

**GRAYSON COLLEGE  
ASSOCIATE DEGREE  
NURSING PROGRAM**



**NURSING 2**

**RNSG 2404**

**Spring 2019**

**GRAYSON COLLEGE**  
**Course Syllabus**

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**Course Information: RNSG 2404, Integrated Care of the Client with Common Health Care Needs,  
Spring 2019**

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**Professor Contact Information**

**Marty Richardson-Nursing 2 Team Coordinator**

Office: Health Science # 121

903-463-8767

Email: [richardsonm@grayson.edu](mailto:richardsonm@grayson.edu)

**Christy Kendrick – ADN Professor**

Office: Health Science #122

903-463-8643

E-mail: [kendrickc@grayson.edu](mailto:kendrickc@grayson.edu)

**Jacqueline Cross – ADN Professor**

Office: Health Science Building #117

903 415-2627

E-mail: [crossj@grayson.edu](mailto:crossj@grayson.edu)

**Dinah Peters – ADN Professor**

Office: Health Science Building #124

903 463-8763

E-mail: [petersd@grayson.edu](mailto:petersd@grayson.edu)

**Pamela Ratliffe-Warner – ADN Professor**

Office: Health Science Building #112

903 463-8682

E-mail: [warnerp@grayson.edu](mailto:warnerp@grayson.edu)

### **Course Description:**

(4-0-0-64-4) Application of a systematic problem-solving process, critical thinking skills and concepts to provide nursing care to diverse patients and families across the life span with common health care needs including, but not limited to, 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 secondary disease prevention and collaboration with members of the interdisciplinary health care team. Content includes roles of the professional nurse and applicable competencies in 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 1227 (TE program), RNSG 1119, RNSG 1360

Co-requisites: RNSG 2404 must be taken concurrently with RNSG 1144 and RNSG 1461.

Restrictions: A grade of “C” (74.5) or better is required to progress to Nursing 3 courses.

Course Placement: Second 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.

### **Course Outcomes**

- Identify and apply stages of the nursing process in the care of patients across the lifespan
- 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
- Identify appropriate treatments, nursing interventions, and safety precautions in the care of patients with chronic and acute health conditions

- Identify 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

### **Scans Skills:**

When taken concurrently with RNSG 1144 and RNSG 1461, the following student learning outcomes will be achieved:

### **Workplace Competencies**

#### 1. Resources: Identifies, Organizes, Plans, and Allocates Resources:

Students in RNSG 2404 must 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 two clients in the clinical setting. Students must organize and plan client care activities so that the work is completed in the allocated time and health care resources are used efficiently and effectively.

#### 2. Interpersonal Skills: Works with Others

Students in RNSG 2404 must participate as a member of a health care team and negotiate client care goals within the team framework. Students learn 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 2404 must continue to develop information skills so that all resources related to client information are used appropriately to collect data. Sources of information include the individual hospital information systems, the college's extensive collection of resources including internet, the client's medical record, nursing journals and other available references.

#### 4. Systems: Understands Complex Inter-Relations

Students in RNSG 2404 must be able to practice within the legal scope of nursing practice. This legal scope includes state board 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 enacted at the state level directly impact the nurse providing clinical care.

#### 5. Technology: Works with a Variety of Technology

Students in RNSG 2404 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 2404 are required to complete several written assignments reflective of their clinical experiences such as nursing care plans and teaching plans. Participation in teaching plan presentations is also required. Dosage calculations on math mastery exams requiring 90% competency is required.

#### 2. Thinking Skills: Creative Thinking, Problem Solving, Visualizing Relationships, Reasoning and Learning

Students in RNSG 2404 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 case studies for the purpose of problem solving and critical thinking. By recognizing and identifying problems

in the health care setting, students develop and implement a plan of care.

3. Personal Qualities: Responsibility, Self-esteem, Sociability, Self-management, Integrity, and Honesty  
Students in RNSG 2404 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.
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### **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 Assignments

### **Methods of Evaluation:**

1. Successful completion of RNSG 2404 is based upon the following criteria:
  - a. Periodically scheduled exams (see class calendar).
  - b. Final HESI Mid-Curricular Exam (must be taken)
2. The periodically scheduled exams determine the course grade: Unit exams account for 75% of the course grade. The HESI Mid-Curricular exam accounts for 25% of the course grade.
3. The dates of all exams are posted on the class calendar. Exams are based on course and syllabus learning objectives.
4. In the event that make-up exams are necessary, they will be given during the week before final exams. Any missed make-up exams **will not** be rescheduled. **No make-up final exam will be given.** (See class calendar)

