</p> <p>Describe the principles of water-seal chest drainage and the nursing responsibilities related to the care of the client with water-seal chest drainage system.</p>	<ul style="list-style-type: none"> I. Cancer of the Larynx <ul style="list-style-type: none"> A. Demographics <ul style="list-style-type: none"> 1. Who is at risk 2. Causative agents 3. Anatomical areas affected B. Clinical Manifestations <ul style="list-style-type: none"> 1. Early signs 2. Late signs C. Diagnostics <ul style="list-style-type: none"> 1. X-ray studies 2. Biopsies 3. Tumor classifications D. Medical Management <ul style="list-style-type: none"> 1. Radiation 2. Surgery <ul style="list-style-type: none"> a. partial laryngectomy b. supraglottic laryngectomy c. hemivertical laryngectomy d. total laryngectomy E. Nursing Care of the Laryngectomy Client <ul style="list-style-type: none"> 1. Assessment 2. Goals 3. Pre-op interventions 4. Post-op interventions F. Client Education <ul style="list-style-type: none"> 1. Care of tracheostomy 2. Respiratory precautions 3. Discharge concerns G. Radical Neck Dissection <ul style="list-style-type: none"> 1. Anatomical changes 2. Nursing care <ul style="list-style-type: none"> a. goals b. pre-op interventions c. post-op interventions II. Lung Cancer <ul style="list-style-type: none"> A. Demographics <ul style="list-style-type: none"> 1. Risk factors 	<p><u>Lilley:</u> <u>Chapter 45</u> Antineoplastic Agents</p> <p><u>Smeltzer and Bare:</u> <u>Chapter 5</u> Respiratory Assessment (review) <u>Chapter 16</u> Oncology, Nursing Management Care in Cancer Care (review) <u>Chapter 22</u> Cancer of Larynx, pg. 506-514; Neck Dissection, pg. 968-976 <u>Chapter 23</u> Lung Cancer, pg. 554-557 <u>Chapter 25</u> Respiratory Care Modalities (review), pg. 599-610; Endotracheal Intubation, Tracheostomy, Mechanical Ventilation, *Thoracotomy (*Chest Drainage), pg. 611-642</p>

LEARNING OBJECTIVES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p>Describe the client education and home care considerations for clients who have had thoracic surgery.</p>	<ul style="list-style-type: none"> 2. Classification and staging B. Clinical Manifestations <ul style="list-style-type: none"> 1. Signs and symptoms C. Diagnostics <ul style="list-style-type: none"> 1. Procedures 2. Biopsies 3. Metastasis work-up D. Medical Management <ul style="list-style-type: none"> 1. Surgery <ul style="list-style-type: none"> a. lobectomy b. sleeve lobectomy c. pneumonectomy 2. Radiation therapy <ul style="list-style-type: none"> a. benefits b. side effects 3. Chemotherapy <ul style="list-style-type: none"> a. Agents used b. Client education <ul style="list-style-type: none"> 1) side effects 2) lab studies E. Nursing Care/Interventions <ul style="list-style-type: none"> 1. Respiratory care modalities 2. Pre-op interventions 3. Post-op interventions <ul style="list-style-type: none"> a. goals b. chest drainage c. respiratory care d. mobility/arm exercises F. Client Education <ul style="list-style-type: none"> 1. Comfort 2. Arm exercises 3. Rest/Activity 4. Prophylaxis 	

