

**GRAYSON COLLEGE
ASSOCIATE DEGREE
NURSING PROGRAM**



LVN to RN Transitional Entry

RNSG 1413

Fall 2020

GRAYSON COLLEGE

Course Syllabus

Please Note: Due to extenuating circumstances, including public health issues, course and testing delivery methods, instructional schedules, housing contracts, campus procedures and/or operating hours may be altered, interrupted and/or ceased for a limited or extended period of time. Such changes will be posted on the College website.

Course Information:

RNSG 1413, Foundations for Nursing Practice, LVN to RN Transitional Entry, Fall 2020, Hybrid Course.

Professor Contact Information

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Course Description:

(3-2-0-80-4) Introduction to the role of the professional nurse as provider of patient-centered care, patient safety advocate, member of health care team, and member of the profession. Content includes fundamental concepts of nursing practice, history of professional nursing, and a systematic framework for decision-making and critical thinking. Application of concepts related to nursing care of patients across the life span including common childhood/adolescent diseases, uncomplicated perinatal care, mental health concepts, perioperative care, frequently occurring adult health problems and health issues related to aging. Emphasis on knowledge, judgment, skills, and professional values within a legal/ethical framework.

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Prerequisites: BIOL2301/2101 or 2401; BIOL2302/2102 or 2402; PSYC 2301; BIOL2320/2120; PSYC 2314; ENGL 1301; MATH 1314 or MATH 1342.

Co-requisites: RNSG1227

Restrictions: Must be a LPN/LVN to be able to enroll in course

Course Placement: Acceptance to the nursing program required. Upon successful of the two TE courses, the TE student will receive 11 semester credits for courses equivalent to vocational nursing courses and then continue in the nursing program following the traditional AND course schedule for the third and fourth semesters.

End-of-Program Student Learning Outcomes

Member of the profession

- 1.1 Demonstrate professional attitudes and behaviors.
- 1.2 Demonstrate personal accountability and growth.
- 1.3 Advocate on behalf of patients, families, self, and the profession.

Provider of patient-centered care

- 2.1 Use clinical decision-making skills to provide safe, effective care for patients and families.
- 2.2 Develop, implement, and evaluate teaching plans to meet the needs of patients and families.
- 2.3 Integrate a caring approach in the provision of care for diverse patients and families.
- 2.4 Perform skills safely and correctly in the provision of patient care.
- 2.5 Manage resources in the provision of safe, effective care for patients and families.

Patient safety advocate

- 3.1 Implement measures to promote a safe environment for patients, self, and others
- 3.2 Formulate goals and outcomes to reduce risk using evidence-based guidelines.

Member of the health care team

- 4.1 Initiate and facilitate communication to meet the needs of patients and families.
- 4.2 Collaborate with patients, families, and health care team members to promote quality care.
- 4.3 Function as a member of the interdisciplinary team.

Course Outcomes for RNSG 1413:

Student learning outcomes for successful completion of RNSG 1413.

- Demonstrate knowledge of acute and chronic disease processes across the lifespan
 - Apply concepts of physical assessment and examination techniques in the care of patients across the lifespan
 - Integrate concepts involving appropriate treatments, nursing interventions, and safety precautions in the care of patients with chronic and acute health conditions
 - Demonstrate appropriate communication, collaboration, and coordination with the patients and members of the healthcare team
 - Apply concepts of pharmacology and principles of medication administration and calculation
 - Describe and apply fundamental skills of nursing
 - Describe the nursing care of a patient undergoing an operative procedure
 - Identify the appropriate care of a pregnant patient throughout the course of pregnancy and after delivery.
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SCANS Skills: When taken concurrently with RNSG 1227, the following skills will be achieved:

Workplace Competencies

1. Resources: Identifies, organizes, plans, and allocates resources
Students in RNSG 1413 have to be able to manage the care of one client. They must be able to organize their time in the clinical setting to complete the objectives of the clinical assignment. Students assign themselves to a group of 3-4 students to practice skills in the laboratory. Peer evaluation is used as a learning strategy.
2. Interpersonal: Works with others
Students in RNSG 1413 must learn to work in groups for the achievement of goals. This learning is also reflected in the student's ability to work with the healthcare team.
3. Information: Acquires and uses information
Students in RNSG 1413 must learn to access all available information sources in order to collect data. Sources of information include the Internet, patient record, physician record and peer reviewed nursing journals. They must be able to evaluate what information is pertinent to solve patient problems and deliver appropriate nursing care. Students must learn to use the information for communicating therapeutically to clients and documenting on client records and clinical assignments.
4. Systems: Understands complex inter-relationships
Students in RNSG 1413 must be able to demonstrate that they understand the operations of various healthcare delivery systems, especially nursing services. Students must become familiar with managed care, a system of health care that provides a generalized structure and focus when managing the use, cost, quality and effectiveness of health care services.
5. Technology: Works with a variety of technologies
Students in RNSG 1413 are introduced to a variety of technology in the healthcare system. They must learn to use information technology for information handling. Students must analyze, store, retrieve and/or manage data and information needed by nurses in providing care to individual clients.

Foundations Skills

1. Basic Skills: Reading, Writing, Math, Listening and Speaking
Students in RNSG 1413 are required to complete nursing care plans and physical assessments. Students must also demonstrate mastery with dosage calculations by completing an exam with 90% accuracy.
2. Thinking Skills: Creative thinking, problem solving, visualizing relationships, reasoning and learning
Students in RNSG 1413 are required to demonstrate reflective and critical thinking by being inquisitive, honest in facing personal biases, and prudent in making judgments. The students must develop a value system of right and wrong that helps the student with affective behavioral skills.
3. Personal Qualities: Responsibility, Sociability, self-management, integrity and honesty
Students in RNSG 1413 must learn to actively participate in the process of gaining knowledge. They must transition from the passive to active learner role. They must come to class prepared to engage with the content while interacting with faculty and fellow students in planned STUDENT PREPARATION.

Methods of Instruction:

1. Lecture/discussion
2. Group Process – Role Play
3. Simulated client situations
4. Study Guides
5. Audio-Visual Materials
6. Computer programs
7. Required Textbooks
8. Instructor – Student Conferences

9. Written/Online Assignments

Methods of Evaluation

1. Successful completion of RNSG 1413 is based upon the following criteria:
 - a. Pharmacological Math Exam
 - Does not count toward your final grade, however, must be passed with a 90% within 3 attempts -see RNSG 1413 calendar
 - Please see *Pharmacological Math Exam* policy in ADN Student Handbook.
 - b. Successful completion of Skills Check-offs (two attempts only). Students must satisfactorily complete the assigned skills in this course to continue in the program. Students will have two (2) opportunities to demonstrate proficiency. Repeat opportunities for Performance Mastery evaluations will be scheduled at least 24 hours after initial performance and at the discretion of the faculty. Repeat demonstration will be evaluated by a second faculty evaluator. Please see *Skills Lab Evaluation* policy in ADN handbook.
 - c. Active participation in Simulation Rotation.
 - d. Assignments- **10%** of course grade
 - Weekly assignments may consist of online quizzes, activities (i.e. simulation), Sherpath material, or Shadow Health material. These assignments are chosen to enhance the learning of the content and application of concepts. Each student is expected to actively complete or participate in a timely manner, failure to submit assignments by the due date will result in a zero for the assignment. Expectations or grading rubric will be provided on Canvas with each assignment.
 - Weekly assignments are opened, in Canvas, to the student within a timely manner and majority of the assignments are due the following **Tuesday at 0830**. Please follow the dates listed on calendar.
 - Students will receive one assignment grade for completion of **ALL** assigned Shadow Health assignments.
 - Late work will not be accepted. Assignments will not be available after the deadline. If a student has extenuating circumstances, please contact Mrs. Clement by private message **BEFORE** the assignment deadline to make alternate arrangements.
 - e. Unit exams - **65%** of the course grade.
 - Periodically scheduled exams are posted on class calendar.
 - Exams are based on course and syllabus learning objectives.
 - In the event that a make-up exams is necessary, it will be given on a designated make-up exams day during the week before final exams. Any missed make-up exams **will not** be rescheduled.
 - Please refer to *Exam Guidelines* in the ADN Student Handbook.
 - f. Comprehensive Final exam - **25%** of the course grade.
 - Final exams are comprehensive and must be taken at the designated time. **No make-up final exams will be given.**
 - This exam will be taken through EVOLVE. It is the HESI Mid-curricular Exam, which is a standardized exam.
 - Please refer to *External Mid-Curricular Exam* in the ADN Student Handbook.

Categories	Percentage
Unit Exams (3)	65%

Comprehensive Exam	25%
Quizzes/Assignments/Activities	10%

Course Grading Policy

The grading policy for the ADN program follows that of the college for the letter grading system and grade point determination. This policy is found in the Grayson College Catalog. ADN course grades are assigned as follows:

Letter Grade	Interpretation	Numerical Grade	Grade Points/ Semester Hour
A	Excellent	89.50-100	4
B	Good	79.50-89.49	3
C	Satisfactory	74.50-79.49	2
D	Failing	64.50-74.49	1
F	Failing	64.49 - and below	0

According to college policy a letter grade of “D” is considered unsatisfactory in a student’s major field of study and generally does not transfer. Therefore, a grade of "C" or better is necessary in the theory course, and a grade of “S” (satisfactory, which is equal to a “Pass” on transcripts) in the lab, and clinical courses for satisfactory completion of each level and progression to the next nursing course.