### **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.htm>

### **Academic Integrity**

Refer to ADN Student Handbook for policies

### **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](http://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. Regina Organ, Title IX Coordinator 903.463.8714
- Dr. Kim Williams, Title IX Deputy Coordinator 903.415.2506
- Mr. Mike McBrayer, Title IX Deputy Coordinator 903.463.8753
- Jennifer Becherer, Deputy Title IX Coordinator 903.463.8648
- Barbara Malone Sexual Misconduct Liaison 903.463.8695
- 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: 903.463.8695
- 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).**

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## **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 10<sup>th</sup> edition + Sherpath (Lewis, Bucher, Heitkemper, Harding, Kwong & Roberts) ISBN # 9780323328524
- Maternal-Child Nursing 5<sup>th</sup> edition + Sherpath (McKinney, James, Murray, Nelson & Ashwill) ISBN # 9780323401708
- Saunders Comprehensive Review NCLEX-RN Examination 7<sup>th</sup> edition (Silvestri) ISBN # 9780323358514
- Essentials of Psychiatric Mental Health Nursing 7<sup>th</sup> edition (Townsend) ISBN # 978-0-8036-5860-8
- Fundamentals of Nursing (Volumes 1 & 2) 3<sup>rd</sup> 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.

## 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

## 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)

## Course Content

1. Describe the relationship between the syllabus, curriculum and course requirements.

CONTENT	STUDENT PREPARATION
Course Overview ADN Handbook RNSG 2404 RNSG 1144 RNSG 1461 Course Requirements GC Mission and Philosophy Canvas-LMS	<b>Read:</b> GC ADN Student Handbook  Syllabi for: RNSG 2404, RNSG 1144, RNSG 1461

**NOTE: Topics may be listed in a different order than calendar. Please see calendar for specific dates/times of lectures.**

### 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.

CONTENT	STUDENT PREPARATION
<b>Foundations Of OB</b>  Maternity Care Today: Trends Roles Standards of Practice	<b>Read:</b> McKinney, James, Murray, Nelson, and Ashwill, 5 <sup>th</sup> Edition Ch. 1 & 2  <b>Optional:</b> Ch. 3, 5, & 6 1) Review normal A&P of male and female reproductive systems, Ch. 11 2) Review the major male and female reproductive hormones and their function, Ch. 11

<p><b>Antepartum</b>  Fetal Development  Hereditary/Risk Factors  Physiologic &amp; Psychological Changes During Pregnancy  Nutrition For Childbearing  Prenatal Diagnostic Tests</p>	<p>3) Review the normal process of fertilization and implantation, Ch. 12</p> <p><b>Antepartum</b>  Read: McKinney, James, Murray, Nelson, and Ashwill:  Ch. 12  Ch. 10  Ch. 13  Ch. 14  Ch. 15</p>
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**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.

<b>CONTENT</b>	<b>STUDENT PREPARATION</b>
<p><b>Intrapartum</b>  Process of Birth,  Vaginal Birth &amp; Cesarean Birth</p> <p>Nursing Care During Obstetric Procedures</p>	<p><b>Intrapartum</b>  Read: McKinney, James, Murray, Nelson, and Ashwill:  Ch. 16 &amp; 18  Ch. 19</p>

**Fetal Monitoring**

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

<b>CONTENT</b>	<b>STUDENT PREPARATION</b>
<p>Fetal Monitoring</p>	<p><b>Fetal Monitoring</b>  Read: McKinney, James, Murray, Nelson, and Ashwill:  Ch. 17</p>

## 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.

<b>CONTENT</b>	<b>STUDENT PREPARATION</b>
<b>Newborn Assessment</b>  Newborn Adaptation & Assessment	<b>Newborn Assessment</b> Read: McKinney, James, Murray, Nelson, and Ashwill:  Ch. 21

## Postpartum

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.

<b>CONTENT</b>	<b>STUDENT PREPARATION</b>
<b>Post-Partum</b>  Post-Partum Adaptation, Physiological Changes, & Nursing Care Cesarean vs. Vaginal Delivery	<b>Post-Partum</b> Read: McKinney, James, Murray, Nelson, and Ashwill:  Ch. 20

## Newborn care and nutrition

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.