UNIT X
INTERFERENCES TO NUTRITIONAL NEEDS DUE TO HEREDITARY FACTORS:
DIABETES MELLITUS, CELIAC DISEASE, CYSTIC FIBROSIS

<u>LEARNING OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>LEARNING ACTIVITIES</u>
<p>Compare and contrast Type I and Type II diabetes as to cause, clinical manifestations, medical management.</p> <p>Create a schematic diagram to describe the pathophysiology of diabetic ketoacidosis.</p> <p>Using the above schematic diagram, identify clinical signs/symptoms of diabetes.</p> <p>Identify the diagnostic tests utilized to diagnose diabetes mellitus.</p> <p>Identify the medications utilized in treating the diabetic client and describe how they work.</p> <p>Compare and contrast hypoglycemia, diabetic ketoacidosis and hyperosmolar nonketotic syndrome.</p> <p>Identify the long-term effects of diabetes.</p> <p>Using the nursing process as a framework, develop a plan of care for the diabetic client.</p> <p>Describe the pathophysiology of celiac disease and related clinical manifestations.</p> <p>Identify the treatment for celiac disease.</p> <p>Identify the physiologic effects of cystic fibrosis.</p>	<p>I. Types of Diabetes A. Type I 1. Pathophysiology 2. Clinical characteristics 3. Diagnostic evaluation 4. Management B. Type II 1. Pathophysiology 2. Clinical characteristics 3. Diagnostic evaluation 4. Management</p> <p>II. Acute Complications of Diabetes A. Hypoglycemia B. Diabetic ketoacidosis C. Hyperglycemic Hyperosmolar Nonketotic Coma</p> <p>III. Long-Term Complications of Diabetes A. Macrovascular Complications B. Microvascular Complications C. Foot & Leg Problems</p> <p>IV. Special Issues in Diabetes A. Undergoing Surgery B. The Hospitalized Client C. Sick Day Rules D. Stress E. Gerontologic Considerations</p> <p>V. Celiac Disease A. Definition B. Symptoms C. Diagnosis D. Nursing Management E. Medications</p> <p>VI. Cystic Fibrosis</p>	<p><u>Ball and Bindler:</u> <u>Chapter 20</u> Disorders of Altered Pancreatic Function, pg. 849-854 <u>Chapter 11</u> Cystic Fibrosis, pg. 454-459 <u>Chapter 11</u> Alterations in Respiratory Function (review of A&P differences in pediatrics), pg. 408-412 <u>Chapter 13</u> Disorders of Malabsorption, pg. 627-628</p> <p><u>Lilley:</u> <u>Chapter 35</u> Bronchodilators and Other Respiratory Agents <u>Chapter 34</u> Antihistamines, Decongestants, Antitussives and Expectorants <u>Chapter 30</u> Antidiabetic and Hypoglycemic Agents <u>Chapter 48</u> Antidiarrheals and Laxatives</p> <p><u>Smelter & Beare:</u> <u>Chapter 38</u> Malabsorption Conditions, pg. 1034-1035</p>

LEARNING OBJECTIVES	CONTENT OUTLINE	LEARNING ACTIVITIES
	<ul style="list-style-type: none">A. DefinitionB. Clinical ManifestationsC. Etiology and PathophysiologyD. Diagnostic TestsE. Medical ManagementF. Nursing Management	

