

**GRAYSON COLLEGE
ASSOCIATE DEGREE
NURSING PROGRAM**



**NURSING 4
RNSG 2435
Fall 2020**

GRAYSON COLLEGE

Course Syllabus

Course Information

RNSG 2435, Integrated Client Care Management

Professor Contact Information

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Course Description:

(4-0-0-64-4) Application of independent nursing interventions to care for diverse patients and families throughout the life span whose health care needs may be difficult to predict. Emphasis on collaborative clinical reasoning, nursing leadership skills, and patient management. Content includes the significance of professional development, trends in nursing and health care, and applicable knowledge, judgment, skills, and professional values within a legal/ethical framework.

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

Pre-requisites: BIOL 2301/2101 or 2401 & 2302/2102 or 2402; MATH 1314 or MATH 1342; RNSG 1423 or RNSG 1227 (TE program); RNSG 1119; RNSG 1360; RNSG 2404 or RNSG 1413 (TE program); RNSG 1461; RNSG 1144; RNSG 2414; RNSG 2462

Co-requisites: RNSG 2435 must be taken concurrently with RNSG 2463.

Restrictions: A grade of "C" (74.5) or better is required to progress.

Course Placement: Fourth semester of the nursing program.

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.

RNSG 2435 Course Outcomes:

- Demonstrate knowledge of acute and chronic diseases across the lifespan, including complex, critical, and life-threatening disease processes.
- 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, including complex, critical, and life threatening disease processes.
- Integrate concepts related to appropriate communication, collaboration, and coordination with the patients and members of the healthcare team in a leadership role.
- Apply concepts of pharmacology and principles of medication administration and calculation.
- Identify and apply ethical and legal considerations in the care of patients across the lifespan and in the role of a Registered Nurse.
- Apply principles of disaster management.
- Demonstrate knowledge of communicable disorders in the care of the patient across the lifespan.

Scans Skills:

When taken concurrently with RNSG 2463, the following skills will be achieved:

Workplace Competencies

1. Resources: Identifies, Organizes, Plans, and Allocates Resources:
Students in RNSG 2435 have to be able to allocate their time and material/facility resources in an efficient manner in the clinical setting. They must be able to manage the care of a group of clients in the clinical setting. Students must organize and plan patient care activities so that the work is completed in the allocated time. Concepts of making client assignments for a team helps students learn how to distribute the patient care among members of the team are introduced.
2. Interpersonal Skills: Works with Other
Students in RNSG 2435 must demonstrate skills of negotiation, delegation, and participation as a member of a team. Students learn to use concepts of management and evaluation skills as they work with other healthcare team disciplines. Students are also expected to meet self-directed learning goals that enable them to identify needs of growth.
3. Information: Acquires and Uses Information
Students in RNSG 2435 must continue with development of information skills so that all resources of patient information are used to collect data. Sources of information include the individual hospital information systems, the college's extensive collection of resources including internet, CAI, (available in Health Science computer lab), patient record, physician record, nursing journals and other available references.
4. Systems: Understands Complex Inter-Relations Students in RNSG 2435 must be able to practice within the legal scope of nursing practice. This legal scope includes the state of nursing regulations, federal legislation, state statutes and common law. The practice of nursing is governed by the Nurse Practice Act, which was enacted by the state legislature. A variety of laws are enacted at the state level that has a direct impact on the nurse providing clinical care.
5. Technology: Works with a Variety of Technology
Students in RNSG 2435 must be able to manage information and knowledge with use of advanced and emerging technology. Emerging technologies can be used to provide linkages, specifically information technologies used for information handling. The current focus is on using information collected by emerging technologies to gain a competitive advantage in healthcare.

Foundation Skills:

1. **Basic Skills: Reading, Writing, Math, Listening, and Speaking**
Students in RNSG 2435 are expected to complete assigned learning activities, including textbook readings, computer case studies, and complete presentations in small groups. Dosage calculation problems are included on all unit exams.
2. **Thinking Skills: Creative Thinking, Problem Solving, Visualizing Relationships, Reasoning and Learning**
Students in RNSG 2435 are encouraged to be active participants in the learning process as well as self-directed learners. They must be able to identify their learning needs. They are required to complete Elsevier Adaptive Quizzing for the NCLEX-RN Exam as assigned by faculty. They are encouraged to complete Evolve case studies for the purpose of problem solving and critical thinking. By recognizing and identifying problems in client populations, students develop and implement a plan of care.
3. **Personal Qualities: Responsibility, Self-esteem, Sociability, Self-management, Integrity, and Honesty**
Students in RNSG 2435 critique themselves after each clinical day with regard to professional development. They are expected to demonstrate the professional nursing role by expressing insight into their own learning needs. They must demonstrate respect for others, assume accountability for decisions and/or actions and involve self in finding solutions to problems.