<b>CONTENT</b>	<b>STUDENT PREPARATION</b>
<b>Newborn Care &amp; Feeding</b>  Newborn Procedures Nursing Care Feeding	<b>Newborn Care &amp; Feeding</b> Read: McKinney, James, Murray, Nelson, and Ashwill:  Ch. 22 & 23

## Female Reproductive Disorders

1. Discuss the pathophysiology of selected benign breast disorders.
2. Identify appropriate dietary modifications.
3. Discuss collaborative care for selected female reproductive disorders.
4. Determine etiology and manifestations of common menstrual disorders and conditions of the vulva, vagina and cervix.
5. Identify availability, risks, benefits, and proper use of birth control methods

CONTENT	STUDENT PREPARATION
<p><b>Common Menstrual Disorders:</b>  Amenorrhea  Dysmenorrhea  Premenstrual syndrome (PMS)  Endometriosis  Dysfunctional Uterine Bleeding  Perimenopause/Postmenopausal  Menopause</p> <p><b>Conditions of the Vulva, Vagina, &amp; Cervix:</b>  Vaginitis  Vulvitis  Bartholin cyst/abscess  Toxic Shock Syndrome  Contraception  Infertility</p> <p><b>Benign Structural Disorders &amp; Other</b>  Uterine displacement/prolapse  Cystocele/ Rectocele  Genital Fistulas  Benign Neoplasms (cysts, polyps, tumors)</p> <p><b>Benign Breast Disorders</b>  Mastalgia  Mastitis  Fibrocystic breast changes  Fibroadenoma  Intraductal papilloma  Ductal ectasia</p>	<p>Read:  Lewis, Chapters 53, pgs 1242-1255, 1261-1263</p> <p>McKinney, James, Murray Ch 31,  Chap 32, pages 699-711, 714-715</p> <p>Breast Disorders –  Lewis, Chapter 51  McKinney Chap 32 Pages 688-694</p>

## Therapeutic Communication

1. Define communication.
2. Describe the elements of collaborative professional communication.
3. Identify therapeutic techniques of communication (tools).
4. Identify non-therapeutic responses (blocks).
5. Name the phases of the nurse/client relationship.
6. Select nursing actions that help in establishing rapport with a client.
7. Demonstrate therapeutic techniques that promote effective communication with all clients.
8. Differentiate the verbal and non-verbal techniques of therapeutic communication appropriate for listed age groups.
9. Identify methods of conflict resolution.

CONTENT	STUDENT PREPARATION
Therapeutic Communication Techniques and Blocks- Age and condition specific Conflict Resolution	Read: Wilkinson, Treas, Bartlett, Smith, Chapter 21, Pages 458-478 Lewis 10 <sup>th</sup> : Pgs 25-28, 50 McKinney: Pgs 26-29 and 53-55

## Nursing Process

1. Define the nursing process.
2. Describe the knowledge, skills, and attitudes needed for effective critical thinking.
3. Describe the role of critical thinking in the nursing process.
4. Explain how the nursing process relates to the Texas Nurse Practice Act.
5. Differentiate between a medical diagnosis and a nursing diagnosis.
6. Identify resources for developing a plan of care using the nursing process.
7. Identify each phase of the nursing process, along with its individual elements.

CONTENT	STUDENT PREPARATION
Nursing Process 1. Definition 2. Legal perspectives 3. Integrating Critical Thinking 4. Assessing Data collection Organizing data Validating data Documenting data 5. Diagnosing Data analysis Health problems, risks, strengths Nursing diagnoses 6. Planning	Read: Ladwig, Ackley & Flynn Makic (Nursing Diagnosis) Lewis, et al: Ch. 1, p.5-9 Silvestri, Ch. 4, p. 24-26 Wilkinson, et al: Vol. I, Ch. 2 – 7, p.33-136 Vol. II, Ch. 2 – 7, p. 10-53

Prioritization Goals and outcomes Nursing interventions 7. Implementing 8. Evaluating	
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#### IV Insert and Care

1. Describe nursing care for clients receiving IV therapy.
2. Identify the procedure for insertion, maintenance, and removal of an IV cannula.
3. Recognize signs and symptoms of problems.

CONTENT	STUDENT PREPARATION
<b>Intravenous Therapy Skills Content</b> Legal considerations Safety Infection control standards Assessment Documentation Complications Equipment and supplies Continuous infusions	Read: Lewis: <del>Ch 18</del> Lewis: Chap 15 P 246, Lewis: Chap 37, p 816  Saunders NCLEX Review: Ch 13  <del>McKinney, James, Murray: Ch 38</del>  Bring: Gahart IV Med Book Wilkinson Vol 2= Chap 38

#### Central Venous Access Devices

1. Describe nursing care for clients who have central venous access.
2. Identify different types of Central Venous Access Devices (CVADs).
3. Identify risks associated with placement, accessing, and using a CVAD.