Rubrics

In order to understand what is expected for each assignment, please check out the RUBRIC -- a table that details the requirements of the assignment and the benchmarks for success -- attached to some assignments for the grading criteria.

Grades

Students can view grades using the GRADES button in the course navigation links. Please check grades regularly to make certain that all assignments have been received and put into the gradebook. If there is a question about a grade, email the instructor through INBOX. Please do not post personal concerns in a discussion forum.

Course & Instructor Policies:

Attendance

The ADN program adheres to the Grayson College Student Handbook attendance policy. Should absences occur which do not allow for full evaluation of student performance (quality and consistency) faculty will be unable to assign a passing grade. In addition, the following policies are specific to the theory course.

1. Regular attendance is expected for all classes.
2. A roll sheet is used to verify attendance in all theory courses.
3. Students **must** notify the faculty Team Coordinator in case of an absence on a test day at least one hour prior to the scheduled test time.

Please refer to your ADN Student Handbook for additional information/policies on attendance.

Student Conduct & Discipline

Refer to ADN Student Handbook for policies

Grayson College campus-wide student policies may be found on our Current Student Page on our website:
<http://grayson.edu/current-students/index.html>

Academic Integrity

Refer to ADN Student Handbook for policies

Plagiarism

The definition of plagiarism is stated clearly in the Grayson College Handbook. The ADN faculty follows the policy set forth in the GC Handbook regarding plagiarism within this course.

Disability Services

The ADN faculty recognizes that, in specific circumstances, students in the ADN program may require modifications. This policy is consistent with the Rules & Regulations Relation to Professional Nursing Education, Licensure & Practice, Texas Board of Nursing, and with the Americans with Disabilities Act (ADA). Please refer to Grayson College's policy regarding student accommodations, the Grayson College Student Handbook, or refer to the website: www.grayson.edu for more information.

TITLE IX

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Dr. Molly M. Harris, Title IX Coordinator (903)463-8714
- Ms. Logan Maxwell, Title IX Deputy Coordinator - South Campus (903) 415-2646
- Mr. Mike McBrayer, Title IX Deputy Coordinator - Main Campus (903) 463-8753

- Website: <http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html>
 - GC Police Department: (903) 463-8777- Main Campus) (903-415-2501 - South Campus)
 - GC Counseling Center: (903) 463-8730
 - For Any On-campus Emergencies: 911
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Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.

These descriptions and timelines are subject to change at the discretion of the Professor(s).

Grayson College campus-wide student policies may be found on our Current Student Page on our website: <http://grayson.edu/current-students/index.html>

In case of inclement weather, emergency closings, or other unforeseen disruptions to schedules, student must log onto their Canvas accounts for directions on where or how to continue their coursework.

Course Structure:

This is a hybrid course, which means it consists of both traditional face-to-face learning and online learning. This course will meet at designated times throughout the semester and the remainder of the course will require your participation online using the learning management system called CANVAS (<https://canvas.instructure\graysoncollege>) and the testing platform called EXAMSOFT (<https://ei.examsoft.com/GKWeb/login/graysoncollege>).

Required Textbooks

The faculty recommends that you purchase your textbooks as a bundle from the bookstore. Bundles are offered at a discounted price over those individually purchased. There are 2 bundles to purchase:

- 1. Elsevier Bundle is available as print or as eBooks**
- 2. F.A. Davis Bundle**

List of Individual Textbooks

- 2020 Intravenous Medications (Gahart & Nazareno)
- Saunders Nursing Drug Handbook 2020 (Kizior & Hodgson)
- Medical-Surgical Nursing 11th edition + Sherpath (Lewis, Bucher, Heitkemper, Harding, Kwong & Roberts)
- Maternal-Child Nursing 5th edition + Sherpath (McKinney, James, Murray, Nelson & Ashwill)
- Saunders Comprehensive Review NCLEX-RN Examination 8th edition (Silvestri)

- Fundamentals of Nursing (Volumes 1 & 2) 4th edition, (Wilkinson, Treas, Barnett, Smith)
- Davis Edge for Fundamentals (online resources)

Computer Requirements

Students are expected to have a basic understanding of personal computers, internet browsing, desktop applications such as Microsoft Word, and file management (uploading, downloading or sending files)

Computer Access:

- If a student does not have access to a computer off campus, there are many computer labs available for use on campus. Many public libraries also have computers with internet access that can be utilized for free.
- Each student will need to have an up-to-date browser, operating system and some additional software on the computer to take this class.

Other Required Materials

- A large 3 ring binder for keeping course handouts
- Access to a computer, laptop, or I-pad
- Stethoscope, watch, BP cuff
- Pens and pencils
- Supplies for "Teaching Presentation"
- Access to Microsoft Word

Course Communication:

Announcements

Announcements will be posted in CANVAS on a regular basis. These will appear on the CANVAS dashboard once a student logs in and/or will be sent to directly through to the students' preferred method of notification from CANVAS. Please make certain to check the announcements regularly, as they will contain any important information about upcoming projects or class concerns.

Email

In this course, the INBOX feature on the left-hand side of the page will be utilized to send private messages. A student can either check Inbox messages in the CANVAS system or set notifications to a preferred method of contact. When submitting messages, please do the following:

- Put a subject in the subject box that describes the email content.
- Please send email through Canvas Inbox feature only. Only use personal grayson emails when Canvas is inaccessible.
- Do not send messages asking general information about the class, please post those in the QUESTION FORUM.
- Do not submit assignments by message.
- Make certain to check messages frequently.

During the week (M-F), I will check INBOX frequently and monitor the discussion board several times a day. If you have a concern and send me a message, you can expect a response within 24 hours during the week and 24-48 hours during weekend days.

Course Participation Policy:

Participation is essential to success in the class. In hybrid education courses, the student is required to participate as if it were in a face-to-face course. Online participation is assessed through a variety of methods including timely submission of weekly assignments, as well as logging in and checking the course site regularly. Consistent failure to participate in class will result in failure of the course.

Refer to ADN Student Handbook for policies

Tech Support

If you need technical assistance at any time, you can contact the HELP desk during these hours.

**Help Desk Hours of Operation
Telephone Support**

Days	Hours	Phone #
Mon. - Fri.	8 a.m. - 4 p.m.	903-415-2591
		903-463-8788
Mon, Tue, Wed, & Thurs	6 p.m. - 9 p.m.	903-647-0092

Email Support

Send an email to helpdesk@grayson.edu . Include your name, telephone number, and description of your problem.

Student Acknowledgement:

This is to acknowledge that I received a copy of the syllabus for the course RNSG 1413 Foundations for Nursing Practice. I understand that it is my responsibility to read and understand the syllabus and to abide by the guidelines presented therein.

Signature

Student Printed Name

Date

Grayson College
Associate Degree Nursing
Math Application Objectives

Students are responsible for objectives listed under their current semester level in addition to all previous semesters.

Level 1 (RNSG 1227)

1. Interpret & properly express metric and household notations.
2. Convert from one unit to another within the same system of measurement.
3. Convert units of measure from one system of measurement to another system of measurement (metric and household).
4. Interpret medication prescriptions and standard abbreviations.
5. Interpret medication labels and calculate prescribed dosages.
6. Calculate the number of tablets, capsules or volume of liquid for prescribed oral dosages.
7. Calculate the amount of a medication to be administered per pound or kilogram of body weight.
8. Calculate the volume of a liquid for injection administration.
9. When given specific diluent information for medication reconstitution, calculate the volume to be administered.
10. Select the appropriate syringe for a calculated volume for parenteral administration.
11. Express a calculated answer by selecting the correct calibrated line on a syringe.

Level 2 (RNSG 1413)

12. Recognize the calibration or drop factor of IV administration sets.
13. Calculate the IV flow rate in drops per minute, and/or mL/hr. of a prescribed amount of intravenous fluid.
14. Demonstrate accurate titration of medications based on a nomogram or other given parameters.
15. For a given IV delivery rate (mL/hr), calculate the equivalent mg/hr, units/hr; mg/min or units/min dosage.
(Ex: heparin, oxytocin)

Level 3 & 4

16. For a given IV dosage/time order (ex: mg/min or mg/hr) calculate the flow rate in mL/hr. or gtts./min.
17. For a given IV dosage ordered by weight per minute (mcg/kg/min), calculate the correct flow rate in mL/hr or gtts/min.
18. Recognize the reasonable amount of medication to be administered.
19. Convert IV's with additive medications to mg/hr. or mg/min. to check for therapeutic dosage ranges.

Grayson College
Associate Degree Nursing
Pharmacologic Math: Medication Dosage Calculation

Instructions for rounding will be included on all nursing exams that contain pharmacologic math questions. The instructions will be specific to the medication dose being calculated.

These general rules must be used for correct dosage calculation and documentation:
(These rules will not be included in exam rounding instructions: memorize these rules!!)

- Do not use trailing zeros after a decimal point.
Example: X mg. (correct)
 X.0 mg. (incorrect)
- Do use a leading zero prior to a decimal point.
Example: 0.X mg. (correct)
 .X mg. (incorrect)
- Do not round until the very last step in the calculation.

