



# **SCIENCE & HEALTH PROFESSIONS**

## **NURSING PROGRAM**

### **ALTERATIONS IN HEALTH II**

#### **COURSE OUTLINE**

**SPRING 2010**



## COURSE OUTLINE

**Course Number NRS 121**

**Course Title: Alterations in Health II**

**Credits: 3**

**Weeks: 5**

**Hours: 3 Theory Hours**

**3 College Lab Hours**

**14 Clinical Lab Hours**

### **Catalog description:**

This five week course presents a continuation of the concepts, knowledge and skills introduced in NRS 110 with an emphasis on the concept of the safety and the protective environment. Alterations in mobility, skin integrity and immunity are examined. Concepts pertaining to the care of the operative patient are also considered. Includes selected clinical experiences in area health care agencies. (3 lecture/3 college laboratory/ 70 clinical hours)

**Prerequisites:** BIO 103, NRS 110 Fundamentals Concepts of Nursing with grade of C or better.

**Corequisites:** None

### **Required Textbooks and Materials:**

Ball, J. and Bindler, R. (2007). *Pediatric Nursing: Caring For Children*. (4<sup>rd</sup>. ed.) Norwalk: Pearson.

Ignatavicius, DD and Workman, M. Linda. (2010). *Medical-Surgical Nursing Patient-Centered Collaborative Care*. St. Louis: Elsevier Saunders. (6th.ed.) (ISBN: 978-1-4160-3762-0. 2 volume set: ISBN 978-1-4160-4903-6).

Lilley, L.L., Harrington, S., and Snyder, J. (2007). *Pharmacology and the Nursing Process*. (5<sup>th</sup> ed.) St. Louis: Elsevier Mosby. (ISBN: 13:978-0-323-04486-8).

Lilley, L.L., Harrington, S., and Snyder, J.S. (2007). *Study Skills Guide for Pharmacology and the Nursing Process*. (5<sup>th</sup> ed.). St. Louis: Elsevier Mosby.

NRS20 Lab Manual. Download from MCCC Nursing Program Website: [www.mccc.edu/~martinl](http://www.mccc.edu/~martinl).

Brown, M. and Mulholland, J.A. (2008) *Drug Calculations*. (8<sup>th</sup> ed.) St. Louis: Elsevier Mosby. (ISBN: 13:078-0-323-04576-6).

Phillips, L.D. (2008). *Manual of IV Therapeutics*. (5th ed.) Philadelphia: F.A. Davis Company

Potter, P.A., Perry, A.G. (2009). *Fundamentals of Nursing*. (7<sup>th</sup> ed.). St. Louis: Elsevier Mosby. (ISBN: 13:978-0-323-4828-6).

Schuster, Pamela McHugh (2008). *Concept Mapping – A Critical-Thinking Approach to Care Planning*. (2<sup>nd</sup> ed.). Philadelphia: F.A.Davis Company. (ISBN; 13:978-0-8036-1567-0).  
Smith, S.F. and Duell, D.J. (2008). *Clinical Nursing Skills Basic to Advanced Skills*. (7<sup>th</sup> ed.)  
Upper Saddle River: Prentice-Hall (ISBN: 13:978-0-132-24355-1)

Snyder, J. (2010). *Critical Thinking Study Guide to Accompany Ignatavicius & Workman Medical-Surgical Nursing*. (6<sup>th</sup> ed.). St. Louis: Elsevier Saunders.

Course Information Resources: Course Notes and Assignments. MCCC Nursing Program Website  
[www.mccc.edu/~martinl](http://www.mccc.edu/~martinl).

**Plus** all other textbooks used in Health Assessment, Introduction to Nursing, and Fundamental Concepts of Nursing

**Information resources:** Textbook, library sources, nursing education websites

Personal Digital Assistant with the following downloaded textbooks via *Nursing Central* software:

Davis's Drug Guide

Davis's Lab and Diagnostic Tests (2<sup>nd</sup> ed.)