CONTENT	STUDENT PREPARATION
<b>Central venous catheters</b> Centrally inserted catheters (CVC) Peripherally inserted catheters (PICC) Implanted ports	Read: Lewis Ch 18 Saunders NCLEX Review: Ch 13 McKinney Ch 38 (CVC) pgs 965-967

#### IV and IVPB

1. Describe nursing measures for clients receiving IV therapy and IV medication administration.
2. List the principles of safe medication administration.
3. Identify different types of IV tubing and appropriate uses.
4. Perform dosage, dilution, rate, and compatibility checks on IV medications.
5. List differing types of administration devices and appropriate uses.

CONTENT	STUDENT PREPARATION
<b>Intravenous Therapy Skills Content</b> Medication administration IV push IV piggyback	Read: <del>Lewis, et al: Ch. 17, p. 300-314</del> McCustion, Kee, & Hayes, Ch. 11, p. 140-144 McKinney, et al: Ch. 38, p. 862-868 Silvestri: Ch. 13, p.144-153 Ch. 17, p. 204-205 Wilkinson, et al: Vol. I, Ch. 26, p. 653-659 Vol. II, Ch. 26, p. 457-489

### Blood Draw

1. Discuss important aspects of client preparation for blood sampling.
2. Choose the correct catheter size for venipuncture.
3. Identify appropriate vein selection for blood sampling.
4. Demonstrate the correct sequence in performing a venipuncture for blood sampling and drawing blood from a central line.

CONTENT	STUDENT PREPARATION
Blood Sampling 1. Venipuncture 2. Central Lines	Read: <del>Lewis Ch 18</del> <del>McKinney Ch 38</del> WHO Guidelines

### IV Fluid and Electrolytes

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 body fluid compartments.
3. Identify the etiology, laboratory diagnostic findings, clinical manifestations, and nursing and collaborative management of common fluid and electrolyte imbalances.
4. Describe the composition and indications for common IV fluid solutions.
5. Demonstrate knowledge needed to provide care for clients with fluid and electrolyte imbalances.

CONTENT	STUDENT PREPARATION
<b>Fluid imbalances</b> Physiologic Principles Dehydration/ Deficit Over hydration/ Excess  Electrolyte imbalances Sodium	Read: <del>Wilkinson, et al: Chap 38 p 983-996</del> Lewis; Chapter <del>18</del> 16 Saunders NCLEX Review: Ch 8 and 9 <del>Bring : Gahart, IV Med Books</del>  <del>McKinney, James, Murray, Chapter 38</del>

Potassium Calcium Magnesium Phosphorous	
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### Indwelling Catheter

1. Describe indications for the use of indwelling urinary catheters.
2. Explain the nursing management of clients with indwelling urinary catheters.
3. Identify types of indwelling urinary catheters.
4. Identify risks associated with indwelling catheters and associated nursing care to reduce risk.

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: Chap 28, Pages <del>539-556</del> 730-736 Vol 1  Lewis pg 1033-1035, 1037, 1060-1063, Chap 45

### NG Therapy

1. Identify the procedures for insertion, maintenance, and removal of an NG tube.
2. Recognize actions that help prevent NG tube related complications.
3. Describe the procedure for medication administration via NG tube and gastric tube.
4. Identify methods of applying suction to a NG tube.
5. Describe the types of feeding tubes and related nursing management.

CONTENT	STUDENT PREPARATION
Nasogastric (NG) tubes Insertion Maintenance Removal  Gastric tubes  Medication Administration via NG and Gastric tubes	Read: Lewis, et al: Ch. 39, p. 865-869 <del>McCuiston</del> , Ch 10, p 100 Wilkinson, et al: Vol. I, Ch. 26, p. 635 Vol. I, Ch. 27, p. 705-712 Vol. I, Ch. 39, p. 1053-1055 <del>Vol II Chap 26, p 416-418</del> Vol. II, Ch. 27, p. 498-507 Vol. II, Ch. 39, p. 834-838

### Parenteral Nutrition

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 administration methods of parenteral nutrition.

CONTENT	STUDENT PREPARATION
<p><b>Parenteral Nutrition</b>  Types:      Parenteral nutrition      Partial parenteral nutrition (PPN)      Total parenteral nutrition (TPN)  Nursing Management      Safety and administration      Desired effects of parenteral nutrition  Complications  Fluid &amp; Electrolyte Imbalances</p>	<p>Read:  Lewis, Chapter 39</p>