Other helpful guidelines:

Tablets

Tablets are most frequently administered whole or cut in half. Occasionally, tablets may be cut in quarters. Follow standard rounding rules to determine the most accurate dose.

Oral liquids

Round according to the measuring device being used

3 mL syringe

Calibrated in tenths of a mL, so doses should be rounded to the nearest one decimal point.

Use for doses greater than 1 mL.

Examples: 1.25 mL = 1.3 mL
 2.67 mL = 2.7 mL

Tuberculin syringe

Calibrated in hundredths of a mL, so doses should be rounded to the nearest two decimal points.

Use for doses less than 1 mL.

Examples: 0.536 mL = 0.54 mL
 0.695 mL = 0.7 mL

Intravenous fluids

May be administered in drops/minute or mL/hour

When calculating drops/minute: round to the nearest whole number

When calculating mL/hour: round according to the capability of the infusion pump (may be to a decimal point)

Revised 1/2017

Diabetic High carbohydrate Reduced calorie Progressive diet Clear & full liquid Soft Pureed Low residue	
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Nutritional Disorders-ONLINE

Objectives:

1. Identify etiology, clinical manifestations, and management of nutritional disorders.
2. Differentiate between types of nutritional disorders.
3. Define involved factors and health risks associated with each nutritional disorder.
4. Discuss lifespan considerations.
5. Calculate body mass index and define the classification systems for determining a person's body size.
6. Discuss post op nursing care for surgical management of obesity.

CONTENT	STUDENT PREPARATION
Nutritional Disorders Malnutrition Obesity Metabolic Syndrome Gastric Surgery Pre/Post-op considerations Eating Disorders Anorexia Nervosa Bulimia Nervosa Binge-Eating	Read: Wilkinson et al, Vol. 1: Chapter 27 (pg. 663-705) Lewis: Chap 39 (pp 849-860) Chap. 40 McKinney: pg. 53; Ch. 7 (p. 129) Saunders NCLEX RN: Chap 11

Uncomplicated Diabetes Mellitus-Adult and Pedi

Objectives:

Adult

1. Differentiate between type 1 and type 2 diabetes mellitus
2. Describe the collaborative care of the patient with DM
3. Discuss the nursing management of the adult or the child with Diabetes Mellitus
4. Relate the pathophysiology of acute and chronic complications of DM to the clinical manifestations

Pedi

1. Describe the collaborative care of the child with DM
2. Discuss the nursing management of the child with Diabetes Mellitus

CONTENT	STUDENT PREPARATION
Classifications Type 1 & Type 2 & 1.5 Insulin Resistance Impaired glucose tolerance	Read: Adult: Lewis Ch 47 & 48

Secondary Diabetes Diagnostic Studies Types of Insulin Administration of Insulin Insulin Therapy & Problems Insulin Delivery Methods Drug Therapy: Oral Agents Nutritional Therapy Exercise Monitoring Blood Glucose Nursing Management Ambulatory & Home Care Acute Illness & Surgery Hyperglycemia/Hypoglycemia	Pedi: McKinney, James, Murray: pgs 1253-1256; Ch 51, pp 1260-1273
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Isolation and Infection Control- ONLINE

Objectives:

1. Explain the relationship of the chain of infection to transmission of the infection and examples to prevent infection for each element in the chain.
2. Identify the body's normal defenses against infection.
3. Describe the signs/symptoms of a localized infection and those of a systemic infection.
4. Discuss factors that increase the client's risk for infection.
5. Identify correct methods of performing isolation precautions and discuss implications and rationale for isolation precautions.

CONTENT	LEARNING ACTIVITES
Principles: Nature of Infection The Infectious Process Nursing Interventions for Infection Control Handling contaminated materials Standard precautions Hand Hygiene Types of isolation Isolation procedures Psychosocial Implications	Read: Wilkinson, et al: Vol 1, Ch. 23 (p.504-532) Vol 2, Ch. 23 (p.340-366) Lewis: Ch. 14 (p. 216) McKinney, et al: Ch. 37 (p. 825) Additional Resource: www.cdc.gov

Fluid Balance-ONLINE

Objectives

1. Discuss function and regulation of fluids and electrolytes in the body.
2. Discuss risk factor, causes and effects of fluid and electrolyte imbalances.
3. Identify nursing interventions related to assessing and monitoring body fluid balances.
4. Describe nursing interventions to care for clients with fluid and electrolyte imbalances.

CONTENT	STUDENT PREPARATION
Fluid Sources & Fluid Volume Regulation	<p>Note: We will NOT cover acid-base imbalances, this will be covered at a later time</p> <p>Read: Wilkinson, et al: Vol. 1, Chp 38 p. 1015-1028, 1033-1035 Vol. 2 Chp. 38 p. 855-856, 860</p> <p>McKinney et al: Ch. 40 p. 887-890, 892-900</p> <p>Lewis: Chap 16 p 268-276, 289-290</p>
Essential Electrolytes	
Intake & Output	
Factors influencing electrolytes and fluid balance	
Lifespan Considerations	
Electrolyte Imbalances	
Fluid Imbalances	
Fluid volume deficit	
Fluid volume overload	
Nursing Interventions	

Hypertension

Objectives:

1. Describe the mechanisms involved in the regulation of blood pressure.
2. Describe pharmacologic management, clinical manifestations, complications, lifestyle modifications, and collaborative care in a patient with hypertension.
3. Identify the pathophysiologic mechanisms associated with primary hypertension.
4. Discuss major antihypertensive agents including diuretics, sympatholytics, calcium channel blockers, direct vasodilators, and angiotensin inhibitors.
5. Explain strategies for the prevention of primary hypertension.

CONTENT	STUDENT PREPARATION
Hypertension Definitions Classifications Pathophysiology	Read: Lewis, Chapter 32 McKinney 5 th Edition, pgs 1112-1114

Risk factors Complications Nursing Mgm Lifestyle Modifications Weight reduction DASH diet Sodium Restriction Aerobic activity Avoid tobacco Stress reduction HTN Crisis HTN in children HTN Drug therapy	
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Hyperlipidemia

Objectives:

1. Describe atherosclerosis and arteriosclerosis, including collaborative care and nursing management.
2. Evaluate strategies to help patients manage controllable risk factors and actively participate in the plan of care.
3. Prioritize nursing actions for monitoring diet, exercise, and labs.
4. Identify significant nursing actions regarding medication management.

CONTENT	STUDENT PREPARATION
Hyperlipidemia Pathophysiology Assessment Diet Therapy Drug Therapy Pt education	Read: Lewis, Chapter 33: pgs. 698-708

Sterile Procedure-ONLINE

Objectives:

1. Define sterile asepsis.
2. Describe scientific principles related to sterile asepsis.
3. Describe the rationale and the use of sterile technique in providing care of clients.
4. Describe techniques for donning sterile gloves

CONTENT	STUDENT PREPARATION
Asepsis- Definition Aseptic techniques.	Read: Wilkinson, Treas, Bartlett, Smith, Chapter 23

Medical asepsis (clean techniques) Hand washing Surgical asepsis (sterile technique) Sterilization Breaks in technique	
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Advanced Pain Management-ONLINE

Objectives:

1. Review pain concepts.
2. Describe methods for acute and chronic pain management.
3. Explain the nursing actions in initiating and maintaining a PCA pump.
4. Describe the nursing actions in maintaining an epidural infusion and epidural catheter care.
5. Discuss the nursing actions to manage side effects and potential complications of epidural medication administration.
6. Explain the nurse's role and responsibility in pain management.

CONTENT	STUDENT PREPARATION
Acute Pain Management Epidural PCA Surgical interventions Chronic Pain Management	Read: Lewis Chapter 8 McKinney Chapter 39 Wilkinson Ch. 31

Nursing Care of Clients with Fluid and Electrolyte Imbalance

Objectives:

1. Describe the composition of the major body fluid compartments.
2. Define processes involved in the regulation of the movement of water and electrolytes between the body fluid compartments.
3. Identify the etiology, lab diagnostic findings, clinical manifestations, and nursing and collaborative management of the listed disorders.
4. Describe the composition and indications of common IV fluid solutions.
5. Demonstrate knowledge needed to provide care for clients with fluid and electrolyte imbalances.

CONTENT	STUDENT PREPARATION
Fluid imbalances Physiologic Principles Dehydration/ Deficit Over hydration/ Excess Electrolyte imbalances Sodium Potassium	Read: Lewis; Chapter 16 Saunders NCLEX Review: Ch 8 and 9 Bring : Gahart, IV Med Books McKinney, James, Murray, Chapter 38

Calcium Magnesium Phosphorous	
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Parenteral Nutrition

Objectives:

1. Describe the components of parenteral nutrition.
2. Prioritize nursing care for clients receiving total parenteral nutrition (TPN).
3. Identify complications associated with TPN.
4. Describe the common methods of administration of parenteral nutrition.