UNIT XI
INTERFERENCES TO NUTRITIONAL NEEDS DUE TO REGULATORY MECHANISM DYSFUNCTION:
ENDOCRINE DISORDERS

LEARNING OBJECTIVES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p>Describe the functions and hormones secreted by each of the endocrine glands.</p> <p>Identify the diagnostic tests used to determine alterations in function of each of the endocrine glands.</p> <p>Compare hypo- and hyperthyroidism as to cause, clinical manifestations, management and nursing intervention.</p> <p>Compare hypo- and hyperparathyroidism as to cause, clinical manifestations, management and nursing interventions.</p> <p>Compare Addison's Disease with Cushing's Syndrome: causes, clinical manifestations, management and nursing interventions.</p> <p>Identify the teaching needs of clients requiring corticosteroid therapy.</p>	<p>I. Physiologic Overview</p> <p>A. Pituitary Gland</p> <p>B. Thyroid Gland</p> <p>C. Adrenal Gland</p> <p>D. Parathyroid Gland</p> <p>E. Pancreas</p> <p>II. Assessment</p> <p>A. Tests of thyroid function</p> <p>B. Diagnostic evaluation of hyper- and hypoparathyroidism</p> <p>C. Diagnostic evaluation of adrenal glands</p> <p>1. Pheochromocytoma</p> <p>2. Addison's disease</p> <p>3. Cushing's disease</p> <p>III. Diseases</p> <p>A. Hypothyroidism</p> <p>B. Hyperthyroidism</p> <p>C. Hyperparathyroidism</p> <p>D. Hypoparathyroidism</p> <p>E. Pheochromocytoma</p> <p>F. Addison's disease</p> <p>G. Cushing's disease</p> <p>IV. Corticosteroid Therapy</p> <p>A. Side Effects</p> <p>B. Client Teaching</p>	<p><u>Ball and Bindler:</u> <i>Chapter 22</i> Alterations in Endocrine Function, pg. 821-861</p> <p><u>Lilley:</u> <i>Chapter 28</i> Pituitary Agents <i>Chapter 29</i> Thyroid and Antithyroid Agents <i>Chapter 31</i> Adrenal Agents</p> <p><u>Smeltzer and Bare:</u> <i>Chapter 44</i> Nursing Assessment of the Endocrine System <i>Chapter 45</i> Nursing Management of Adults with Hypothalamus, Pituitary or Adrenal Disorders <i>Chapter 46</i> Nursing Management of Adults with Thyroid or Parathyroid Disorders</p>

UNIT XII
INTERFERENCES TO REST AND ACTIVITY NEEDS:
CENTRAL NERVOUS SYSTEM DISORDERS

<u>LEARNING OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>LEARNING ACTIVITIES</u>
<p>Describe the pathophysiology of increased intracranial pressure.</p> <p>Identify the early and late clinical manifestations of increased intracranial pressure.</p> <p>Identify those situations where the client might experience increased intracranial pressure.</p> <p>Identify the special nursing interventions necessary for managing IICP caused by:</p> <ul style="list-style-type: none"> Brain tumors Meningitis Intracranial abscess Intracranial aneurysm Convulsive disorders Head injuries Hydrocephalus <p>Using the nursing process as a framework, create a care plan for the client with increased intracranial pressure.</p> <p>Describe specific nursing actions and their rationale in caring for an unconscious client.</p> <p>Describe how cerebral hemorrhage might increase intracranial pressure.</p> <p>Using the nursing process as a framework, create a plan for the client undergoing intracranial surgery.</p> <p>Identify the medications commonly used in treating the client with neurologic dysfunction.</p>	<ul style="list-style-type: none"> I. Increased Intracranial Pressure <ul style="list-style-type: none"> A. Pathophysiology B. Clinical Manifestations C. Management D. Complications E. The Client with IICP F. Monitoring Intracranial Pressure G. Nursing Implications of ICP Monitoring H. Causes of IICP II. The Client with Neurologic Dysfunction <ul style="list-style-type: none"> A. Assessment B. Goals C. Nursing Interventions III. The Unconscious Client <ul style="list-style-type: none"> A. Diagnostic Evaluation B. Medical Management C. Complications D. The Unconscious Client IV. Cerebral Hemorrhage <ul style="list-style-type: none"> A. Extradural B. Subdural C. Subarachnoid D. Intracerebral V. The Client Undergoing Intracranial Surgery <ul style="list-style-type: none"> A. Surgical Approaches B. Diagnostic Evaluation C. Management D. Nursing Care E. Transphenoidal Surgery VI. Anticonvulsants <ul style="list-style-type: none"> A. Epilepsy VII. Osmotic Diuretics 	<p><u>Ball and Bindler:</u> <i>Chapter 20</i> Alterations in Neurologic Function, pg. 725-778</p> <p><u>Lilley:</u> <i>Chapter 12</i> Antiepileptic Agents <i>Chapter 24</i> Diuretic Agents</p> <p><u>Smeltzer and Bare:</u> <i>Chapter 60</i> Assessment of the Neurological Function <i>Chapter 61</i> Management of Patients with Neurologic Dysfunction <i>Chapter 64</i> Encephalitis, Meningitis</p>