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 – Students Conferences
9. Written Assignments
10. Case Studies
11. Alternative Learning Activities

Methods of Evaluation

Successful completion of RNSG 2435 is based upon the following criteria:

1. Skills Review Check-off
 - a. All students must pass a skills review check-off at the beginning of the semester and prior to the beginning of the clinical experience during the second, third and fourth semesters of the program. All students will be allowed two attempts to successfully complete a random selection of any two previously learned skills. Check-offs will be conducted using a skills check-off form. Both skills selected must be completed within a thirty minute time period. Students will be given the option of a five minute warning. Students who are unsuccessful on the first check-off attempt must wait until at least the following day to perform the second attempt. A student who does not pass the skill review check-off within two attempts will not be eligible to participate in clinical experiences.
 - b. Skills may include:
Vital Signs (T, P, R & B/P)

Medication Administration: Oral, Parenteral (SQ, IM, ID); Landmark Identification, IVP, IVPB, including Central or PICC Line drug administration.
 Sterile Dressing Change/Central Line Dressing Change
 Nasogastric Tube Insertion
 Urinary Catheter insertion and removal
 Airway Management (NT and Tracheotomy Suctioning, Tracheotomy care)
 IV Start
 Infusion Dose Titration

2. Periodically scheduled exams: The periodically scheduled exams determine the course grade: Unit exams account for 75% of the course grade. A comprehensive final (External Exit Exam) accounts for 25% of the course grade.
3. The dates of all exams are posted on the class calendar. Exams are based on syllabus learning objectives.
4. In order to pass the student must achieve a final course grade of 74.5% or higher.

Course Grading:

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) in the lab, and clinical courses for satisfactory completion of each level and progression to the next nursing course.

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 “Scholastic Dishonesty”

“Scholastic dishonesty” shall include, but not be limited to, cheating, plagiarism, and collusion.

“Cheating” shall include, but shall not be limited to:

1. Copying from another student’s test or classwork;
2. Using test materials not authorized by the person administering the test;
3. Collaborating with or seeking aid from another student during a test without permission from the test administrator;
4. Knowingly using, buying, selling, stealing, or soliciting, in whole or in part, the contents of an unadministered test, paper, or another assignment;
5. The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test;
6. Substituting for another student, or permitting another student to substitute for one’s self, to take a test;
7. Bribing another person to obtain an unadministered test or information about an unadministered test; or
8. Manipulating a test, assignment, or final course grades

“Plagiarism” shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own written work.

“Collusion” shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.

Student Responsibility

You have already made the decision to go to college; now the follow-up decisions on whether to commit to doing the work could very well determine whether you end up working at a good paying job in a field you enjoy or working at minimum wage for the rest of your life. Education involves a partnership that requires both students and instructors to do their parts. By entering into this partnership, you have a responsibility to show up for class, do the assignments and reading, be engaged and pay attention in class, follow directions, and put your best effort into it. You will get out of your experience here exactly what you put into it – nothing more and nothing less.

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

**** Grayson College campus-wide student policies may be found at the following URL on the College website:**

<https://www.grayson.edu/currentstudents/Academic%20Resources/index.html>

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).

Required Assignments and Academic Calendar and Objectives:

The assignments are at the end of syllabus for ease of printing. The calendar and the general course content objectives will be in a separate document located in under modules in canvas.

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

- 2019 Intravenous Medications (Gahart & Nazareno) ISBN # 9780323612722
- Saunders Nursing Drug Handbook 2019 (Kizior & Hodgson) ISBN # 9780323608855
- Mosby Guide to Nursing Diagnosis 5 (Ladwig, Ackley & Flynn Makic)
ISBN # 9780323390200
- Medical-Surgical Nursing 10th edition + Sherpath (Lewis, Bucher, Heitkemper, Harding, Kwong & Roberts) ISBN # 9780323328524
- Maternal-Child Nursing 5th edition + Sherpath (McKinney, James, Murray, Nelson & Ashwill) ISBN # 9780323401708
- Saunders Comprehensive Review NCLEX-RN Examination 7th edition (Silvestri)
ISBN # 9780323358514
- Essentials of Psychiatric Mental Health Nursing 7th edition (Townsend)
ISBN # 978-0-8036-5860-8
- Fundamentals of Nursing (Volumes 1 & 2) 3rd edition, (Wilkinson, Treas, Barnett, Smith)
ISBN # 978-0-8036-4077-1
- Davis Edge for Fundamentals (online resources) ISBN # 978-0-8036-4022-1

Online Assignments

Assignments from online resources (i.e. Sherpath, Shadow Health) must be completed by designated date for successful course completion.

Grayson College Associate Degree Nursing

Math Application Objectives

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

Level I

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 drug labels and calculate prescribed dosages.
5. Interpret drug prescriptions and standard abbreviations.
6. Calculate the number of tablets, capsules or volume of liquid for prescribed oral dosages.
7. Calculate the amount of a drug to be administered per pound or kilogram of body weight.

Level II

8. Calculate the volume of a liquid for injection administration.
9. When given specific diluents information for drug 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.
12. Calculate the rate of direct IV infusions.
13. Recognize the calibration or drop factor of IV administration sets.
14. Calculate the flow rate in drops per minute, and/or ml/hr. of a prescribed amount of intravenous fluid.