CONTENT	STUDENT PREPARATION
Parenteral Nutrition Types: Parenteral nutrition Partial parenteral nutrition (PPN) Total parenteral nutrition (TPN) Nursing Management Safety and administration Desired effects of parenteral nutrition Complications Fluid & Electrolyte Imbalances	Read: Lewis, Chapter 39 (pg. 863-867)

Wound Care-ONLINE

Objectives:

1. Identify types of wounds based on accepted classification schemes.
2. Recognize factors and lifespan considerations that affect wound healing.
3. Differentiate types of wound healing and identify phases of healing.
4. Describe types of wound exudates and different kinds of tissue in wounds.
5. Describe proper wound care including irrigation, wound closure, and bandaging.
6. Recognize major complications of wound healing and nursing interventions for each.
7. Accurately chart assessment of a wound and nursing care provided to wound.
8. Identify types of wound dressings and characteristics of each dressing.
9. Recognize advanced wound treatments and adjunctive therapies for wound care.
10. Differentiate the five forms of wound debridement.

CONTENT	STUDENT PREPARATION
Wounds Classification Influential factors	Read: Wilkinson, et al: Vol. 1, Chp 35

<p>Lifespan Considerations</p> <p>Healing</p> <ul style="list-style-type: none"> • Types • Phases <p>Exudates</p> <p>Tissue types in wound</p> <p>Wound Care</p> <p>Irrigation</p> <p>Wound closure</p> <p>Bandaging</p> <p>Dressing Types</p> <ul style="list-style-type: none"> • Characteristics <p>Advanced wound treatments</p> <p>Adjunctive Therapies</p> <p>Debridement</p> <p>Documentation</p>	<p>p. 922-928, 940-952</p> <p>Vol. 2, Chp. 35</p> <p>p. 712-748, 750-751, 756-761</p> <p>Lewis: Chp 11 p. 160-167</p>
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Skin Integrity & Pressure Ulcers-ONLINE

Objectives:

1. Describe factors that affect skin integrity.
2. Discuss types of heat and cold therapy, and guidelines for application.
3. Identify assessment data needed to categorize pressure ulcers.
4. Discuss the use of the Braden Scale to identify “at risk clients” for skin breakdown.
5. Identify nursing measures to prevent skin breakdown and treat each stage of pressure ulcers.

CONTENT	STUDENT PREPARATION
<p>Skin Integrity</p> <p>Heat & Cold Therapy</p> <ul style="list-style-type: none"> Purpose Systemic Effects Lifespan Precautions Rebound Phenomenon <p>Pressure Ulcers</p> <ul style="list-style-type: none"> Etiology Risk Factors Stages of Pressure Ulcers Nursing Interventions 	<p>Read:</p> <p>Wilkinson, et al:</p> <p>Vol. 1, Chp 35</p> <p>p. 917-922, 928-940, 952-953</p> <p>Vol. 2, Chp. 35</p> <p>p. 749-750, 752-761</p> <p>Lewis: Chp 11 p. 167-171</p>

Integumentary Disorders-ONLINE

Objectives:

1. Explain the etiology, clinical manifestations, and nursing and collaborative management of common acute dermatologic problems.
2. Summarize the psychological and physiologic effects of chronic dermatologic conditions.
3. Explain the etiology, clinical manifestations, and nursing and collaborative management of malignant dermatologic disorders, of bacterial, viral, and fungal infections of the integument, of allergic dermatologic disorders, and benign dermatologic disorders, as well as infestations and insect bites.
4. Explain the indications and nursing management related to common cosmetic procedures and skin grafts.

CONTENT	STUDENT PREPARATION:
<p>Integumentary Disorders</p> <p style="padding-left: 20px;">Infections</p> <p style="padding-left: 40px;">Bacterial</p> <p style="padding-left: 40px;">Viral</p> <p style="padding-left: 40px;">Fungal</p> <p style="padding-left: 20px;">Infestations</p> <p style="padding-left: 40px;">Insects</p> <p style="padding-left: 40px;">Bedbugs</p> <p style="padding-left: 40px;">Pediculosis</p> <p style="padding-left: 40px;">Scabies</p> <p style="padding-left: 40px;">Ticks</p> <p style="padding-left: 20px;">Inflammations</p> <p style="padding-left: 40px;">Dermatitis</p> <p style="padding-left: 40px;">Eczema</p> <p style="padding-left: 40px;">Psoriasis</p> <p style="padding-left: 20px;">Cosmetic Surgery</p> <p>Neoplastic Integumentary Disorders</p> <p style="padding-left: 20px;">Skin Cancers</p> <p style="padding-left: 40px;">Keratosi</p> <p style="padding-left: 40px;">Basal cell carcinoma</p> <p style="padding-left: 40px;">Squamous cell carcinoma</p> <p style="padding-left: 40px;">Malignant melanoma</p>	<p>Read: Lewis: Chapter 23</p> <p>McKinney, James: Pgs 1173-1193</p>

Nursing Care of Clients with Respiratory Disorders

Objectives:

Adult Respiratory Disorders

1. Describe the pathophysiology, medical treatments, and collaborative and nursing care of non-infectious and infectious adult upper respiratory disorders.
2. Identify respiratory distress in the adult patient.
3. Explain teaching strategies for adult respiratory disorders.

Pediatric Respiratory Disorders

1. Describe the pathophysiology, medical treatments, and collaborative and nursing care of pediatric respiratory disorders.
2. Identify respiratory distress in the pediatric patient.
3. Explain teaching strategies for pediatric respiratory disorders.

CONTENT	STUDENT PREPARATION
<p>Non-infectious Upper Respiratory Disorders</p> <p>Nose</p> <ul style="list-style-type: none"> Deviated Septum Nasal Fracture Epistaxis Nasal Polyps Allergic Rhinitis <p>Oral pharynx</p> <ul style="list-style-type: none"> Sleep Apnea <p>Lungs</p> <p>Infectious Respiratory Problems</p> <p>Nose</p> <ul style="list-style-type: none"> Acute Viral Rhinitis Influenza Sinuses Sinusitis <p>Oral pharynx</p> <ul style="list-style-type: none"> Acute Pharyngitis <p>Lungs</p> <ul style="list-style-type: none"> Acute Bronchitis Pneumonia Lung Abscess Pleural Effusion Pleurisy Atelectasis Bronchiolitis <p>Pedi Respiratory:</p> <ul style="list-style-type: none"> Tonsillitis Croup Syndromes Pneumonia Foreign Body Aspiration Laryngotracheobronchitis Bacterial Tracheitis 	<p>Read:</p> <p>Adult:</p> <p>Lewis, Chapter 26, pg 477-487 Chap 27 pg. 502-509, 515-517</p> <p>Optional: Review only: Lewis Chap 25</p> <p>Pediatric:</p> <p>McKinney Chap 45, Pg 1033-1052</p>

Arterial Disorders -ONLINE

Objectives:

1. Describe the etiology and pathophysiology of peripheral arterial disease.
2. Identify the major risk factors associated, describe the clinical manifestations, collaborative care, and surgical management of peripheral arterial disease of the lower extremities.
3. Differentiate the pathophysiology, clinical manifestations, and collaborative care of PAD, Buerger's disease and Reynaud's' phenomenon

4. Recognize aneurysms, aortoiliac occlusive disease, and aortic dissection and associate nursing care.

CONTENT	STUDENT PREPARATION
<p>Arterial Disorders Arteriosclerosis Atherosclerosis Peripheral arterial disease Peripheral arterial occlusion Buerger’s Disease Reynaud’s phenomenon Aortic Aneurysms</p> <p>Diagnostic Studies Popliteal entrapment Venography Doppler Ultrasound Prothrombin Time (PT) Partial thromboplastin time (PTT) International normalized ratio (INR) Serum cholesterol / triglycerides Arteriography Segmental systolic blood pressure Exercise tolerance test</p> <p>Medical Management Anti-platelet agents / Thrombolytic / Anticoagulants</p>	<p>Arterial Disorders Read: Lewis, Chapter 37, pgs. 800-813</p>

Maternal Newborn Nursing

Objectives: Foundations of OB/Antepartum

1. Describe local/national trends related to maternal/newborn nursing and recognize factors which affect the experience of pregnancy.
2. Compare current settings for childbirth, both within and outside of the hospital setting, along with the role of the nurse in these settings.
3. Discuss trends in maternal, infant, and childhood mortality rates.
4. Understand conception and fetal development processes.
5. Identify important landmarks of fetal development.
6. Understand the physiologic changes that occur during pregnancy and the nursing management of those changes.
7. Perform Naegele’s Rule calculations, GTPAL documentation, and differentiate between probable, presumptive, and positive indicators of pregnancy.
8. Discuss the nutritional needs of the woman prior to, during, and after pregnancy.
9. Discuss strategies to promote maternal and fetal well-being.
10. Identify risk factors which affect the pregnant client.

Objectives: Intrapartum

1. Examine factors which influence labor and delivery of a fetus and associated nursing care.
2. Differentiate between true and false labor.
3. Describe cervical changes and contraction cycles during labor.
4. Determine fetal attitude, lie, and presentation.
5. Examine the stages and phases of labor and delivery and associated nursing care.
6. Discuss risks, advantages, and nursing care of a client undergoing an obstetric procedure.
7. Identify the nursing needs of a woman who experiences a cesarean delivery.
8. Discuss pain management techniques, medications, and procedures.