**Digestive Disorders**

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><b>Inflammatory Disorders</b>  <b>Types</b>      Gastritis      Gastroenteritis  <b>Diagnostic Determinants</b>      Endoscopy      Ultrasound      Other  <b>Upper GI Bleeding</b>  <b>Peptic Ulcers</b>  <b>Types</b>      Gastric      Duodenal      Stress    <b>Diagnostic Determinants</b>      Esophagogastro-duodenoscopy (EGD)      Upper Gastrointestinal Series (UGI)      Barium Swallow      Other  <b>Medical Management</b>      Gastric tubes      Medication Therapy          Antacids          Anticholinergics          Histamine receptor antagonists          Gastric acid inhibitors</p>	<p>Read: Lewis: Chapter 41; (skip cancer)    Saunders NCLEX Review, 7<sup>th</sup> Ch 52 &amp; 53</p>

Prostaglandins Cytoprotective agents Other <b>Surgical Management</b> Gastrectomy Vagotomy Billroth I/II Procedure Pyloroplasty <b>Complications</b> Perforation Hemorrhage Dumping Syndrome Gastric Outlet Obstruction	
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### Intestinal Disorders

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

CONTENT	STUDENT PREPARATION
<b>Obstructive Disorders</b> <b>Types</b> Mechanical Hernias Nonmechanical Paralytic ileus <b>Medical Management</b> Medication Decompression <b>Infections/Inflammations</b> <b>Types</b> Ulcerative colitis Crohn's disease Irritable bowel syndrome Gastroenteritis Appendicitis Diverticulosis/Diverticulitis Peritonitis Helminthic infections Food Poisoning <b>Diagnostic Determinants</b> Barium enema Sigmoidoscopy Colonoscopy Ultrasound Other <b>Medical Management</b> Medication	Read:  Lewis, et al: Ch. 41, p. 893-928 Ch. 42, p. 929-971  Silvestri, Ch. 52, p. 669-697 Ch. 53, p. 698-702

<p> Steroids  Tranquilizers  Sedatives  Vitamins  Antibiotics  Immunosuppressive drugs  Laxatives  Other  Diet Therapy  TPN- Parenteral  Elemental diet      Low residue      High fiber      Low roughage    <b>Surgical Management</b>      Bowel resection- Diversion    <b>Complications</b>      Peritonitis    <b>Anorectal Disorders</b>      <b>Types</b>          Hemorrhoids          Abscess          Fistula    <b>Intestinal Parasitic Diseases</b>    <b>Abdominal Trauma</b>      <b>Types</b>          Intestinal trauma          Liver          Spleen </p>	
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**Bowel Diversions**

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.

<b>CONTENT</b>	<b>STUDENT PREPARATION</b>
<b>Bowel resection</b> Ostomy Proctocolectomy with Ileostomy Colostomy Ileostomy Double-barreled stoma Kock pouch	Read: Lewis, et al: Ch. 42, p. 929-971 Silvestri: Ch. 48, p. 595-596 Ch. 52, p. 688 box 52-11 Wilkinson, et al: Vol. I, Ch. 29, p. 751-752, & p.763-770 Vol. II Ch. 29, p. 582-593

Ileanal reservoir <b>Pre and Post operative Care</b> Colostomy care Ileostomy Care <b>Adaptation to an Ostomy</b>	
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### Ingestive Disorders

- 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

### Pancreatitis/Gallbladder Disease

- Differentiate between acute and chronic pancreatitis related to clinical manifestations, pathophysiology, inter-professional care, complications, and nursing management.
- Explain diagnostic studies used to diagnose and differentiate acute and chronic pancreatitis.
- Differentiate between cholecystitis and cholelithiasis and the diagnostic determinants.
- Discuss medical and surgical management of gallbladder disease.

CONTENT	STUDENT PREPARATION
<b>Pancreatitis</b> <b>Cholecystitis/Cholelithiasis</b> <b>Diagnostic determinants</b> Serum bilirubin Urine bilirubin Endoscopic retrograde	Read: Lewis; <b>Chap 38, p 835-852</b> , Chapter 43, p 999-1010

Cholangiopancreatography (ERCP) Ultrasound of the gallbladder Serum Amylase Serum Lipase <b>Medical Management</b> Medication Other therapies G.I. decompression <b>Surgical Management</b> Cholecystotomy Laser surgery	
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## GI Neoplasm

1. Discuss the pathophysiology of the gastrointestinal system.
2. Describe the clinical manifestations of gastrointestinal cancers.
3. Differentiate precipitating factors, inter-professional care, and nursing management for the client with oral, esophageal, gastric, pancreatic, liver, and colorectal cancer.
4. Explain diagnostic studies and common surgical/medical treatment modalities for clients with gastrointestinal cancers.
5. Discuss nursing and inter-professional management of patients requiring chemotherapy and/or radiation therapy.
6. Identify key teaching topics for clients and families.