Level III & IV

15. From a given label and/or hypothetical situation, select the information needed to calculate the medication dosage.
16. Recognize the reasonable amount of drug to be administered.
17. Appropriately label a multi-use vial following reconstitution.
18. From a ml/hr. setting, calculate the units/hr. delivered. (Ex: heparin, pitocin)
19. For a given dosage/time order (ex: mg/min) calculate the flow rate in ml/hr. or gtts./min.
20. Convert IV's with additive medications to mg/hr. or mg/min. to check for therapeutic dosage ranges.
21. Demonstrate accurate titration of medications based on a nomogram or other given parameters.
22. For a given IV dosage ordered by weight per minute (mcg/kg/min), calculate the correct flow rate in ml/hr or gtts/min.
23. For a given IV delivery rate (ml/hr), calculate the equivalent mg/hr, units/hr; or units/mg) dosage

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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)

Anticipated Cost, Nursing 4

ITEM	DUE DATE	FEE	Payment type / Payable to:	Address
Mock Trial Fall only	Register mid-September or earlier for October mtg.	\$40.00 non-TNSA member, \$35.00 TNSA	Check, Money Order, Credit Card	Texas Nurses Association Flyer will be posted in Canvas when available
State Board License Fee	Apply at the beginning of Nursing 4	\$100.00	Personal Ck., MO, or Cashiers Ck. (credit card for online app) Payable to: Board of Nurses for State of Texas	Board of Nurses for the State of Texas William P. Hobby Bldg., Suite 3-460 333 Guadalupe Street Austin, TX 78701 Phone: 1-512-305-7400 Web: www.bon.state.tx.us
NCLEX-RN License Exam Fee (Pearson Vue)	6 weeks prior to graduation	\$200.00	Certified Ck, Cashiers Ck, and MO, Credit card if registering by web or phone. Payable to: National Council of State Boards of Nursing	NCLEX Registration (Pearson Vue) P.O. Box 64950 St. Paul, MN 55164-0950 Phone: 1-866-496-2539 Web: www.vue.com/nclex

<p>Mandatory before taking NCLEX</p> <p>Nursing Jurisprudence Exam</p>	<p>At least 10 days after State Board license fee is paid.</p> <p>Test is taken on-line at the Bd. Of Nurses website</p>	<p>No additional cost (cost is included in the State Board License Fee)</p>	<p>N/A</p>	<p>http://www.bon.state.tx.us/olv/je.html</p> <p>Board of Nurses for the State of Texas</p> <p>William P. Hobby Bldg., Suite 3-460 333 Guadalupe Street Austin, TX 78701 Phone: 1-512-305-7400</p>
<p>Optional:</p> <p>Nursing Jurisprudence Prep course</p> <p>(This material is covered in lectures)</p>	<p>Prior to taking Jurisprudence exam</p>	<p>\$25.00</p>	<p>Credit Card – online Or contact the board if unable to pay by credit card</p>	<p>http://www.bon.state.tx.us/olv/course.html</p> <p>Board of Nurses for the State of Texas</p> <p>William P. Hobby Bldg., Suite 3-460 333 Guadalupe Street Austin, TX 78701 Phone: 1-512-305-7400</p>
<p>NCLEX-RN Preparation Review Course (RNSG 2030, 51.3801)</p>	<p>Register prior to beginning Nursing 4</p>	<p>\$100.00</p>	<p>Register and pay through the Center for Workplace Learning (CWL)</p>	<p>www.cwlgcc.org 903-463-8765</p>
<p>NCLEX-RN Review Course</p>	<p>Must complete prior to graduation if scored <900 on HESI exit exam</p>	<p>Approximately \$300.00</p>	<p>Variable depending on course</p>	<p>HURST will offer a course at Grayson the week of graduation They will come during the semester and talk about all the details.</p>

Nursing Pin	Middle of Nursing 4	\$5 - \$150	Check, Money Order, Cash, Credit Card Payable to: Balfour	Balfour P.O. Box 8429 Greenville, Texas 75404 Phone: 1-888-264-900 GNSA has \$5 dollar pins
Graduation Invitations	4 weeks prior to graduation	\$1.00 each	Check, Cash, Money Order	Grayson Student Nurses Association

Course Content

Course content is organized by body system, using the medical model, and includes disorders of the following systems:

1. Renal
2. Neurologic
3. Reproductive
4. Endocrine
5. Gastrointestinal

Additional content includes:

6. Traumatic Injury Disorders
7. Nursing Jurisprudence
8. Professional Nursing Management

Note: Order of Outline Does not necessarily follow the order of lectures on calendar. Please see calendar.

Professional Nursing Management

Objectives:

Quality Management

1. Define performance improvement/quality assurance activities
2. Participate in performance improvement/quality improvement process
3. Report identified client care issues/problems to appropriate personnel
4. Utilize research and other references for performance improvement actions
5. Evaluate the impact of performance improvement measures on client care and resource utilization

CONTENT	STUDENT PREPARATION
Quality Management <ol style="list-style-type: none">A. Principles of QM and PIB. Mission and goals of IOM, CQIPs, The Joint CommissionC. Error management/TERCAPD. PI, QM and EBP effect on safety and care	Readings: Lewis 10 th ed. Ch. 1 Silvestri NCLEX Joint Commission website: www.jointcommission.org Texas Board of Nursing website: http://www.bon.texas.gov

Disaster Management and Communicable Diseases

1. Discuss the roles of Federal/State agencies, the community and healthcare provider in disaster preparedness.

2. Describe the triage rating systems.
3. Discuss the steps in triage.
4. Identify agents of terrorism.
5. Explore the role of the nurse in a mass casualty incident.
6. Describe concerns related to bioterrorism preparedness.