Objectives: Fetal Monitoring

1. Discuss purpose, significance, and nursing actions associated with fetal heart rate monitoring.
2. Identify baseline FHR and periodic changes in FHR.

Objectives: Post-Partum

1. Compare the nursing care for a patient who experienced a cesarean delivery versus a vaginal delivery.
2. Examine qualities of post-partum assessment, physiologic changes, and nursing interventions.
3. Differentiate between post-partum blues and post-partum depression.

Objectives: Newborn Assessment

1. Determine Apgar score on an infant.
2. Examine parent-infant attachment.
3. Discuss newborn assessment, common complications, and associated nursing actions.
4. Perform a gestational age assessment.
5. Discuss the significance of the gestational age assessment.

Objectives: Newborn Care and Feeding

1. Discuss nursing care associated with newborn procedures, common complications, and routine interventions.
2. Examine the differences in formula versus breast feeding.
3. Identify common problems with breastfeeding and nursing interventions to resolve them.

CONTENT	STUDENT PREPARATION
<p>Antepartum</p> <p>Fetal Development Hereditary/Risk Factors Physiologic & Psychological Changes During Pregnancy Nutrition For Childbearing Prenatal Diagnostic Tests</p> <p>Intrapartum</p>	<p>Antepartum Read: McKinney, James, Murray, Nelson, and Ashwill:</p> <p>Ch. 12 Ch. 10 Ch. 13 Ch. 14 Ch. 15</p> <p>Intrapartum Read: McKinney, James, Murray, Nelson, and Ashwill:</p>

<p>Process of Birth, Vaginal Birth & Cesarean Birth</p> <p>Nursing Care During Obstetric Procedures</p> <p>Fetal Monitoring</p> <p>Fetal Monitoring</p> <p>Newborn Assessment</p> <p>Newborn Adaptation & Assessment</p> <p>Newborn Care & Nutrition-ONLINE</p> <p>Newborn Procedures Nursing Care Feeding</p> <p>Post-Partum-ONLINE</p> <p>Post-Partum Adaptation, Physiological Changes, & Nursing Care Cesarean vs. Vaginal Delivery</p>	<p>Ch. 16 & 18</p> <p>Ch. 19</p> <p>Fetal Monitoring Read: McKinney, James, Murray, Nelson, and Ashwill:</p> <p>Ch. 17</p> <p>Newborn Assessment Read: McKinney, James, Murray, Nelson, and Ashwill:</p> <p>Ch. 21</p> <p>Newborn Care & Nutrition Read: McKinney, James, Murray, Nelson, and Ashwill:</p> <p>Ch. 22 & 23</p> <p>Post-Partum Read: McKinney, James, Murray, Nelson, and Ashwill:</p> <p>Ch. 20</p>
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Shock

Objectives:

For hypovolemic, anaphylactic, and septic shock:

1. Define underlying pathophysiology.
2. Describe priority nursing assessments.
3. Describe nursing care measures to reduce risk.
4. Describe the role of the nurse in collaborative measures.
5. Define the listed types of shock.

CONTENT	STUDENT PREPARATION
Shock: Hypovolemic Septic Anaphylactic	Read: Lewis: Chapter 66, Skip Neurogenic and cardiogenic shock

Surgical Concepts: Pre-op, Intra-op, Immediate Post-op, Post-op

Objectives:

Preoperative/Intraoperative Nrsng

1. Differentiate the common purposes and settings of surgery
2. Apply knowledge of the purpose and components of a preoperative nursing assessment.
3. Interpret the significance of data related to the preoperative patient's health status and operative risk.
4. Analyze the components and purpose of informed consent for surgery.
5. Examine the nursing role in the physical, psychological, and educational preparation of the surgical patient.
6. Differentiate the purpose and types of common preoperative medications.
7. Identify and differentiate the purpose of the various areas of the perioperative department and the proper attire for each area.
8. Differentiate among the roles and responsibilities of the interdisciplinary surgical team.
9. Analyze the role of the perioperative nurse in the management of the patient undergoing surgery.
10. Apply basic principles of aseptic technique used in the operating room.
11. Evaluate the importance of safety in the operating room relative to patients, equipment, and anesthesia.
12. Differentiate the common types of and delivery systems for anesthesia.

PACU/Postoperative Nrsng

13. Describe the use of oxygen and the delivery methods.
14. Prioritize nursing responsibilities in the prevention of complications in the PACU.
15. Apply data from initial nursing assessment to the management of the patient after transfer from the PACU to the general care unit.
16. Differentiate common post-op complications and nursing interventions to prevent and/or mitigate these complications.

CONTENT	STUDENT PREPARATION
Preoperative Assessment Pre-operative Teaching Diagnostic Studies Medication Therapy Physical Preparation Consent Checklist	Read: Lewis, Chapter 17 McKinney, James, Murray-Ch. 37: pg. 845-848
CONTENT	STUDENT PREPARATION
Intraoperative Surgical Team Roles Safety Factors Anesthesia Considerations Classifications	Read: Lewis: Chapter 18

CONTENT	STUDENT PREPARATION
Immediate Postoperative Care Cardiovascular System Respiratory System Neurological System Gastrointestinal System Genitourinary System Integumentary System	Read: Lewis: Chapter 19
CONTENT	STUDENT PREPARATION
Postoperative Care Assessment Nursing Interventions Complications Respiratory Cardiovascular Genitourinary Gastrointestinal Neurological	Read: Lewis: Chapter 19

Venous Disorders -ONLINE

Objectives:

1. Explain the pathology, etiology, clinical manifestations, collaborative care, diagnostics, and surgical management for the listed venous disorders.
2. Identify the etiology and pathology of selected venous disorders.
3. Compare and contrast modifiable and non-modifiable risk factors.
4. Describe pharmacologic management and associated nursing care for listed disorder
5. Demonstrate accurate titration of medications based on nomograms with given parameters.

CONTENT	STUDENT PREPARATION
<p>Venous Disorders Venous thromboembolism (VTE) Venous insufficiency Varicose veins Thrombophlebitis</p> <p>Diagnostic Studies Popliteal entrapment Venography Doppler Ultrasound Prothrombin Time (PT) Partial thromboplastin time (PTT) International normalized ratio (INR) Serum cholesterol / triglycerides Arteriography Segmental systolic blood pressure Exercise tolerance test</p> <p>Medical Management Anti-platelet agents / Thrombolytic / Anticoagulants</p>	<p>Venous Disorders Read: Lewis, Chapter 37, pg 813-827</p> <p>Successfully Demonstrates accurate titration of medications based on a nomogram</p>

Degenerative & Structural Musculoskeletal Disorders

Objectives:

1. Describe the pathophysiology, risk factors, diagnostics, clinical manifestations, and treatment modalities for osteoporosis, Paget’s disease, osteoarthritis, and osteomalacia.
2. Identify nursing implications for interprofessional management of clients with degenerative and structural disorders.

CONTENT	STUDENT PREPARATION
<p>Degenerative & Structural Disorders Osteoporosis Paget’s Disease Osteoarthritis Osteomalacia</p>	<p>Read: Lewis 11th, Chapter 63 pgs. 1484-1498 Chapter 64 pgs. 1499-1505</p>

Diagnostic Tests Medical/Surgical Management External Fixation Devices Medication therapy Diet Therapy Surgical Intervention	-
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Nasogastric Tubes/Enteral Therapy-ONLINE

Objectives:

1. Describe types of feeding tubes, and related nursing management
2. Explain the indicators for use, complications and nursing management of enteral feedings

CONTENT	STUDENT PREPARATION
Nasogastric (NG) tubes Insertion Maintenance Removal Gastric tubes Medication Administration via NG and Gastric tubes	Read: Lewis: Chapter 39 pgs. 860-863

Connective Tissue Disorders

Objectives:

1. Review the pathophysiology of the inflammatory response.
2. Compare and contrast the pathophysiology and manifestations of RA, lupus, gout, and scleroderma.
3. Identify diagnostic tests, nursing priorities, and client education in regards to RA, lupus, gout, and scleroderma.
4. Describe the medical and pharmacologic management of connective tissue disorders, as well as the mechanism of action, side effects, and nursing responsibilities with pharmacologic management of connective tissue disorders.

CONTENT	STUDENT PREPARATION
Rheumatoid Arthritis Juvenile Idiopathic Arthritis Gout Systemic Lupus Erythematosus Scleroderma (systemic sclerosis) Diagnostic Studies Medical Surgical Management Medication Therapy, Treatments, Diet Therapy and Surgical Intervention	Read: Lewis: Chapter 64, Pages 1505-1532 McKinney, James, Murray Ch. 50 (pg. 1236-1239)

Oncology-ONLINE

Objectives:

1. Define the term “cancer”.
2. Identify the seven warning signs of cancer, as defined by the American Cancer Society.
3. Identify actions, precautions, and side effects of listed chemotherapeutic drugs.
4. Identify appropriate diet modifications.
5. Differentiate between external and internal radiation therapy.
6. Identify the side effects associated with radiation therapy.
7. Describe specific safety precautions necessary when caring for the client receiving radiation therapy or chemotherapy.
8. Describe the use of immunotherapy as a treatment modality.