CONTENT	STUDENT PREPARATION
<b>Neoplastic Disorders</b> <b>Types</b> Benign Disorders Leukoplakia Polyps Malignant Disorders Oral Cancer Esophageal cancer Gastric cancer Colorectal cancer Carcinoma of the liver Carcinoma of the pancreas <b>Diagnostic Determinants</b> Gastric analysis Occult blood Colonoscopy Proctosigmoidoscopy CT scans Biopsies Laboratory tests Other <b>Medical Management</b> Chemotherapy Other <b>Surgical Management</b>	Read: Lewis Ch 41 & 42  Saunders NCLEX Review: Ch 52 &53, 7 <sup>th</sup> Edition  Review Esophageal Varices

Esophagectomy Gastrectomy Abdomino-perineal resection Ileostomy/colostomy Palliative measures Liver transplant Whipple procedure Other <b>Complications</b> Metastatic sites	
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## Bariatric Surgery

1. Describe the classification systems for determining a person's body size.
2. Explain the health risks associated with obesity.
3. Discuss nutritional therapy and exercise plans for the obese client.
4. Describe nursing care for clients undergoing surgical management of obesity.

CONTENT	STUDENT PREPARATION
<b>Obesity</b> Etiology Health Risks Conservative therapy Surgery Bariatric <b>Metabolic Syndrome</b>	Read: Lewis, Chapter 40, p 874-892  Saunders NCLEX Review, 7 <sup>th</sup> edition, Pages 678-679

## Pre-Op/Intra-Op

1. Identify the nursing assessment appropriate for clients in the preoperative phase.
2. Recognize nursing actions that assist clients of various age groups in meeting their preoperative safety/security, belonging, and esteem needs.
3. Review manifestations of physical and psychological anxiety.
4. Identify the rationale for specific preoperative teaching.
5. Describe the purpose and the nursing management for equipment presented in client preoperative teaching.
6. Identify appropriate nursing actions related to preoperative teaching.
7. Identify the rationale for selected diagnostic tests.
8. Recognize the normal value of selected diagnostic tests.
9. Describe the actions and nursing implications of selected preoperative medications.
10. Recognize nursing actions that assist in the physiological preparation of surgical clients.
11. Describe the nursing responsibilities as related to the preoperative checklist.
12. Identify the responsibilities of each member of the surgical team in meeting the needs of the client.
13. Describe safety measures utilized in the surgical suite including the nurse's role in monitoring a safe surgical environment.
14. Describe principles of aseptic technique.
15. Identify selected types of anesthesia, rationale for using, and selected adjuncts to anesthesia.
16. Identify gerontological considerations regarding surgery.

<b>CONTENT</b>	<b>STUDENT PREPARATION</b>
<b>Preoperative</b> Assessment Pre-operative Teaching Diagnostic Studies Medication Therapy Physical Preparation Consent Checklist  <b>Intraoperative</b> Surgical Team Roles Safety Factors <b>Anesthesia</b> Considerations Classifications	Read: Lewis, Chapter 17, pgs 301 – 314  McKinney, James, Murray, pgs 943-945  Read: Lewis: Chapter 18, pg 315-329  McKinney, James, Murray, pgs 943-945

### **PACU/Post-Op**

1. Identify causes, signs, and symptoms of post-anesthesia respiratory complications.
2. Compare and contrast types of oxygen delivery methods.
3. Describe steps used in administering oxygen based on delivery method.
4. Review safety issues relevant to care of a client receiving oxygen.
5. Describe the technique used for oropharyngeal suctioning.
6. Describe indicators of levels of consciousness in the immediate post-operative period.
7. Describe the management of nausea and vomiting.
8. Recognize problems related to fluids and electrolytes.
9. Identify the nursing implications related to various types of surgical wound drains.
10. Describe nursing interventions in caring for the client with a surgical wound.
11. Identify post-operative physiological and psychological needs of clients of various age groups.
12. Recognize nursing actions that assist clients of various age groups in meeting their post-operative physiological needs.
13. Recognize nursing actions that assist identified “high risk” clients in meeting their post-operative physiological needs.
14. Identify nursing actions aimed at prevention of post-operative complications.
15. Identify nursing actions for the care of a client with post-operative complications.
16. Identify psychological and behavioral responses to the surgical experience.
17. Describe the procedure for oral suctioning.