UNIT XIII
**INTERFERENCES TO REST AND ACTIVITY NEEDS DUE TO TRAUMA AND DEGENERATIVE DISORDERS, SPINAL CORD INJURIES/
DEVELOPMENTAL ALTERATIONS, AMPUTATIONS**

<u>LEARNING OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>LEARNING ACTIVITIES</u>
<p>Compare and contrast the pathophysiology of multiple sclerosis. Parkinson's disease and myasthenia gravis.</p> <p>Using the nursing process as a framework, identify the care required for the client having multiple sclerosis, Parkinson's disease and myasthenia gravis.</p> <p>Describe the medical and nursing management of a client with neurological problems due to cranial nerve involvement.</p> <p>Describe the pathophysiology of a herniated intervertebral disc and correlate clinical manifestations.</p> <p>Describe the conservative medical and nursing management of a client with a herniated disc.</p> <p>Identify the emergency medical goals for a client with a spinal cord injury.</p> <p>Explain the nursing actions in caring for a client undergoing treatment for a spinal cord injury.</p> <p>Construct a nursing care plan for a client who is a paraplegic including short and long term goals.</p> <p>Identify the care to be given to the client having an amputation: pre-op, post-op, rehab and psychological.</p> <p>Using the nursing process as a framework, develop care plans for the following pediatric neurologic dysfunctions: Cerebral Palsy Spina Bifida</p>	<p>I. Multiple Sclerosis A. Pathophysiology B. Clinical Manifestations C. Diagnostic Evaluations D. Management E. Nursing Assessment F. Nursing Interventions</p> <p>II. Parkinson's Disease A. Pathophysiology B. Clinical Manifestations C. Diagnostic Evaluations D. Management E. Nursing Assessment F. Nursing Interventions</p> <p>III. Myasthenia Gravis A. Pathophysiology B. Clinical Manifestations C. Diagnostic Evaluations D. Medical Management E. Surgical Management F. Myasthenic Crisis vs. Cholinergic Crisis G. Nursing Assessment H. Nursing Interventions</p> <p>IV. Cranial Nerve Disorders A. Trigeminal Neuralgia B. Bells' Palsy C. Guillan-Barré Syndrome</p> <p>V. Herniation of an Intervertebral Disc A. Clinical Manifestations B. Diagnostic Evaluation C. Management D. Cervical Disc Herniation E. Lumbar Disc Herniation</p>	<p><u>Ball and Bindler:</u> <u>Chapter 20</u> Alterations in Neurologic Function, pg. 725-778 <u>Chapter 21</u> Amputations, pg. 816-817</p> <p><u>Lilley:</u> <u>Chapter 13</u> Anti-Parkinsonian Agent <u>Chapter 19</u> Cholinergic Agents <u>Chapter 65</u> Brain Tumors, Parkinson's Disease, ALS, Degenerative Disc, Herniated Disc <u>Chapter 69</u> Amputation, pg. 2103-2110 <u>Chapter 63</u> Head Injury, Spinal Cord Injury</p>

LEARNING OBJECTIVES	CONTENT OUTLINE	LEARNING ACTIVITIES
	<p>VI. Spinal Cord Injury</p> <ul style="list-style-type: none"> A. Prevention B. Pathophysiology C. Emergency Management D. Clinical Manifestations E. Diagnostic Evaluation F. Management of Spinal Cord Injuries G. Complications of Spinal Injury H. Nursing Assessment I. Nursing Intervention J. The Quadriplegic or Paraplegic Client <p>VII. Amputation</p> <ul style="list-style-type: none"> A. Factors Affecting Amputation B. Management C. Nursing Assessment D. Nursing Intervention <p>VIII. Pediatric Neurology</p> <ul style="list-style-type: none"> A. Cerebral Palsy B. Spina Bifida 	