Diseases and Disorders (3<sup>rd</sup> ed.)

Handbook of Nursing Diagnosis

Tabers Cyclopedia Medical Dictionary (21<sup>st</sup> ed.)

MEDLINE Journals

**Course Coordinator:**

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### **Course Goals (Competencies):**

1. Implement the nursing process through critical thinking and clinical judgment using evidence-based practice for clients with alterations in mobility, skin integrity and wound healing, immunity.  
**Core Abilities: A, B, C, D, E, F, G Gen Ed Outcomes: Goals 1, 2, 3, 4, 5, 8, 9**
2. Demonstrate ability to assess a client with altered mobility, skin integrity and immunity using skills of direct observation, health assessment, and interpretation of laboratory data.  
**Core Abilities: A, B, C, D, E, F, G Gen Ed Outcomes: Goals 1, 2, 3, 4, 5, 8, 9**
3. Analyze adult and pediatric assessment findings resulting in nursing diagnosis (es) based on health care alterations.  
**Core Abilities: A, B, D, E, F, G Gen Ed Outcomes: Goals 1, 2, 3, 4, 5, 8, 9**
4. Develop an individualized patient concept map based on Maslow s Hierarchy of Needs for clients with altered mobility, skin integrity and immunity.  
**Core Abilities: A, B, C, D, E, F, G Gen Ed Outcomes: Goals 1, 2, 3, 4, 5, 8, 9**
5. Set priorities in the care of clients with complications of alterations in mobility, skin integrity and immunity.  
**Core Abilities: A, B, C, D, E, F, G Gen Ed Outcomes: Goals 1, 2, 3, 4, 5, 8, 9**
6. Implement principles of universal precautions, medical asepsis and safety when providing care to clients with changes leading to infections, diseases, or decreased resistance to infection.  
**Core Abilities: A, B, C, D, E, F, G Gen Ed Outcomes: Goals 1, 2, 3, 4, 5, 8, 9**
7. Describe the therapeutic nurse-client relationship based upon respect for client privacy, confidentiality, and advocacy within acute care medical-surgical settings as applied to clients with altered mobility, skin integrity and immunity.  
**Core Abilities: A, B, C, D, E, F, G Gen Ed Outcomes: Goals 1, 2, 3, 4, 5, 8, 9**
8. Describe the role of the professional nurse as part of the multidisciplinary team providing client care in the care of these diverse clients.  
**Core Abilities: A, B, C, D, E, F, G Gen Ed Outcomes: Goals 1, 2, 3, 4, 5, 8, 9**
9. Correlate teaching learning process when addressing client education and discharge planning needs related to nutrition, medication, activity and rest, and psychosocial issues related to problems of altered mobility, skin integrity and immunity.  
**Core Abilities: A, B, C, D, E, F, G Gen Ed Outcomes: Goals 1, 2, 3, 4, 5, 8, 9**

**MCCC Core Abilities:**

- A. **Communication.** Students will communicate effectively in both speech and writing.  
(See General Education Goal 1.)
- B. **Critical Thinking and Problem-Solving:** Students will use critical thinking and problem solving skills in analyzing information.
- C. **Ethical Reasoning and Action:** Students will understand ethical issues and situations.
- D. **Information Literacy:** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
- E. **Computer Literacy:** Students will use computers to access, analyze or present information, solve problems, and communicate with others.
- F. **Collaboration and Cooperation:** Students will develop the interpersonal skills required for effective performance in group situations.
- G. **Intra-Cultural and Inter-Cultural Responsibility:** Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

**General Education Outcomes:**

**Goal 1. Communication.** Students will communicate effectively in both speech and writing

**Goal 2. Mathematics.** Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.

**Goal 3. Science.** Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.

**Goal 4. Technology.** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

**Goal 5. Social Science.** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

**Goal 8. Diversity.** Students will understand the importance of a global perspective and culturally diverse peoples.

**Goal 9: Ethical Reasoning and Action.** Students will understand ethical issues and situations.

**Nursing Program Concepts:** In this nursing curriculum you will learn the nursing approaches utilized in meeting the basic human needs during periods of interference or impairment that are directed toward maintenance of optimal body functions, prevention of potential problems and restoration of health. The conceptual framework of study in NRS 121 focuses on the perioperative client, alterations in mobility related to musculoskeletal alterations and trauma, skin integrity and immune response. All patient needs as they relate to this course of study will be included.