<b>CONTENT</b>	<b>STUDENT PREPARATION</b>
<b>Immediate Postoperative Care</b> Cardiovascular System Respiratory System Neurological System Gastrointestinal System Genitourinary System Integumentary System	Read: Lewis, (10 <sup>th</sup> ed): Chapter 19, pgs 330-344  McKinney, James, Murray, pgs 943-945

## 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, Heitkemper & Dirksen; Chapter 66, Skip Neurogenic and cardiogenic shock  McKinney, James, Murray, pgs 943-945

## Pain

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
<b>Acute Pain Management</b> Epidural PCA Surgical interventions  <b>Chronic Pain Management</b>	Read:  Lewis, et al: Ch. 8, p. 102-128 McCustion, Kee, & Hayes: Ch. 11, p. 142-143 Ch. 18, p. 242-244 <b>Ch 24, p 306-321</b> Ch. 25, p. 332 Ch. 50, 738-739 McKinney, et al : Ch. 39, p. 869-884 Silvestri, Ch. 13, p. 144-153, <b>Ch 10, p 112-114</b> Wilkinson, et al: Vol. I, Ch. 31, p. 790-815 Vol. II, Ch. 31, p. 610-621

## Degenerative Disorders

1. Describe the pathophysiology, risk factors, diagnostics, clinical manifestations, and treatment modalities for osteoporosis, Paget's disease, osteoarthritis, and osteomalacia.

- Identify nursing implications for inter-professional management of clients with degenerative and structural disorders.

CONTENT	STUDENT PREPARATION
<b>Degenerative &amp; Structural Disorders</b> Osteoporosis Paget's Disease Osteoarthritis Osteomalacia  <b>Diagnostic Tests</b> <b>Medical/Surgical Management</b> External Fixation Devices Medication therapy Diet Therapy Surgical Intervention	Read:  Lewis, et al: Ch. 63, p. 1496-1516 Ch. 64. p. 1517-1551  Silvestri: Ch 65, p 958-964

### Connective Tissue Disorders

- Review the pathophysiology of the inflammatory response.
- Compare and contrast the pathophysiology and manifestations of RA, lupus, gout, and scleroderma.
- Identify diagnostic tests, nursing priorities, and client education in regards to RA, lupus, gout, and scleroderma.
- 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 1525- <del>1549</del> -1550  <del>McKinney, James, Murray Pgs 1369-1372</del>

### Bone Infection

- Describe the pathophysiology, medical treatments and nursing care of clients with musculoskeletal infections and bone tumors.
- Identify types of infections and tumors prevention and care.
- Recognize factors and lifespan considerations that affect the client.
- Describe nursing interventions for major complications and to support healing.

CONTENT	STUDENT PREPARATION
<b>MS Infections</b> Osteomyelitis Acute / Chronic Tuberculosis  <b>Diagnostic Tests</b> Blood cultures Wound cultures Sputum culture Skin test  <b>Medical / Surgical Management</b> Medication Therapy Diet therapy Surgical Interventions  <b>Bone Tumors</b> Malignant Osteoclastoma sarcoma Ewing's sarcoma Benign Metastatic Bone Disease	Read:  Lewis, et al: Ch 26, p 506-511, Ch. 63, p.1496-1515  McCuiston Ch 50, p 1220-1222

### Pediatric Musculoskeletal Disorders

1. Describe the pathophysiology, medical treatments, and nursing care of pediatric musculoskeletal 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
<b>Pediatric MS anomalies</b> Congenital hip dysplasia Congenital foot deformities Scoliosis Muscular Dystrophy Other anomalies	Read: McKinney, James, Murray Pgs. 1353-1369

### Musculoskeletal Trauma

1. Define the various injuries- Soft Tissue, Repetitive Strain, Fractures.
2. Describe the pathophysiology, medical treatments, and nursing care of clients with musculoskeletal trauma.
3. Identify possible causes & preventions for the listed disorders.
4. Explain common interventions and nursing management for each disorder.

<b>CONTENT</b>	<b>STUDENT PREPARATION</b>
<b>Low back pain</b> <b>Soft Tissue Trauma</b> Contusions Strains Sprains Tears Subluxation Dislocation <b>Repetitive Use Injuries</b> Carpal tunnel Rotator Cuff <b>Fractures</b> Simple Compound Pathologic Greenstick Transverse Oblique Spiral Comminuted Depression Compression Avulsion <b>Diagnostic Studies</b> <b>Medical / Surgical Management</b> Treatments Casts / Traction Surgical Intervention	Read: Lewis: Chapter 62, pg 1462-1470  McKinney, James, Murray Pgs. 1346-1351

### **Casts and Traction**

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.

<b>CONTENT</b>	<b>STUDENT PREPARATION</b>
Purposes and care of: Casts Bandages Braces, Corrective Devices Exercises Interventions	Read: Lewis Ch 62  McKinney, James, Murray Pgs 1340-1346

## Musculoskeletal Surgery

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 bone and joint surgical procedures.
3. Identify possible complications, causes, and possible preventive measures.