UNIT XIV
INTERFERENCES TO SAFETY NEEDS DUE TO BURNS AND ALLERGIES

<u>LEARNING OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>LEARNING ACTIVITIES</u>
<p>Describe local and systemic effects of a burn injury.</p> <p>Identify the three phases of burn care and the priorities of care for each phase.</p> <p>Using the nursing care process as a framework, outline the care of a client during each phase of burn care.</p> <p>Explain the physiology underlying allergic reactions.</p> <p>Describe the management and nursing care of clients with allergic disorders.</p> <p>Plan emergency care for a client experiencing anaphylactic shock.</p>	<p>I. Pathophysiology of Burns</p> <p>A. Systemic Response</p> <ol style="list-style-type: none"> 1. Cardiovascular response 2. Effects of fluids, electrolytes and blood volume 3. Pulmonary 4. Other systemic response <p>B. Local Response and Extent of Burns</p> <p>C. Emergent/Resuscitative Phase</p> <p>D. Acute/Intermediate Phase</p> <p>E. Rehabilitation Phase</p> <p>II. Allergic Reaction: Physiologic Overview</p> <ol style="list-style-type: none"> A. Antibody Production B. Chemical Mediators C. Allergy D. Hypersensitivity <p>III. Assessment and Diagnosis of Allergic Disorders</p> <ol style="list-style-type: none"> A. Diagnostic Tests B. Allergic Disorders <p>IV. Management of Anaphylactic Shock</p>	<p><u>Ball and Bindler:</u> <i>Chapter 23</i> Alterations in Skin Integrity, pg. 863-903</p> <p><u>Lilley:</u> <i>Chapter 10</i> Alterations in Fluid and Electrolyte Balance, pg. 309-353 <i>Chapter 52</i> Topical Anti-Infective Drugs, pg. 756; Epinephrine, pg. 208; Benadryl, pg. 458-464; Steroids, pg. 475-484</p> <p><u>Smeltzer and Bare:</u> <i>Chapter 57</i> Burns <i>Chapter 53</i> Anaphylaxis</p>

NUR 202 CLINICAL OBJECTIVES

The clinical objectives provide a focus for clinical laboratories and correlate with the theoretical content taught in the lecture and in the College laboratory. By utilizing the nursing process, students in the clinical areas will identify individual clients' needs and provide appropriate interventions. The learning should be cumulative; students will be able to meet these objectives as they progress through various learning experiences. The pre- and post-conference discussions will provide the opportunity for all students to plan and to share those experiences that best fulfilled the objectives.

Students will spend 9 weeks in medical-surgical nursing, 3 weeks in pediatric nursing and 3 weeks in psychiatric nursing.

OBJECTIVES FOR MED/SURG CLINICAL ROTATION

WEEK #1

1. To develop beginning leadership skills through a student manager experience.
2. To increase confidence in role.
3. To develop assertiveness.
4. To develop the ability to care for multiple client assignments.
5. To learn to identify priority needs in multiple client assignments.
6. Participate in hospital fire drill.

WEEK #2

1. To place more emphasis on speed, organization and increased quality of care while increasing quantity of client assignments.
2. To learn to work collaboratively with fellow students and staff.
3. To understand the steps necessary to make change.
4. Plan and implement care for clients who have dysfunctions or surgery of the nose and throat.
5. Recognize problems and establish means of communication post op surgery of nose and throat.

WEEK #3

1. Conduct respiratory assessment and record findings accurately.
2. Interpret and utilize the diagnostic and therapeutic studies in the implementation of nursing care.
3. Plan and implement care for clients who have irreversible respiratory dysfunctions or chest surgery.
4. Instruct and support the family and client with irreversible respiratory dysfunction.
5. Participate and instruct in the use of respiratory assistive devices.
6. Plan care for client with chest tubes.