CONTENT	STUDENT PREPARATION
V. Disaster Management A. Triage B. Terrorist Attacks C. Mass Casualty	Readings: Lewis 10 th ed. Ch. 68 Silvestri NCLEX
CDC Category A Diseases Smallpox Anthrax Severe Adult Respiratory Syndrome (SARS) Bioterrorism Botulism Plague Tularemia Viral Hemorrhagic Fevers	Readings: Lewis 10 th ed. Ch. 68 McKinney, James, Murray 4 th ed. Ch. 41 & Ch. 52

Nursing Jurisprudence

1. Identify the purpose, structure and function of the Texas Board of Nurses.
2. Discuss the requirements for nursing licensure in the state of Texas.
3. Describe professional conduct and the process for disciplinary action.
4. Identify the Standards of Nursing Practice.
5. Identify the components of peer review.
6. Attend the annual Mock Trial in Nursing 3 or 4.

CONTENT	STUDENT PREPARATION
Nursing Jurisprudence A. Texas BON Nursing Jurisprudence exam overview 1. Nursing licensure and regulation in TX 2. Unprofessional Conduct 3. Nursing Practice 4. Nursing Peer Review (Safe Harbor) 5. Disciplinary Action	Readings: Nurse Practice Act at http://www.bon.texas.gov Nursing Jurisprudence Exam Blueprint Learning Activities: Mock Trial (Required)

Ethical and Legal Considerations

1. Describe the legal obligations and role of nurses regarding Federal and State Laws that affect health care.
2. Explain the Legal concepts of Standards of Care and Informed Consent.
3. List sources for Standards of Care for nurses.
4. Explain the concept of negligence and identify the elements of professional negligence.
5. Discuss the foundations of ethics and ethical practice in nursing.
6. Describe and defend patient advocacy and the nurse's role.
7. Describe the process for recognizing and resolving an ethical dilemma.

CONTENT	STUDENT PREPARATION
<p>Legal Perspectives</p> <ul style="list-style-type: none"> A. Malpractice Insurance B. Statutes related to end-of-life care C. Federal statutory issues D. State of Texas statutory issues 	<p>Readings: Nursing Practice Act at www.bon.texas.gov TNA website: www.texasnurses.org (Checklist for the Whistle Blower)</p>
<p>Ethical Perspectives</p> <ul style="list-style-type: none"> A. Principles B. Resources C. Current issues D. Ethical dilemmas 	<p>Readings: Wilkinson Volume 1 Ch. 44 and Ch. 45 ANA website: www.nursingworld.org (Positions Statements related to ethics and human rights; ANA Code of Ethics; Moral Courage in Action:</p>
<p>Workplace Issues</p> <ul style="list-style-type: none"> A. Fatigue B. Lateral Violence C. Use of Social Media 	<p>Readings: ANA website: www.nursingworld.org (Workplace Safety and Lateral Violence)</p>

Endocrine

Diabetic Complications

1. Describe the pathophysiology and clinical manifestations of diabetes mellitus.
2. Differentiate between type 1 and type 2 diabetes mellitus
3. Describe the inter-professional care of a patient with diabetes mellitus
4. Describe the role of nutrition and exercise in the management of diabetes mellitus.
5. Discuss the nursing management of a patient with newly diagnosed diabetes mellitus.
6. Relate the pathophysiology of acute and chronic complications of diabetes mellitus to the clinical manifestations.

7. Explain the inter-professional care and nursing management of a patient with acute and chronic complications of diabetes mellitus.

CONTENT	STUDENT PREPARATION
Diabetes Mellitus Complications <ol style="list-style-type: none"> A. Acute Complications <ol style="list-style-type: none"> 1. Diabetic Ketoacidosis 2. Hyperosmolar hyperglycemic syndrome 3. Hypoglycemia B. Chronic Complications <ol style="list-style-type: none"> 1. Angiopathy <ol style="list-style-type: none"> a. Microvascular b. Macrovascular 2. Neuropathy <ol style="list-style-type: none"> a. Sensory b. Autonomic 3. Infection 4. Diabetic foot 	Readings: Lewis 10 th ed. Ch. 48 pg. 1120-1155 McKinney, James, Murray 4 th ed. Ch. 30, 26, & 51 Silvestri NCLEX

Thyroid and Parathyroid Disorders

1. Describe the function of hormones secreted by the thyroid and parathyroid.
2. Discuss locations and role of hormone receptors
3. Explain the pathophysiology, clinical manifestations, collaborative care, and nursing management of a patient with thyroid dysfunction
4. Explain the pathophysiology, clinical manifestations, collaborative care, and nursing management of a patient with a parathyroid imbalance
5. Interpret lab values associated with thyroid and parathyroid function