**HYGIENE NEEDS:** Concerned with individuals at different age levels who have temporary restriction of self care ability and require assistance in performing the hygiene activities of daily living.

**ACTIVITY NEEDS:** Concerned with individuals at different age levels who have temporary restriction of movement or activity.

**SAFETY NEEDS:** Concerned with individuals at different age levels who have hazards to the first line of body defense plus patient and environmental safety concerns.

**HUMAN SEXUALITY NEEDS:** Concerned with individuals at different age levels who have some temporary alteration of normal sexuality due to maturational factors or limitations of activities.

**PSYCHOSOCIAL NEEDS:** Concerned with individuals at different age levels who have temporary or minimal interference's with verbal or nonverbal communication or who are experiencing change in the level of well-being.

**REST and SLEEP NEEDS:** Concerned with individuals at different age levels who have temporary restriction of activity or interference with sleep patterns due to confinement to bed or impairment of the body's vital functions.

**OXYGEN NEEDS:** Concerned with individuals at different age levels who need have alterations in circulation or ventilation which impact the body's ability to supply oxygen to tissue.

**NUTRITIONAL NEEDS:** Concerned with individuals at different age levels who have various nutritional needs, food habits or cultural beliefs that affect nutritional status and physical fitness.

**ELIMINATION NEEDS:** Concerned with individuals at different age levels who have temporary alteration of normal elimination patterns due to age factors or limitation of activities.

## ***Evaluation of Student Learning / Grading Information***

### **Course Requirements:**

1. 3 Unit Quizzes
2. Final Exam
3. Written Project

**Theory Classes:** Classroom sessions are based on learning objectives from the course outline. Classroom sessions are 3 hours per week. Textbook readings are assigned based on weekly learning objectives listed in the course outline and should be completed prior to the class session. Interactive learning activities will be included with each large class sessions. Cell phones should be placed on vibrate or shut off during class sessions. During testing cell phones, PDA's or any other electronic device must be turned off and out of student reach. Recording any class session is at the discretion of the instructor. Permission to tape should be obtained prior to the beginning of class. The iclicker audience response system will be used during theory classes.

**College Lab:** This weekly lab is designed to help the student gain proficiency in nursing skills in a controlled setting utilizing videos, interactive computer learning, hands on demonstration, and simulation. Weekly readings, objectives and activities will be highlighted in the NRS 121 Lab Manual. The NRS 121 Lab Manual is available online at [www.mccc.edu/~martinl](http://www.mccc.edu/~martinl). Assigned readings will be taken from your formal text workbook, relevant journal articles, and skills text. Students will observe a critical skill demonstration or view a skill specific video. The student will then be expected to practice the skill to gain proficiency. The student will make an appointment for a critical skill sign-off. Please refer to lab manual for critical skill sign-off procedure.

**Clinical Lab:** The clinical laboratory provides students with the opportunity to provide care to patients in order to meet course goals. Preparation for clinical lab will focus on clinical objectives listed in the course outline. The clinical lab consists of seven hours twice per week and is held at the assigned clinical facility. Weekly clinical assignment information will be given by the clinical instructor. The student will have use of a college owned PDA during the semester which will come supplied with a variety of nursing resources which the student can utilize during clinical. Clinical preparation guidelines are included in this course outline. In general, during the clinical lab, students are expected to:

### **Pre-Conference - One Hour: (prior to arrival on clinical unit)**

- A. Be able to discuss the patient's primary and secondary diagnoses including, with succinct explanation of signs and symptoms, as well as methods to diagnose and treat the disease or condition. (Utilize PDA and nursing software as a resource)
- B. Identify and explain client's basic need deficits based on disease process, diet order and rationale for ordered pharmacological agents (utilizing PDA resources).
- C. Incorporate assessment findings, developmental tasks (according to Erickson), appropriate to the client's age and the implications for planned care.
- D. Formulate a written preliminary patient care concept map based on basic need deficits using the nursing process to include nursing diagnosis, each with goals, plan (assessment priorities, nursing

actions, and patient education)

E. Discuss planned care including priority assessment focus, nursing actions (including medication administration), and patient/family education.

F. Pre-conference preparation will be collected by instructor for evaluation.

**Clinical Experience** Four Hours: (on clinical unit)

A. Receive report on assigned patient, review medical record.

B. Assess your assigned patient.

C. Revise your preliminary plan as needed using data obtained in report, from the medical record, and your assessment of the patient.

D. Implement the nursing plan by caring for your patient demonstrating proficiency in nursing skills and seeking help from your instructor. (Refer to weekly clinical objectives in course outline)

E. Administer medications as assigned by clinical instructor and coordinated with primary RN.

F. Report assessment findings to appropriate assigned nursing staff in a timely manner. Document assessment and care as instructed and in accordance with facility policy.

G. Patient information received during clinical lab is to remain confidential at all times. Patient records are not permitted to be photocopied.

**Post Conference**-One Hour:

A. Review and evaluate the care given and the patient's response to care plan.

B. Discuss revisions that should be made in your plan to improve care.

C. Discuss application of clinical objectives to your client.

**NRS 121 Testing Procedure:**

All belongings, including but not limited to backpacks, books, purses, cell phones, and electronic devices are to be placed in the front of the lecture hall. Seating during the exam is at the discretion of the instructor or exam proctor. All cell phones are to be turned off during the exam period and stored at the front of the lecture hall with the rest of your belongings. All coats and hats are to be removed during the exam period. Please refer to nursing program testing policy in the Nursing Program Handbook.

**Determination of NRS 121 Grade:**

In order to receive a grade in NRS 121, these criteria must be satisfied:

(A) The student must achieve "Met" as the final grade on the Clinical Laboratory Performance Evaluation for all clinical objectives.

(B) The student must achieve a "satisfactory" in College Lab that will be incorporated into the final grade.

(C) Tests must be taken as scheduled. A grade of 75 or better should be maintained on all tests.

(D) All required written assignments must be completed and submitted as per guidelines.

When all course criteria have been met, the student will be assigned a grade as outlined in Evaluation of Student Learning - Grading.

**Grading:**

3 Unit Quizzes - 40%  
Written Project - 20%

Final Exam – 40%

**Grading Scale:**

A	97-100%
A-	93-96%
B+	89-92%
B	85-88%
B-	81-84%
C+	78-80%
C	75-77%
D	61-74%
F	60 or below

S = Satisfactory (comparable to a "C" or higher)

**C is the lowest acceptable passing grade for all courses in the Nursing Program.**

I = Incomplete

W = Withdrawal

WI = Withdrawal Instructor Initiated

WA = Withdrawal Administration Initiated

U = Unsatisfactory

**Grading Information:**

Student learning will be evaluated by 3 unit theory tests, a written project, and a cumulative final exam. In the case where a student misses a test, a make-up test will be administered at the discretion of the instructor. The student must notify the instructor in advance of the scheduled test of a student's inability to take an exam as scheduled. Failure to notify the instructor will result in a 0 grade for the exam. Please refer to the nursing program testing policy in the program handbook.

**Academic Honesty**

Academic honesty is important to the learning organization's purpose of helping learners to develop critical, independent thinking skills and habits. Cheating and other forms of academic dishonesty run counter to this purpose and violate ethical and intellectual principles; they are therefore subject to penalties. For purposes of this *course* we will define academic dishonesty as:

Plagiarism: Presentation of work that originates from another unacknowledged source as one's own. Presenting someone else's ideas, argument, or information verbatim (or close to verbatim) without acknowledgement of the source in assessments, papers, or discussions, constitutes plagiarism.