WEEK #4

1. Participate and instruct care for clients who need cardiac or cardiovascular surgery.
2. Plan and implement nursing intervention to prevent or minimize the stress of hospitalization.
3. Conduct and record a cardiac assessment on clients.

WEEK #5

1. Plan and implement the care of clients who are on prescribed special diets.
2. Plan and implement care to clients with diabetes mellitus.
3. Formulate a teaching plan that is developmentally appropriate for a client with diabetes mellitus.

WEEK #6

1. Participate in the collection of specimens for diagnostic tests.
2. Interpret laboratory reports as they relate to the client's disease and condition, and take appropriate action.
3. Instruct the client and family in diabetic care specific to prevention of complications.
4. Participate in teaching the client with metabolic and endocrine dysfunction to achieve self-care.
5. Plan and implement a care plan for a client requiring enteric isolation.

WEEK #7

1. Plan and implement a nursing care plan for a client who has dysfunction of the biliary system.
2. Plan and implement care to clients with altered feeding patterns.
3. Plan and implement care to clients with disturbances of regulatory mechanisms.
4. Plan and implement care for clients following gastrointestinal surgery.
5. Plan and implement care for clients with lower gastrointestinal dysfunctions.
6. Instruct the family and client with a diversional procedure.
7. Plan and implement care for a client with a urinary dysfunction.
8. Instruct the family and client in the care of an ileostomy and colostomy.

WEEK #8

1. Perform neurological nursing assessment including orientation, level of consciousness, motor response, pupillary reaction and vital signs.
2. Prepare and assist in the nursing care relevant to neurological diagnostic procedures.
3. Plan and deliver appropriate health instruction to the client and/or family with neurological dysfunctions.
4. Plan and implement a nursing plan of care for the client with neurological trauma or surgery.
5. Plan and implement the care of clients with organic brain syndromes.
6. Plan and implement care for clients who need reconstructive surgery or post trauma rehabilitation.

WEEK #9

1. Plan and implement care for clients who need reverse isolation for burns.
2. Observe protocols in hospital emergency room, and critical care units.
3. Plan and implement a nursing care plan for clients with various degrees of sensory deprivation.
4. Observe a code in progress, providing emotional support to family members.
5. Observe end of life decisions made in the critical care areas.

OBJECTIVES FOR PEDIATRIC CLINICAL ROTATION

WEEK #1

1. Support parents and siblings during a child's hospitalization.
2. Orient children to the hospital environment.
3. Plan and implement the nursing process to meet the needs of the pediatric client, consider the physiological, nutritional and psychological needs.
4. Participate in and discuss the role of play activities in growth and development.
5. Explain to the family the cardiac problems that affect normal growth and development of the child.

WEEK #2

1. Do diabetic teaching to a newly diagnosed diabetic child.
2. Do nutritional teaching to a child with malabsorption syndrome.
3. Plan care for a child with cystic fibrosis.
4. Discuss the rehabilitation program for a child with spinal cord injury.

WEEK #3

1. Observe a child seen in a pediatric emergency room, evaluating the emotional reaction as well as that of the parents.
2. Do a developmental assessment on a child in a day care setting representing the following age groups: infants, toddlers and preschool utilizing the theorists Freud, Erikson and Piaget.
3. Observe a cognitively impaired and physically impaired child in a public school setting.
4. Review the emotional needs of a child with a handicap.
5. Discuss the demands for a parent when having a child with a handicap.

LEARNING FOR PSYCHIATRIC ROTATION

WEEK #1

1. Assess a client withdrawing from substance abuse.
2. Formulate a teaching plan for a substance abuse client.
3. Assess the client for predisposing factors leading to substance abuse.
4. Attend a family therapy session.
5. Attend a group therapy session.
6. Plan and implement care for the alcohol addicted clients who are in detoxification and/or rehabilitation.