CONTENT	STUDENT PREPARATION
Oncology Definition Risk Factors Pathophysiology Clinical Manifestations Diagnostic Studies Treatment Modalities Surgery Radiation Chemotherapy Immunotherapy Nursing Management Pediatric Considerations:	Read: Lewis: Chapter 15 Saunders NCLEX Review: Ch 48-49 EAQ Lewis Cancer Assessment (optional) McKinney, James, Murray, Chap 48

Gastrointestinal Neoplasms-ONLINE

Objectives:

1. Describe the common etiologies, clinical manifestation, inter-professional care, and nursing management of the patient with oral, esophageal, gastric, pancreatic, liver, and colorectal cancer.
2. Explain diagnostic studies and common surgical/medical treatment modalities for clients with gastrointestinal cancers.

CONTENT	STUDENT PREPARATION
<p>Neoplastic Disorders</p> <p>Types</p> <ul style="list-style-type: none"> Benign Disorders <ul style="list-style-type: none"> Leukoplakia Polyps Malignant Disorders <ul style="list-style-type: none"> Oral Cancer Esophageal cancer Gastric cancer Colorectal cancer Carcinoma of the liver Carcinoma of the pancreas <p>Diagnostic Determinants</p> <ul style="list-style-type: none"> Gastric analysis Occult blood Colonoscopy Proctosigmoidoscopy CT scans Biopsies Laboratory tests Other <p>Medical Management</p> <ul style="list-style-type: none"> Chemotherapy Other <p>Surgical Management</p> <ul style="list-style-type: none"> Esophagectomy Gastrectomy Abdomino-perineal resection Ileostomy/colostomy Palliative measures Liver transplant Whipple procedure Other <p>Complications</p> <ul style="list-style-type: none"> Metastatic sites 	<p>Read:</p> <p>Lewis</p> <ul style="list-style-type: none"> Ch 41 pg. 894-896, 901-903, 911-915 Ch 42 pg. 948-952, 966 <p>Review Esophageal Varices</p>

Musculoskeletal Trauma and Treatments

Objectives:

1. Define the various injuries- soft tissue, repetitive strain, fractures.
2. Describe the pathophysiology, medical treatments and nursing care of clients with musculoskeletal disorders.
3. Identify possible causes and possible preventions for the listed disorders.
4. Explain common interventions and nursing management for each disorder.

CONTENT	STUDENT PREPARATION
<p>Low back pain</p> <p>Soft Tissue Trauma</p> <ul style="list-style-type: none"> Contusions Strains Sprains Tears Subluxation Dislocation <p>Repetitive Use Injuries</p> <ul style="list-style-type: none"> Carpal tunnel Rotator Cuff <p>Fractures</p> <ul style="list-style-type: none"> Simple Compound Pathologic Greenstick Transverse Oblique Spiral Comminuted Depression Compression Avulsion <p>Diagnostic Studies</p> <p>Medical / Surgical Management</p> <ul style="list-style-type: none"> Treatments Casts / Traction Surgical Intervention 	<p>Read:</p> <p>Lewis: Chapter 62, pg 1444-1469</p> <p>McKinney, James, Murray Pgs. 1214-1220</p>

Pediatric Musculoskeletal Disorders

Objectives:

1. Describe the pathophysiology, medical treatments and nursing care of the pediatric disorders.
2. Identify types of anomalies and various ways to categorize them.
3. Recognize factors and lifespan considerations that affect the client.
4. Describe nursing interventions for major complications and to support healing

CONTENT	STUDENT PREPARATION
Pediatric MS anomalies Congenital hip dysplasia Congenital foot deformities Scoliosis Muscular Dystrophy Other anomalies	Read: McKinney, James, Murray Ch. 50 pgs. 1222-1235

Casts, Bandages, Binders and Traction-ONLINE

Objectives:

1. Describe the purpose/use for varying types of casts, binders, bandages, braces, and tractions.
2. Identify types of casts, traction, bandages, binders and associated nursing care.
3. Recognize factors and lifespan considerations that affect the patient.
4. Describe nursing interventions to support healing, proper care, and appropriate documentation for each device.
5. Recognize major complications and nursing interventions for each.

CONTENT	STUDENT PREPARATION
Purposes and care of: Casts Bandages Braces, Corrective Devices Exercises Interventions	Readings: Lewis Ch 62 McKinney, James, Murray: Ch. 50 pgs 1206-1214

Musculoskeletal Infections and Bone Tumors-ONLINE

Objectives:

1. Describe the pathophysiology, medical treatments and nursing care of the listed disorders.
2. Identify types of infections and tumors prevention and care.
3. Recognize factors and lifespan considerations that affect the client.
4. Describe nursing interventions for major complications and to support healing.

CONTENT	STUDENT PREPARATION
MS Infections	Read:

<p>Osteomyelitis Acute / Chronic Tuberculosis</p> <p>Diagnostic Tests Blood cultures Wound cultures Sputum culture Skin test</p> <p>Medical / Surgical Management Medication Therapy Diet therapy Surgical Interventions</p> <p>Bone Tumors Malignant Osteoclastoma sarcoma Ewing's sarcoma Benign Metastatic Bone Disease</p>	<p>Lewis, Chap 63, p 1478-1483</p> <p>McKinney, James, Murray Ch. 48 pg. 1163-1164 Ch. 50 pgs. 1220-1222</p>
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Bone and Joint Surgery-ONLINE

Objectives:

1. Discuss the processes of surgical knee repair/replacement, rotator cuff repair, carpal tunnel release, and surgical hip repair/replacement.
2. Describe the pathophysiology, medical treatments, diagnostics, and nursing care of the various surgical procedures.
3. Identify possible complications, causes, and possible preventative measures.

CONTENT	STUDENT PREPARATION
<p>Hip Knee Other Joint replacement Rotator Cuff Repair Carpal Tunnel Release Spine Amputations</p> <p>Diagnostic Studies Medical / Surgical Management Treatments Surgical Intervention</p>	<p>Readings: Lewis Ch 62</p> <p>McKinney, James, Murray-Ch. 37-pgs 845-847</p>

Gastrointestinal – Intestinal

Objectives:

1. Describe the pathophysiology, medical treatments, and nursing care of clients with obstructive disorders, and infective/inflammatory disorders of the gastrointestinal tract.
2. Understand associated diagnostic studies, including microbiology, radiology, and invasive exams, including indications for and nursing care measures.

CONTENT	STUDENT PREPARATION
<p>Obstructive Disorders</p> <p>Types</p> <ul style="list-style-type: none"> Mechanical <ul style="list-style-type: none"> Hernias Nonmechanical <ul style="list-style-type: none"> Paralytic ileus <p>Medical Management</p> <ul style="list-style-type: none"> Medication Decompression <p>Infections/Inflammations</p> <p>Types</p> <ul style="list-style-type: none"> Ulcerative colitis Crohn’s disease Irritable bowel syndrome Gastroenteritis Appendicitis Diverticulosis/Diverticulitis Peritonitis Helminthic infections Food Poisoning <p>Diagnostic Determinants</p> <ul style="list-style-type: none"> Barium enema Sigmoidoscopy Colonoscopy Ultrasound Other <p>Medical Management</p> <ul style="list-style-type: none"> Medication <ul style="list-style-type: none"> Steroids Tranquilizers Sedatives Vitamins Antibiotics Immunosuppressive drugs Laxatives Other Diet Therapy TPN- Parenteral 	<p>Read:</p> <p>Lewis; Chapters 41 and 42</p> <p>Saunders NCLEX Review: Chap 52 & 53</p>

<p>Elemental diet Low residue High fiber Low roughage</p> <p>Surgical Management Bowel resection- Diversion</p> <p>Complications Peritonitis</p> <p>Anorectal Disorders Types Hemorrhoids Abscess Fistula</p> <p>Intestinal Parasitic Diseases</p> <p>Abdominal Trauma Types Intestinal trauma Liver Spleen</p>	
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Gastrointestinal – Digestive

Objectives:

1. Describe the etiology, complications, collaborative care, and nursing management of nausea and vomiting.
2. Explain the pathophysiology, clinical manifestations, collaborative care, complications, and nursing management for clients with upper gastrointestinal problems.
3. Identify common types of foodborne illnesses and nursing responsibilities related to food poisoning.

CONTENT	STUDENT PREPARATION
<p>Inflammatory Disorders Types Gastritis Gastroenteritis</p> <p>Diagnostic Determinants Endoscopy Ultrasound Other</p> <p>Upper GI Bleeding Peptic Ulcers Types Gastric Duodenal</p>	<p>Readings: Lewis: Chapter 41; (skip cancer)</p> <p>Saunders NCLEX Review, 7th Ch 52 & 53</p>

<p>Stress</p> <p>Diagnostic Determinants</p> <ul style="list-style-type: none"> Esophagogastro-duodenoscopy (EGD) Upper Gastrointestinal Series (UGI) Barium Swallow Other <p>Medical Management</p> <ul style="list-style-type: none"> Gastric tubes Medication Therapy <ul style="list-style-type: none"> Antacids Anticholinergics Histamine receptor antagonists Gastric acid inhibitors Prostaglandins Cytoprotective agents Other <p>Surgical Management</p> <ul style="list-style-type: none"> Gastrectomy Vagotomy Billroth I/II Procedure Pyloroplasty <p>Complications</p> <ul style="list-style-type: none"> Perforation Hemorrhage Dumping Syndrome Gastric Outlet Obstruction 	
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Gastrointestinal – Pancreatitis/Cholecystitis/Cholelithiasis-ONLINE

Objectives:

1. Differentiate between acute and chronic pancreatitis related to clinical manifestations, pathophysiology, interprofessional care, complications, and nursing management.
2. Explain diagnostic studies used to diagnose and differentiate acute and chronic pancreatitis.
3. Describe the pathophysiology, clinical manifestation, complications, and inter-professional care of gallbladder disorders
4. Describe the nursing management of the patient undergoing surgical treatment of cholecystitis and cholelithiasis.