### **Cheating:**

- a) Giving, receiving, or using, or attempting to give, obtain, or use, unauthorized information or assistance during an assessment or an examination
- b) Obtaining or conveying, or attempting to obtain or convey, unauthorized information about an assessment or examination questions
- c) Giving or receiving assistance on an essay or assignment that goes beyond that specifically allowed by the instructor (this includes buying and selling, or attempt to buy or sell essays and/or research assistance relating to course assignments)
- d) Impersonating someone else or causing or allowing oneself to be impersonated in an examination, or knowingly availing oneself of the results of impersonation
- e) Presenting a single piece of work in more than one course without the permission of the instructors involved

### **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*

**ADA Statement**

If you believe that you may require special accommodations or services to participate in this course, please contact the instructor or a counselor in Student Services. See the MCCC Student Handbook for further details.

The Nursing Program Handbook Information Packet

Each nursing student receives a copy of this handbook, is responsible for the information contained in the handbook, and is expected to comply with requirements and policies.



LEARNING OBJECTIVES	HRS		LEARNING ACTIVITY	LAB ACTIVITY	STUDENT LEARNING ACTIVITY
<ul style="list-style-type: none"> <li>- Apply the nursing process across the life span to the care of operative patients</li> <li>- Apply the nursing process to the care of pre-, intra, and postoperative patients with complications</li> <li>- Discriminate between the different pharmacological management of pre-, intra, and postoperative clients</li> <li>-Analyze how the impact of surgery can affect other basic human needs</li> </ul>	3	<b>UNIT I – ALTERATIONS IN THE SURGICAL CLIENT</b> <ul style="list-style-type: none"> <li>A. Pre-operative care considerations, nursing responsibilities (i.e. O.R. checklist)and patient/family education</li> <li>B. Alterations in the Perioperative patient</li> <li>C. Post-operative care considerations, and patient/family education</li> </ul>	Interactive lecture & discussion  Case study analysis  Concept mapping	Skills / Assessment: Plan/Nsg Dx – Simulation Implementation/ Simulated Evidence-based Interventions Across the Lifespan:  Assessment of the Patient During Perioperative, Intraoperative, and Postoperative Periods  Sterile Fields Sterile Gloving Wound Care & Dressings: <ul style="list-style-type: none"> <li>- Sterile dressing</li> <li>-wound irrigation</li> <li>- Wet-to-dry dressing</li> <li>- Drains (JP; Hemovac)</li> </ul>	Students to Review: <ul style="list-style-type: none"> <li>- Alterations in the surgical client</li> </ul> Assessment: <ul style="list-style-type: none"> <li>- Normal anatomy and physiology</li> <li>- Diagnostic studies</li> <li>- Pharmacology</li> <li>- Nutrition</li> <li>- cultural considerations</li> <li>- Pediatric and gerontologic considerations</li> </ul> Student CD-ROM NCLEX test questions  Student website: <a href="http://www.evolve.elsevier.com/iggy">www.evolve.elsevier.com/iggy</a>