CONTENT	STUDENT PREPARATION
Thyroid <ol style="list-style-type: none"> A. Hyperfunction <ol style="list-style-type: none"> 1. Hyperthyroidism 2. Graves' Disease B. Hypofunction <ol style="list-style-type: none"> 1. Hypothyroidism (Myxedema) 	Readings: Lewis 10 th ed. Ch. 47, 49 McKinney, James, Murray 4 th ed. Ch. 13& Ch. 51 Silvestri NCLEX
Parathyroid <ol style="list-style-type: none"> A. Hyperparathyroidism B. Hypoparathyroidism 	Readings: Lewis 10 th ed. Ch. 47, 49 McKinney, James, Murray 4 th ed. Ch. 13& Ch. 51 Silvestri NCLEX

Pituitary and Adrenal Disorders

1. Describe functions of hormones secreted by the pituitary and adrenal glands
2. Explain the manifestations, collaborative care, and nursing management of a client with an imbalance of the anterior pituitary gland
3. Differentiate the manifestations, collaborative care, and nursing management of a client with an imbalance of the posterior pituitary gland
4. Identify the manifestations, collaborative care, and nursing management of a client with a disorder with the adrenal glands
5. List the effects and complications associated with corticosteroid therapy

CONTENT	STUDENT PREPARATION
Pituitary Disorders A. Anterior 1. Growth hormone excess B. Posterior 1. SIADH 2. Diabetes Insipidus	Readings: Lewis 10 th ed. Ch. 47, 49 McKinney, James, Murray 4 th ed. Ch. 13& Ch. 51 Silvestri NCLEX
Adrenal A. Adrenal Cortex Dysfunction 1. Addison's Disease 2. Cushing's Disease B. Adrenal Medulla Dysfunction 1. Pheochromocytoma C. Clients receiving corticosteroids	Readings: Lewis 10 th ed. Ch. 47, 49 McKinney, James, Murray 4 th ed. Ch. 13& Ch. 51 pg. 1381-1383 Silvestri NCLEX

Traumatic Integumentary Disorders

1. Differentiate between the effects of chemical, electrical and thermal burns.
2. List pre-hospital care priorities for the burn victim.
3. Identify how burns are classified by depth of the burn & total body surface area burned (TBSAB)
4. Describe priority physical assessments and interventions in the emergency department immediately post-burn.
5. Explain complications that might develop as a result of "second spacing" and "third spacing".
6. Describe body systems affected by a burn, and appropriate nursing management.
7. Describe the various measures utilized to prevent wound infection, scar formation and contractures.
8. Compare and contrast burn wound coverings and grafts.
9. Describe uniqueness of burns in children/infants.

CONTENT	STUDENT PREPARATION
Traumatic Integumentary Disorders A. Frostbite/ hypothermia B. Burns	Readings: Lewis 10 th ed. Ch. 24 and Ch. 68 pg. 1637-1639

1. Chemical 2. Electrical 3. Flame C. Heat/Smoke inhalation	McKinney, James, Murray 4 th ed. Ch. 49 Silvestri NCLEX
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Neurological System

Auditory and Visual Disorders

1. Explain the clinical manifestations and nursing management of common ear and eye problems.
2. Describe the common causes and the assistive devices for deafness and decreased vision.
3. Discuss the nursing interventions that promote the health of the ears and eyes.
4. Summarize the action and uses of drug therapy for treating problems of the ears and eyes.
5. Elaborate on the general preoperative and postoperative care of patients undergoing surgery of the ear and eye.
6. Compare the causes, management, and rehabilitative potential of conductive and sensorineural hearing loss.
7. Compare the causes, manifestations, and nursing management of intraocular disorders.

CONTENT	STUDENT PREPARATION
Visual Disorders A. Refractory B. Infections C. Macular degenerative D. Glaucoma E. Cataracts F. Retinal detachment G. Diabetes retinopathy H. Corneal Transplants I. Ocular Emergencies	Readings: Lewis 10 th ed. Ch. 20, 21 McKinney, James, Murray 4 th ed. Ch. 55 Silvestri NCLEX

CONTENT	STUDENT PREPARATION
Auditory A. Otitis externa B. Otitis media C. Otosclerosis D. Meniere's disease E. Positional vertigo F. Foreign bodies	Readings: Lewis 10 th ed. Ch. 20, 21 McKinney, James, Murray 4 th ed. Ch. 55 Silvestri NCLEX

Headache and Seizure Disorders

1. Compare and contrast the etiology, clinical manifestations, inter-professional care, and nursing management of tension, migraine, and cluster headaches.
2. Differentiate the etiology, clinical manifestations, diagnostic studies, inter-professional care, and nursing management of seizure disorders.