CONTENT	STUDENT PREPARATION
Pancreatitis Cholecystitis/Cholelithiasis Diagnostic determinants <ul style="list-style-type: none"> Serum bilirubin Urine bilirubin Endoscopic retrograde 	Read: Lewis; Chapter 43, p 992-1005 (skip cancers)

Cholangiopancreatography (ERCP) Ultrasound of the gallbladder Serum Amylase Serum Lipase Medical Management Medication Other therapies G.I. decompression Surgical Management Cholecystotomy Laser surgery	
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Bowel Diversions-ONLINE

Objectives:

1. Explain the anatomic and physiologic changes, and the nursing management, of a client with an ileostomy and colostomy.
2. Describe the pathophysiology, manifestations, treatments, and nursing care of clients with a bowel resection.

CONTENT	STUDENT PREPARATION
Bowel resection Ostomy Proctocolectomy with Ileostomy Colostomy Ileostomy Double-barreled stoma Kock pouch Ileanal reservoir Pre and Post operative Care Colostomy care Ileostomy Care Adaptation to an Ostomy	Read: Lewis: Chap 42 pgs. 952-957

Gastrointestinal - Ingestive Disorders-ONLINE

Objectives:

1. For the client with problems involving ingestion, oral inflammation and infection, and esophageal disorders:
 - Explain the pathophysiology
 - Describe dietary modifications
 - Explain the extended health risks

CONTENT	STUDENT PREPARATION:
Nausea & Vomiting Dysphagia Somatitis Gingivitis Herpes simplex Oral Candidiasis Vincent's Gingivitis Parotitis Aphthous Stomatitis Leukoplakia GERD Esophagitis Barrett's Esophagus Hiatal Hernia Esophageal Diverticula Esophageal Strictures Achalasia Mandibular fracture	Read: Lewis; Chapter 41

LAB CONTENT FOR RNSG 1413

Item	Quantity
Trach kit LF	1
Suction kit 14Fr w/2 gloves LF	1
Velcro/trach tube holder	1
Vacutainer needle	1
Vacutainer holder	1
Blood collection kit-Saf-T blood wing set	1
Urinary catheter kit-Kendall 16Fr	1
Swabsticks—simulated w/H2O	2
IV fluid-50 sterile H2O (label NS)	2
IV fluid-250 or 500 sterile H2O (label NS)	1
IV primary tubing-Baxter Clearlink 112"	1
IV start kit w/chloraprep	1
IV catheter ProtectIV Safety 22G	3
IV catheter Exel IV 22G	3
Extension tubing-Baxter 8"	1
Tegaderm-small IV size	2
IVPB 2 nd tubing—Baxter Clearlink 37"	2
10 mL syringes—luer lock	5
Extra Tegaderm central line size	1
Central line dressing kit w/chloraprep	1
Demo Bio-patch	1
Combine/ABD pad 5x9	1
Paper tape 1"	1
Surgical sponges 4x4	1
Gown	1
Mask w/ear loop	1
Sterile gloves 7.5	2 pr
30mL NS	1
3mL syringes-luer lock	5
Insulin syringe safety	1
TB syringe safety	1
22G 1 ½" needles safety	2
25G 5/8" needle safety	2
21G 1" needle safety	1
Inject Ed	1
Practi-ampule	1
Practi-NPH insulin	1
Practi-Regular insulin	1
Penlight	1
bag	1

RNSG 1413 Skills Checkoff 1

IV Insertion Skills

1. Identify the procedure for insertion, maintenance and removal of IV cannula & therapy.
2. Select the appropriate equipment and supplies essential for initiating intravenous therapy.
3. Describe the steps involved in initiating intravenous therapy.
4. Use the correct techniques for securing an intravenous line.
5. Demonstrate how to discontinue a peripheral intravenous line
6. Discuss nursing assessment and documentation of IV insertion and IV sites.
7. Identify nurse responsibilities related to an intravenous infusion.
8. Differentiate signs & symptoms of complications in IV therapy and nursing actions to implement when complications occur.

CONTENT	STUDENT PREPARATION
Legal considerations Safety Infection control standards Assessment Documentation Complications Equipment and supplies Continuous infusions	Instructional Video Read: Saunders NCLEX Review: Ch 13 McKinney et al: Ch. 38- (p. 862-865) <u>Additional Resource:</u> Wilkinson, Treas, Barnett and Smith: Vol 2: Chp 38- pgs. 828-832, 838-842

Venipuncture Blood Draw Skills

Objectives:

1. Describe the patient preparation techniques and equipment needed for venipuncture blood draw
2. Demonstrate the proper procedure for drawing blood from a venipuncture site
3. Implement proper safety precautions and identification measures when handling blood products

CONTENT	STUDENT PREPARATION
Skills related to Hematological & Cardiovascular function A. Blood Sampling 1) Venipuncture 2) Central Lines	<u>Readings:</u> McKinney Ch 38 WHO Guidelines Wilkinson, Treas, Barnett and Smith: Vol 2: Chp 38- pgs. 857

RNSG 1413 Skills Checkoff 2

IVP and IVPB

Objectives:

1. Demonstrate the procedure for administration of IVP and IVPB.
2. Identify dosage, dilution, rate, and compatibility through use of IV drug handbook.
3. Recognize actions to prevent complications.
4. Document care administration of IVP or IVPB.

Content	STUDENT PREPARATION
<p>IVP Dose, Dilution Rate of administration Compatibility, Existing line vs. saline lock Primary vs. secondary tubing Administration</p> <p>IVPB Infusion rates -mL/hr -gtt/min Spiking the bag Priming IV Tubing Administration</p>	<p><u>Watch IVP/IVPB Video Tutorials</u></p> <p>IVP Part 1: https://www.youtube.com/watch?v=9vJUM0MRG4c Part 2: https://www.youtube.com/watch?v=vppd2AbagdU Part 3: https://www.youtube.com/watch?v=qO_bw4gdC6o&feature=youtu.be Part 4: https://www.youtube.com/watch?v=hyfMhm0drJY&feature=youtu.be</p> <p>IVPB Part 1: https://www.youtube.com/watch?v=-qsJkii8uWI&feature=youtu.be Part 2: https://www.youtube.com/watch?v=VZhPq_swXQY&feature=youtu.be Part 3: https://www.youtube.com/watch?v=TukDi8ByrdM&feature=youtu.be Part 4: https://www.youtube.com/watch?v=gWELN6Q13QA&feature=youtu.be Part 5: https://www.youtube.com/watch?v=VmKKIEbMLDo&feature=youtu.be</p> <p><u>Additional Resource:</u> Wilkinson, Treas, Barnett and Smith: Vol 2: Chp 26- pgs. 480-488</p>

RNSG 1413 Skills Checkoff 3

Indwelling Urinary Catheter Insertion, Care and Complications

Objectives:

1. Identify the procedure for insertion, maintenance and removal of an indwelling urinary catheter.
2. Select the appropriate equipment and supplies essential for initiating an indwelling catheter.
3. Implement sterile technique for inserting an indwelling catheter.
4. Incorporate teaching in the care of patients receiving an indwelling catheter.
5. Recognize actions to prevent and be able to assess for complications.
6. Document care for indwelling catheter appropriately

CONTENT	STUDENT PREPARATION
Insertion of a straight or indwelling urinary catheter (male or female) Removal of a straight or indwelling urinary catheter (male or female) Use of bladder scanner- urinary retention Assessment of urine, inc I&O Diagnostic studies	Read: Wilkinson, Treas, Barnett and Smith: Vol 2: Chp 28

RNSG 1413 Skills Checkoff 4

CVC Blood Draw & Dressing Change

Objectives:

1. Identify types of Central Venous Access Devices (CVADs).
2. Identify risks associated with placement, accessing, and using a CVAD.
3. Describe the care for clients who have central venous access receiving IV/IVPB meds.
4. Demonstrate the correct sequence in drawing blood from a central line.
5. Demonstrate the correct technique for donning sterile gloves.
6. Implement correct steps in sterile dressing change.