WEEK #2

1. Plan and implement care for an underactive or overactive client.
2. Assess a client with bulimia or anorexia nervosa.
3. Discuss community resources for the eating disorder client.
4. Discuss the challenges faced by a family caring for a client with delirium, dementia or amnesic disorders.
5. Assess a client's highest level of functioning with dementia.
6. Identify community support groups for families who have a member experiencing dementia.

WEEK #3

1. Compare developmental differences in how clients develop mood disorders.
2. Review medications used for clients with mood disorders.
3. Apply the nursing process to a client experiencing a crisis.
4. Identify behavioral changes in mood which indicate suicidal ideation.
5. Monitor the client before, during and after electroconvulsive therapy.
6. Determine the safe range of client lithium levels and report findings.
7. Teach clients who are on "MAO" inhibitors the dietary restrictions.
8. Discuss role of community mental health nurse.

**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 required. (See Department policy on absences and lateness)						
3. Submits assignments on time.						
4. Observes the Nursing Department dress code.						
5. Uses judgment regarding the Nursing Code of Ethics by reporting own actions accurately, and maintaining the confidentiality of client information.						
6. Practices within the provisions of the Nurse Practice Act.						
7. Demonstrates courteous, considerate and collaborative relationships with clients, peers, coworkers and interdisciplinary team/unit/agency.						
8. Accepts/develops and implements suggestions for improvement, recognizing one's own learning needs.						
9. Makes timely, insightful and constructive contributions in conferences.						
10. Demonstrates satisfactory health practices.						
11. Independently initiates new learning experiences based on clinical objectives.						
12. Independently utilizes time constructively to achieve clinical objectives with up to four client care assignments.						
13. Demonstrates responsibility for own professional development and increasing competence.						
14. Initiates delegation of nursing caring by assistive personnel.						
15. Utilizes effective therapeutic communication skills with multiple client assignments and their significant others.						
16. Initiates actions that provide client advocacy with multiple client assignments in all situations and in all health care settings.						

PREPARATION - ASSESSMENT OF DATA AND PLANNING OF CARE	1st Rotation	2nd Rotation	3rd Rotation	4th Rotation	5th Rotation	Summary
1. Correlates theory and nursing approaches to plan care through written and oral means by drawing upon previously developed knowledge base and by utilizing references in the biological, nursing, behavioral and social sciences for multiple client assignments						
2. Collects data from assignment sheets, chart, kardex, medex, computer, and/or nursing report for multiple client assignments.						
3. Sorts out pertinent data utilizing a holistic approach for multiple client assignments.						
4. Identifies client problems and ranks them in importance (priority).						
5. Formulates a nursing diagnosis with short and long term goals for each of the multiple client assignments.						
6. Relates established priorities of nursing action for each member of a group of clients based on nursing assessment.						
7. Describes a plan of action in logical sequence for multiple client assignments.						
8. In writing or orally, the planning takes into consideration routes and policies of the agency and legal implications.						
9. Independently shows flexibility in planning with multiple client assignments.						
10. Describes how outside forces (legal, ethical and political trends, socio-cultural-economic and developmental factors) will influence health care and health teaching.						
IMPLEMENTATION – ASSESSMENT OF CLIENT, REVISION OF PLAN AND ACTION						
1. Reassesses plan of care based on changes in current client status and available health services with multiple client assignments.						
2. Gives individual client care to multiple client assignments demonstrating use of scientific principles.						
3. Demonstrates the ability to carry out nursing care plan(s) independently.						
4. Develops, initiates, maintains and establishes a positive relationship with clients, staff, and peers.						
5. Effectively utilizes communication skills and techniques of interviewing.						