CONTENT	STUDENT PREPARATION
Headaches <ol style="list-style-type: none"> 1. Migraine 2. Cluster 3. Tension 4. Traumatic 	Readings: Lewis 10 th ed. Ch. 58 Headaches

CONTENT	STUDENT PREPARATION
Seizures <ol style="list-style-type: none"> A. Generalized seizures B. Partial seizures C. Unclassified seizures (minor motor) D. Status epilepticus E. Epilepsy during pregnancy 	Readings: Lewis 10 th ed. Ch. 58, pg. 1374-1382 McKinney, James, Murray 4 th ed. Ch. 25 & Ch. 52 pg. 1433-1438 Silvestri NCLEX

Head Injury and Increased Intracranial Pressure

1. Explain the physiologic mechanisms that maintain normal intracranial pressure.
2. Describe the common etiologies, clinical manifestations, and inter-professional care of the patient with increased intracranial pressure.
3. Differentiate types of head injury by mechanism of injury and clinical manifestations.
4. Describe the inter-professional care and nursing management of the patient with a brain injury.

CONTENT	STUDENT PREPARATION
Head Injury & Increased Intracranial Pressure <ol style="list-style-type: none"> A. Skull Fractures B. Brain Injuries C. Intracranial hemorrhage 	Readings: Lewis 10 th ed. Ch. 56 McKinney, James, Murray 4 th ed. Ch. 48 pg 1280-1282 Silvestri NCLEX

Inflammatory Neurological Disorder

1. Differentiate among the primary causes, inter-professional care, and nursing interventions for a brain abscess, meningitis, and encephalitis.

2. Explain the etiology, clinical manifestations, inter-professional care, and nursing management of Guillain-Barre Syndrome/acute inflammatory demyelinating polyneuropathy.
3. Explain the etiology, clinical manifestations, inter-professional care, and nursing management of chronic inflammatory demyelinating polyneuropathy.

CONTENT	STUDENT PREPARATION
Neuro Infections/Inflammations A. Inflammatory Disorders <ol style="list-style-type: none"> 1. Meningitis 2. Encephalitis 3. Brain abscess B. Viral Disorders <ol style="list-style-type: none"> 1. Reye's Syndrome 2. Guillain-Barre' Syndrome 3. Rabies C. Tetanus	Readings: Lewis 10 th ed. Ch. 56, 60 McKinney, James, Murray 4 th ed. Ch. 41 & 52 Silvestri NCLEX

Congenital Neurological Disorders

1. Use the nursing process to assess, plan, and provide nursing care to children with common neurologic alterations.
2. Discuss the nursing implications of medications frequently used in the management of neurologic disorders
3. Describe teaching strategies that can be used for the child with neurologic problems and the child's family.

CONTENT	STUDENT PREPARATION
Congenital Neuro A. Cognitive Impairment B. Chromosomal disorders <ol style="list-style-type: none"> 1. Trisomy 21, 18, 13 2. Klinefelter's Syndrome 3. Turner's Syndrome 4. Fragile X Syndrome C. Environmental disorders <ol style="list-style-type: none"> 1. Plumbism D. Congenital/ Pediatric Disorders <ol style="list-style-type: none"> 1. Cerebral Palsy 2. Hydrocephalus 3. Fetal Alcoholism 4. Neural tube defects <ol style="list-style-type: none"> a. Spina Bifida b. Meningocele c. Myelomeningocele 	Readings: McKinney, James, Murray 4 th ed. Ch. 6 pg. 111-112, Ch. 10 pg. 191-198, Ch. 36, Ch.53, and Ch.54 Silvestri NCLEX

d. Encephalocele 5. Autism Spectrum Disorders 6. Attention Deficit Disorder with or without Hyperactivity	
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Degenerative Neurological Disorders

1. Discuss planning, implementing, and evaluating care for patients and their families
2. Understand the underlying pathophysiology
3. Relate the implications of related diagnostic tests
4. Describe the clinical manifestations and related nursing assessment
5. Demonstrate knowledge of commonly prescribed medical/surgical care

CONTENT	STUDENT PREPARATION
Degenerative Neuro A. Huntington's Disease B. Myasthenia Gravis C. Multiple Sclerosis (MS) D. Parkinson's Disease E. G. Amyotrophic Lateral Sclerosis (ALS) Dementia A. Alzheimer's disease	Readings: Lewis 10 th ed. Ch. 58, 60 Silvestri NCLEX

Cerebrovascular Accident and Transient Ischemic Attack

1. Describe the incidence of and risk factors for stroke/TIA.
2. Explain mechanisms that affect cerebral blood flow.
3. Compare and contrast the etiology and pathophysiology of ischemic and hemorrhagic stroke.
4. Identify diagnostic studies performed for patients with strokes.
5. Differentiate among the inter-professional care, drug therapy, and surgical therapy for patients with ischemic and hemorrhagic stroke.
6. Describe the rehabilitative nursing management of a patient with a stroke.
7. Explain the psychosocial impact of a stroke on the patient, caregiver, and family.

CONTENT	STUDENT PREPARATION
A. Transient Ischemic Attack (TIA) B. Cerebrovascular Accident/ Brain Attack (CVA) 1. Thrombotic 2. Embolic C. Hemorrhagic	Readings: Ch. 57 Stroke McKinney, James, Murray 4 th ed. Ch. 20 & Ch. 52 pg. 1443-1445 American Stroke Association website www.strokeassociation.org Murray 6 th ed., Ch. 17, p. 333

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Neurological Tumors

1. Compare the types, clinical manifestations, and inter-professional care of patients with brain tumors.
2. Discuss the nursing management of the patients with a brain tumor.
3. Explain the types, clinical manifestations, inter-professional care, and nursing management of spinal cord tumors.
4. Describe the nursing management of the patient undergoing cranial or spinal surgery.