LEARNING OBJECTIVES	HRS		LEARNING ACTIVITY	LAB ACTIVITY	STUDENT LEARNING ACTIVITY
<ul style="list-style-type: none"> <li>- Apply the nursing process across the lifespan in the care of the patient with alteration in mobility</li> <li>-Distinguish the clinical manifestation of the conditions for alterations in mobility</li> <li>-Compare and contrast pharmacological, non-pharmacological, and surgical treatment for different disorders that effect mobility</li> <li>-Discriminate modifiable and non modifiable risk factors that affect the patient with alterations in mobility</li> <li>-Analyze how mobility needs effect all other basic human needs</li> </ul>	6	UNIT II – MOBILITY A. Alterations in Bone & Connective Tissue <ol style="list-style-type: none"> <li>1. Inflammatory &amp; degenerative disorders</li> <li>2. Connective tissue disorders</li> <li>3. Surgical interventions</li> </ol> B. Alterations Related to Musculoskeletal Trauma <ol style="list-style-type: none"> <li>1. Fracture</li> <li>2. Dislocation</li> <li>3. Amputation</li> <li>4. Complications</li> </ol>	Interactive lecture & discussion  Case study analysis  Concept mapping	Implementation/ Simulated Evidence-based Interventions Across the Lifespan  Care of the client with alterations in mobility	Students to Review: <ul style="list-style-type: none"> <li>- Patients at risk for and with alterations in mobility</li> </ul> Assessment: <ul style="list-style-type: none"> <li>- Normal anatomy and physiology</li> <li>- Diagnostic studies</li> <li>- Pharmacology</li> <li>- Nutrition</li> <li>- cultural considerations</li> <li>- Pediatric and gerontologic considerations</li> </ul> Student CD-ROM NCLEX test questions  Student website: <a href="http://www.evolve.elsevier.com/iggy">www.evolve.elsevier.com/iggy</a>

LEARNING OBJECTIVES	HRS		LEARNING ACTIVITY	LAB ACTIVITY	STUDENT LEARNING ACTIVITY
<p>-Compare and contrast the application of the nursing process across the life span as it applies the patient who is at risk for altered skin integrity vs. the patient with altered skin integrity</p> <p>-Examine different metabolic syndromes that may alter or interfere with the ability for wounds to heal</p> <p>-Discriminate different treatment regimens for the patient with altered skin integrity</p> <p>-Analyze how altered skin integrity affects all other basic human needs</p>	3	<p>UNIT III - ALTERATION IN SKIN INTEGRITY AND WOUND HEALING</p> <p>A. Types of Wounds and Wound Healing</p> <p>B. Nursing Care of Wounds</p>			<p>Students to Review:</p> <ul style="list-style-type: none"> <li>- Patients at risk for and with alterations in skin integrity</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>- Normal anatomy and physiology</li> <li>- Diagnostic studies</li> <li>- Pharmacology</li> <li>- Nutrition</li> <li>- cultural considerations</li> <li>- Pediatric and gerontologic considerations</li> </ul> <p>Student CD-ROM NCLEX test questions</p> <p>Student website:  <a href="http://www.evolve.elsevier.com/iggy">www.evolve.elsevier.com/iggy</a> </p>

LEARNING OBJECTIVES	HRS		LEARNING ACTIVITY	LAB ACTIVITY	STUDENT LEARNING ACTIVITY
<ul style="list-style-type: none"> <li>- Compare and contrast the application of the nursing process across the lifespan to the care of the patient with an alteration in immunity</li> <li>-Compare and contrast the clinical manifestations of selected immune/autoimmune disorders</li> <li>- Discriminate between the different pharmacological management for the patient with altered immunity</li> <li>-Analyze how immune and/or autoimmune needs affect all other basic human needs</li> </ul>	3	<p>UNIT IV – ALTERATIONS IN IMMUNITY</p> <p>A. Infectious Process</p> <ol style="list-style-type: none"> <li>1. Viral</li> <li>2. Bacterial</li> <li>3. Fungal</li> </ol> <p>B. Autoimmune Disorders</p> <ol style="list-style-type: none"> <li>1. Inflammatory and degenerative disorders</li> </ol>			<p>Students to Review:</p> <ul style="list-style-type: none"> <li>- Patients at risk for and with alterations in immunity</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>- Normal anatomy and physiology</li> <li>- Diagnostic studies</li> <li>- Pharmacology</li> <li>- Nutrition</li> <li>- cultural considerations</li> <li>- Pediatric and gerontologic considerations</li> </ul> <p>Student CD-ROM NCLEX test questions</p> <p>Student website: <a href="http://www.evolve.elsevier.com/iggy">www.evolve.elsevier.com/iggy</a></p>