Content	Student Preparation
<p>Central venous catheters Centrally inserted catheters (CVC) Peripherally inserted catheters (PICC) Implanted ports</p> <p>Asepsis Donning sterile gloves</p> <p>CVC/ PICC line blood draw</p> <p>Central Line Dressing Change Maintaining sterile field</p>	<p>Read: Lewis Ch 16, pg. 294-295 Saunders NCLEX Review: Ch 13 (pg. 152-153) McKinney Ch 38. (CVC) pgs 865-867</p> <p><u>Additional Resource:</u> Wilkinson, Treas, Barnett and Smith: Vol 2: Chp 26- pgs. 489-49 Chp 38- pgs. 842-845; 858-859</p> <p><u>Watch Video Tutorials</u> CVC Blood Draw https://www.youtube.com/watch?time_continue=1&v=XeQeK5R7EhA</p> <p>Central Line Dressing Change https://www.youtube.com/watch?v=cNEACleG5P0</p>

RNSG 1413 Skills Checkoff 5

Enteral Medication/NG Tube Insertion Skills

Objectives:

1. Identify the procedure for insertion, maintenance and removal of an NG tube.
2. Recognize actions to prevent NG tube related complications.
3. Describe the procedure for medication administration via NG tube.
4. Identify methods of applying suction to a NG tube.

Content	Student Preparation
Nasogastric (NG) tubes Insertion Maintenance Removal Gastric tubes Medication Administration via NG and Gastric tubes	Instructional Videos Read: Lewis: Chapter 39 pg. 860-863 Wilkinson, Treas, Barnett and Smith: Vol 2: Chp 27- pgs. 522-532; pgs. 542-545

Simulation & Pediatric Assessment

Objectives:

Normal Vaginal Delivery:

1. Complete an admission assessment on an OB patient.
2. Correctly apply fetal monitors and recognize fetal monitor readings.
3. Implement appropriate nursing actions based on physiologic and laboratory findings.

Precipitous Delivery:

1. Establish priorities in a precipitous delivery situation.
2. Respond to evidence of maternal and fetal distress.
3. Provide appropriate nursing care regarding excessive post-partum bleeding.

Content	Learning Activities
<p>Assessment</p> <p>Fetal Monitor Application</p> <p>Nursing Actions</p>	<p>Review: McKinney, et al. Ch. 16-19</p> <p><u>Watch Video Tutorials</u></p> <p style="padding-left: 40px;">Sterile Field & Gloving https://grayson.instructure.com/courses/6932/pages/sterile-gloving-and-field</p> <p style="padding-left: 40px;">Leopold’s Maneuver https://www.youtube.com/watch?v=skiywJHCp-g&feature=youtu.be</p> <p style="padding-left: 40px;">Applying Fetal Monitors https://grayson.instructure.com/courses/15443/pages/pre-ob-and-pre-sim-videos?module_item_id=1184664</p> <p style="padding-left: 40px;">Performing Sterile Vaginal Exams https://grayson.instructure.com/courses/15443/pages/pre-ob-and-pre-sim-videos?module_item_id=1184664</p> <p style="padding-left: 40px;">Admitting an OB Patient https://grayson.instructure.com/courses/15443/pages/pre-ob-and-pre-sim-videos?module_item_id=1184664</p>

Pediatric Assessment:

1. Demonstrate understanding of pediatric assessment and how it varies from assessment of an adult patient.
2. Demonstrate performance of a thorough pediatric assessment based on patient's age of development.

Content	Learning Activities
Vital Signs Health History Assessment Techniques & Sequence	Review: Sherpath- Pediatric Assessment Read: McKinney, et al. pg. 718-721, 723-724, Ch. 21 & 23 Sherpath Activities: Pediatric Assessment: Vital Sign & Pain Health History Assessment Techniques & Sequence

Fall 2020-Weekly Calendar
Transitional Entry-RNSG 1413
Hybrid Course

	Class/Lab Times: 8:30-12:00pm & 1:00-4:00pm	Assignments Due by 0830 am the following week unless stated otherwise
<u>Wk 1: Aug 25</u>	<p><u>In Class:</u> Course Overview/Syllabus</p> <p><u>Lab:</u> Overview Pickup/Check Lab supplies Register in Pyxis</p> <p><u>Online:</u> General Nutrition Nutritional Disorders</p>	<p><u>Canvas</u> Wk 1 Quiz</p> <p>EXAMSOFT Subscription Fee DUE before Aug 31st</p>
<u>Wk 2: Sept 1</u>	<p><u>In Class:</u> Uncomplicated Diabetes Mellitus</p> <p><u>Lab:</u> Skills Checkoff</p> <p><u>Online:</u> Pediatric Diabetes Isolation & Infection Control Fluid Balance</p>	<p><u>Canvas</u> Wk 2 Quiz</p> <p><u>Shadow Health Assignment:</u> Anti-diabetic Concept Lab (due by Dec 4)</p>
<u>Wk 3: Sept 8</u>	<p><u>In Class:</u> Hypertension Pharmacological Math Hyperlipidemia Test-Taking Tips</p> <p><u>Lab:</u> No Lab</p> <p><u>Online:</u> Sterile Procedure Advanced Pain Mgmt</p>	<p><u>Canvas</u> Wk 3 Quiz</p> <p><u>Shadow Health Assignment:</u> Anti-hypertensive Concept Lab (due by Dec 4)</p> <p>Basic & Intermediate Med Math (due by Dec 4)</p>
<u>Wk 4: Sept 15</u>	<p><u>In Class:</u> Nursing Care for Clients with Fluid & Electrolyte Imbalances Parenteral Nutrition</p> <p><u>Lab:</u> Skills Practice-IV Start & Blood Draw</p> <p><u>Online:</u> Wound Care Skin Integrity & Pressure Ulcers Integumentary Disorders</p>	<p><u>Canvas</u> Wk 4 Quiz</p>

<p><u>Wk 5: Sept 22</u></p>	<p><u>In Class:</u> EXAM 1 @ 0830 Adult Respiratory <u>Lab:</u> SKILLS CHECKOFF -IV Start & Blood Draw <u>Online:</u> Pediatric Respiratory Arterial Disorders</p>	<p><u>Canvas</u> Wk 5 Quiz</p>
<p><u>Wk 6: Sept 29</u></p>	<p><u>In Class:</u> Foundations of OB Antepartum Intrapartum <u>Lab:</u> Skills Practice-IVP/IVPB <u>Online:</u> Female Reproductive & Breast Disorders Postpartum</p>	<p><u>Sherpath Lesson:</u> Giving Birth -Birth Process</p>
<p><u>Wk 7: Oct 6</u></p>	<p><u>In Class:</u> MATH EXAM 1 @ 0800 Fetal Monitoring Newborn Assessment <u>Lab:</u> SKILLS CHECKOFF -IVP/IVPB <u>Online:</u> Newborn Care & Nutrition</p>	<p><u>Sherpath Lesson:</u> Normal Newborn -Newborn Care</p>
<p><u>Wk 8: Oct 13</u></p>	<p><u>In Class:</u> Shock Surgical Concepts <u>Lab:</u> Skills Practice-Indwelling Urinary Catheter <u>Online:</u> Venous Disorders</p>	<p><u>Sherpath Lesson:</u> Vascular Disorders -Venous Thromboembolism</p>
<p><u>Wk 9: Oct 20</u></p>	<p><u>In Class:</u> MATH EXAM 2 @ 0800 Degenerative & Structural MS Disorders <u>Lab:</u> SKILLS CHECKOFF -Indwelling Urinary Catheter <u>Online:</u> Enteral Therapy</p>	<p><u>Canvas</u> Wk 9 Quiz</p> <p>VERIFIED CREDENTIALS DEADLINE</p>
<p><u>Wk 10: Oct 27</u></p>	<p><u>In Class:</u> EXAM 2 @ 0830 Connective Tissue Disorders <u>Lab:</u> Skills Practice-CVC Blood Draw & Drsg Chg</p>	<p><u>Canvas</u> Wk 10 Quiz</p>

	<p><u>Online:</u> Oncology GI Neoplasms</p>	
<u>Wk 11: Nov. 3</u>	<p><u>In Class:</u> MATH EXAM 3 @ 0800 Musculoskeletal Trauma & Treatment Pediatric MS Disorders</p> <p><u>Lab:</u> SKILLS CHECKOFF -CVC Blood Draw & Drsg</p> <p><u>Online:</u> Casts, Bandages, Binders, & Traction MS Infection & Bone Tumors Bone & Joint Surgery</p>	<p><u>Canvas</u> Wk 11 Quiz</p>
<u>Wk 12: Nov. 10</u>	<p><u>In Class:</u> GI Intestinal GI Digestive</p> <p><u>Lab:</u> Skills Practice-Enteral meds/NGT insertion</p> <p><u>Online:</u> Pancreatitis, Cholecystitis, and Cholelithiasis Bowel Diversions</p>	<p><u>Canvas</u> Wk 12 Quiz</p> <p>SIM PREP WORK</p>
<u>Wk 13: Nov. 17</u>	<p><u>In Class:</u> Simulation/ Active Learning</p> <p><u>Lab:</u> SKILLS CHECKOFF - Enteral meds/NGT insertion</p> <p><u>Online:</u> GI Ingestive Disorders</p>	<p><u>Canvas</u> Wk 13 Quiz</p>
<u>Wk 14: Nov. 24</u>	<p><u>In Class:</u> EXAM 3 @ 0830 Simulation/ Active Learning</p>	<p>Study/Preparation for HESI EXAM</p>
<u>Wk 15: Dec 1</u>	<p>Study/Preparation for HESI EXAM</p>	
<u>Wk 16: Dec 8</u>	<p><u>In Class:</u> MID-CURRICULAR HESI EXAM @ 0830</p>	