CONTENT	STUDENT PREPARATION
Neurological Tumor A. Intracranial B. Spinal Cord	Readings: Lewis 10 th ed. Ch. 56, 60 Silvestri NCLEX
Back Complications A. Laminectomy/diskectomy B. Spinal fusion	Readings: Lewis 10 th ed. Ch. 63 Silvestri NCLEX

Spinal Cord Injuries

1. Describe the classification of spinal cord injuries and associated clinical manifestations.
2. Describe the clinical manifestations, inter-professional care, and nursing management of neurogenic shock, and spinal shock.
3. Relate the clinical manifestations of spinal cord injury to the level of disruption and rehabilitation potential.
4. Describe the nursing management of the major physical and psychologic problems of the patient with a spinal cord injury in acute care and long-term care/rehab.
5. Describe the effects of spinal cord injury on the older adult.

CONTENT	STUDENT PREPARATION
Spinal Cord Injury /Rehab A. Spinal Shock B. Neurogenic Shock C. Degree of Injury D. Level of Injury E. Collaborative Care F. Rehabilitation	Readings: Lewis 10 th ed. Ch. 60 McKinney, James, Murray 4 th ed. Ch. 52 pg. 1430-1432 Silvestri NCLEX

Reproductive System

Female Malignant Disorders

1. Describe the risk factors for breast cancer
2. Summarize screening guidelines for the early detection of breast cancer
3. Describe the clinical manifestations of breast cancer
4. Explain the nursing management for preoperative, postoperative for the patient undergoing breast cancer surgery.
5. Explain the clinical manifestations, diagnostic studies, inter-professional care, including surgical therapy for cervical, endometrial, ovarian, and vulvar cancers.
6. Summarize the preoperative and postoperative nursing management of the patient requiring surgery of the female reproductive system

CONTENT	STUDENT PREPARATION
Malignant Female <ol style="list-style-type: none"> A. Breast Cancer B. Vulva C. Vaginal D. Cervical Intraepithelial Neoplasia (CIN) E. Uterus F. Ovaries 	Readings: Lewis 10 th ed. Ch. 51, 52, 53 McKinney, James, Murray 4 th ed. Ch. 32 Silvestri NCLEX

Male Reproductive Disorders

1. Describe the pathophysiology, clinical manifestations, nursing management, and inter-professional care of benign prostatic hyperplasia.
2. Describe the pathophysiology, clinical manifestations, nursing management, and inter-professional care of prostate cancer.
3. Specify the pathophysiology, clinical manifestations, and nursing and inter-professional management of prostatitis, cryptorchidism, epididymitis, testicular torsion, phimosis, hydrocele, and male infertility.

CONTENT	STUDENT PREPARATION
Male Repro <ol style="list-style-type: none"> A. Congenital Disorders <ol style="list-style-type: none"> 1. Cryptorchidism 2. Phimosis B. Infectious Disorders <ol style="list-style-type: none"> 1. Orchitis 2. Epididymitis 3. Prostatitis C. Benign Disorders <ol style="list-style-type: none"> 1. Spermatocele 2. Variocele 3. Hydrocele 4. Benign prostatic hyperplasia hypertrophy (BPH) 	Readings: Lewis 10 th ed. Ch. 54 McKinney, James, Murray 4 th ed. Ch. 44 & Ch. 31 Silvestri NCLEX

5. Testicular Torsion 6. Infertility 7. Erectile dysfunction D. Malignant Disorders 1. Prostate Cancer 2. Testicular Cancer	
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Sexually Transmitted Infections

1. List common sexually transmitted infections and their signs and symptoms.
2. Recognize complications associated with the diagnosis.
3. Describe the nursing management of patients with STI's, including the teaching appropriate for each STI.
4. Describe the nursing role in the prevention and control of STI's.

CONTENT	STUDENT PREPARATION
Sexually Transmitted Infections A. Gonorrhea B. Syphilis C. Chlamydia D. Genital Herpes E. Genital Warts/Human Papillomavirus (HPV) F. Pelvic Inflammatory Disease (PID)	Readings: Lewis 10 th ed., Ch. 52 McKinney, James, Murray 4 th ed. Ch. 30, 32, & 41

Renal System

Renal and Bladder Disorders

1. Identify Adult Bladder Disorders and the key Nursing Management Activity
2. Compare and Contrast Kidney Cancer and Bladder Cancer
3. Discuss the types of Surgical Urinary Diversions
4. Describe the cause, manifestations, care, and management of polycystic disease
5. Explain the implications and treatment for bladder trauma
6. Differentiate differences and nursing management for hypospadias and epispadias
7. Identify the complications associated with extrophy of the bladder
8. Discuss Wilms tumors
9. Describe the nursing management of pediatric enuresis