IMPLEMENTATION – ASSESSMENT OF CLIENT, REVISION OF PLAN AND ACTION	1st Rotation	2nd Rotation	3rd Rotation	4th Rotation	5th Rotation	Summary
6. Independently implements nursing care plan to multiple client assignments, utilizing priority client needs within the given time.						
7. Accepts responsibility for making decision, acts on the decisions, and is accountable.						
8. Demonstrates the ability to alter the plan of care as need arises for multiple client assignments.						
9. Instructs and correctly prepares all assigned clients before, during, and after specific treatments.						
10. Accurately observes, records and reports all pertinent data concerning assigned clients.						
11. Safely carries out procedures without potential injury or danger to clients, nurses, or other personnel.						
12. Seeks appropriate guidance when in doubt.						
13. Provides teaching that is adapted to meet client’s needs and promote wellness for multiple client assignments.						
14. Intervenes with appropriate actions if the client’s health, welfare or safety is in jeopardy when assigned to multiple client assignments.						
15. Safety calculates, prepares and administers medications to clients of various age groups, reflecting nursing knowledge, skill and critical thinking with instructor guidance.						
16. Assists assigned clients/significant others in dealing with the stress of hospitalization, of illness, or in end of life decisions.						
EVALUATION - EFFECTIVENESS OF STUDENT’S PREPARATION AND IMPLEMENTATION						
1. Examines nursing plan of action for logical sequence and appropriateness.						
2. Communicates plans of care to the nursing staff orally/in writing/ via computer.						
3. Identifies client’s feelings or underlying meanings of behavior.						
4. Reviews collaborative behaviors with client and team members that demonstrate cooperative interaction leading to the achievement of client outcomes.						
5. Revises nursing plan to meet physical, emotional, and cultural needs of a group of clients.						

EVALUATION - EFFECTIVENESS OF STUDENT'S PREPARATION AND IMPLEMENTATION	1st Rotation	2nd Rotation	3rd Rotation	4th Rotation	5th Rotation	Summary
6. Determines if client goals were met for the group of assigned clients.						
7. Provides care to a group of clients utilizing a cost-effective approach.						

GRADING

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 9

Instructor _____

—

Student _____

Week 15

Instructor _____

—

Student _____

Week 6

Instructor _____

Student _____

Week 12

Instructor _____

Student _____

Revised 7/03

Academic Integrity Statement:

Students are required to perform all the work specified by the faculty and are responsible for the content and integrity of all academic work submitted, such as papers, reports and examinations. A student will be guilty of violating the Rule of Academic Integrity if he or she:

- knowingly represents the work of others as his or her own;
- uses or obtains unauthorized assistance in any academic work;
- gives fraudulent assistance to another student.
- fabricates data in support of an academic assignment
- inappropriately or unethically uses technological means to gain academic advantage

Appendix

Verbs that may be useful in formulating and assessing Student learning goals and objectives

(listed from lower-order to higher-order learning)

Knowledge (list, define, describe, identify, state, name, [who/when/where])

Comprehension (summarize, describe, interpret, contrast, predict, distinguish, discuss, paraphrase)

Application (complete, illustrate, examine, classify, discover, solve, use)

Analysis (analyze, order, connect, arrange, compare, contrast, explain, infer, categorize, discuss)

Synthesis (combine, integrate, create, design, hypothesize, develop, formulate, rewrite)

Evaluation (judge, assess, convince, support, justify, rank, recommend, choose, criticize)

This listing, generally known as Bloom's Taxonomy, relates to cognitive behaviors (B.S. Bloom, "Major Categories in the Taxonomy of Educational Objectives," 1956).

Student learning objectives can also be stated in terms of affective and *psychomotor* Objectives:

- Affective objectives emphasize feeling and emotion (e.g., accept, attempt, challenge, defend, dispute, join, judge, praise, question, share, support and volunteer).
- Psychomotor objectives are concerned with motor skills (e.g., measure, dissect, assemble, ...).

For more resources on this topic, many helpful websites are available. For example:

<http://www.humboldt.edu/~tha1/bloomtax.html>