CONTENT	STUDENT PREPARATION
Bladder Disorders A. Polycystic Kidney Disease B. Kidney Cancer C. Bladder Cancer D. Bladder Trauma	Readings: Lewis, 10 th ed. Ch. 45, pg. 1050-1066 Silvestri NCLEX

Pedi Urinary A. Wilms Tumor B. Epispadias/ Hypospadias C. Miscellaneous disorders and anomalies of the GU tract. D. Enuresis	Readings: McKinney, James, Murray Ch. 44 pg. 1120-1128 Ch. 48 pg. 1291-1292 Silvestri NCLEX
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Acute Renal Failure and Chronic Kidney Disease

1. Differentiate between acute kidney injury and chronic kidney disease
2. Ability to classify kidney injury (RIFLE)
3. Describe the clinical course of kidney injury
4. Discuss risk factors associated with kidney disease
5. Explain collaborative and management of care
6. Summarize the significance of cardiovascular disease in individuals with chronic kidney disease

Dialysis and Kidney Transplants

1. Describe the progressing course of Kidney Disease toward End-Stage Renal Disease and Dialysis or Transplant
2. Differentiate among renal replacement therapies
3. Discuss Advantages and Disadvantages of renal replacement therapy
4. Understand the different types of vascular access with dialysis
5. Discuss the role of the nurse in pre and post kidney transplant
6. Summarize the significance of other co-morbidity with ESRD such as DM and Cardiac disease

CONTENT	STUDENT PREPARATION
Renal Failure A. Acute B. Chronic C. Peritoneal Dialysis D. Hemodialysis E. Kidney Transplant	Readings: Lewis, 10 th ed. Ch. 46 McKinney, James, Murray Ch. 44 pg. 1069-1100 Silvestri NCLEX review

Renal Calculi and Renal Immunological and Infectious Disorders

1. Compare and contrast the etiology, clinical manifestations, inter-professional care, and nursing management of various types of urinary calculi.
2. Differentiate the pathophysiology, clinical manifestations, inter-professional care, drug therapy, and nursing management of acute post-streptococcal glomerulonephritis and nephrotic syndrome.
3. Explain the nursing management of urinary tract infections.
4. Differentiate the pathophysiology, clinical manifestations, inter-professional care, drug therapy, and nursing management of cystitis, urethritis, and pyelonephritis.

CONTENT	STUDENT PREPARATION
Renal Calculi	Readings: Lewis 10 th ed. Ch. 45 pg. 1045- 1050 Silvestri NCLEX
Inflammatory Nephrotic A. Infectious 1. Urethritis 2. Ureteritis 3. Cystitis 4. Pyelonephritis B. Immunologic Glomerular 1. Glomerulonephritis 2. Nephrotic Syndrome	Readings Lewis 10 th ed. Ch. 45 McKinney, James, Murray Ch. 44 pg. 1121-1136 Silvestri NCLEX

GI System

Cirrhosis and Hepatitis

1. Describe the epidemiology of the hepatic disorders.
2. Correlate clinical manifestations to pathophysiological process of hepatitis, cirrhosis, liver cancer, and liver trauma.
3. Discuss the medical management of hepatitis, cirrhosis, liver cancer, and liver trauma.
4. Understand and identify nursing interventions as related to these disease processes.

CONTENT	STUDENT PREPARATION
Cirrhosis A. Leannec's B. Post necrotic C. Biliary D. Cardiac	Readings: Lewis 10 th ed. Ch. 43, pg. 986-996 McKinney, James, Murray 4 th ed. Ch. 43 Silvestri NCLEX
Hepatitis A. Hepatitis A B. Hepatitis B C. Hepatitis C D. Delta Hepatitis E. Toxic Hepatitis	Readings: Lewis 10 th ed. Ch. 43, pg. 974-984 McKinney, James, Murray 4 th ed. Ch. 21 and Ch. 43 Silvestri NCLEX

Pediatric Gastrointestinal Disorders

1. Differentiate the pathophysiology, clinical manifestations, inter-professional care, drug therapy, and nursing management of infectious problems affecting the gastrointestinal system.
2. Discuss and demonstrate an understanding of the structural and functional alterations in the gastrointestinal system.
3. Use the nursing process to develop nursing care and family/child teaching guidelines for the child with gastrointestinal alterations.
4. Develop nursing interventions for taking care of pediatric patients preoperatively and postoperatively.
5. Develop home care guidelines for a child with gastrointestinal alterations.
6. Demonstrate critical thinking skills to manage a given patient care situation.

CONTENT	STUDENT PREPARATION
Pediatric Gastrointestinal A. Cleft Lip/Palate B. Congenital Hypertrophic C. Pyloric Stenosis D. Biliary Atresia E. Umbilical Hernia F. Omphalocele G. Gastroschisis H. Meckel's Diverticulum I. Anorectal Anomalies J. Intussusception K. Volvulus L. Hirschprung's Disease M. Celiac N. Phenylketonuria	Readings: McKinney, James, Murray 4 th ed. Ch. 30 pg. 733-734 and Ch. 43 Silvestri NCLEX