CONTENT	STUDENT PREPARATION
<b>Hip</b> <b>Knee</b> <b>Other</b> Joint replacement Rotator Cuff Repair Carpal Tunnel Release Spine Amputations  <b>Diagnostic Studies</b> <b>Medical / Surgical Management</b> Treatments Surgical Intervention	Read: Lewis Ch 62  McKinney, James, Murray Pgs 1340-1346

## Integumentary Disorders

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

CONTENT	STUDENT PREPARATION
<b>Integumentary Disorders</b> <b>Infections</b> Bacterial Viral Fungal <b>Infestations</b> Insects Bedbugs Pediculosis Scabies Ticks	Read: Lewis: Chapter 23  McKinney, James: Pgs 1173-1193

<p><b>Inflammations</b></p> <p>Dermatitis</p> <p>Eczema</p> <p>Psoriasis</p> <p><b>Cosmetic Surgery</b></p> <p><b>Neoplastic Integumentary Disorders</b></p> <p><b>Skin Cancers</b></p> <p>Keratosis</p> <p>Basal cell carcinoma</p> <p>Squamous cell carcinoma</p> <p>Malignant melanoma</p>	
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### **Sterile Asepsis**

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

<b>CONTENT</b>	<b>STUDENT PREPARATION</b>
Asepsis- Definition Aseptic techniques. Medical asepsis (clean techniques) Hand washing Surgical asepsis (sterile technique) Sterilization Breaks in technique	Read: Lewis, et al: Ch. 14, p. 217-218 Wilkinson, et al: Vol. I, Ch. 23, p.517-544 Vol. II, Ch. 23, p. 317-347

### **Diabetes**

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 patient with Diabetes Mellitus
4. Relate the pathophysiology of acute and chronic complications of DM to the clinical manifestations

### **Pediatric Diabetes**

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

<b>CONTENT</b>	<b>STUDENT PREPARATION</b>
Classifications Type 1 & Type 2 & 1.5 Insulin Resistance Impaired glucose tolerance Secondary Diabetes Diagnostic Studies Types of Insulin	Adult: Read: Lewis Ch 47 & 48  Pedi: McKinney, James, Murray Ch 51, pp 1260-1273

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	Wilkinson, Treas, Bartlett, Smith, Chapter 26, pages 640-649, Chapter 27 Pages 712
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## Arterial/Venous Disorders

### Arterial

1. Describe the etiology and pathophysiology of peripheral arterial disease.
2. Identify the major risk factors, clinical manifestations, collaborative care, and surgical management associated with 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, aortiliac occlusive disease, and aortic dissection and associated nursing care.

### Venous

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

CONTENT	STUDENT PREPARATION
<b>Arterial Disorders</b> Arteriosclerosis Atherosclerosis Peripheral arterial disease Peripheral arterial occlusion Buerger's Disease Reynaud's phenomenon Aortic Aneurysms  <b>Venous Disorders</b> Venous thromboembolism (VTE) Venous insufficiency Varicose veins Thrombophlebitis	<b>Arterial Disorders</b> Read: Lewis, 10 <sup>th</sup> edition, Chapter 37, 802-816 Wilkinson, Treas, Bartlett, Smith, Chapter 22, pages 503-504  <b>Venous Disorders</b> Read: Lewis, 10 <sup>th</sup> edition, Chapter 37, pg 816-829 Chapter 27 pg 529-531  Successfully Demonstrates accurate titration of medications based on a nomogram

<p><b>Diagnostic Studies</b>  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><b>Medical Management</b>  Anti-platelet agents / Thrombolytic /  Anticoagulants</p>	
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## Oncology

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
<p><b>Oncology</b>  Definition  Risk Factors  Pathophysiology  Clinical Manifestations  Diagnostic Studies  Treatment Modalities  Surgery  Radiation  Chemotherapy  Immunotherapy  Nursing Management  Pediatric Considerations:</p>	<p>Read:  Lewis: Chapter 15</p> <p>Saunders NCLEX Review: Ch 48-49</p> <p>EAQ Lewis Cancer Assessment</p> <p>McKinney, James, Murray, Chap 48</p>

## 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.

<b>CONTENT</b>	<b>STUDENT PREPARATION</b>
<p><b>Non-infectious Upper Respiratory Disorders</b></p> <p>Nose</p> <ul style="list-style-type: none"> <li>Deviated Septum</li> <li>Nasal Fracture</li> <li>Epistaxis</li> <li>Nasal Polyps</li> <li>Allergic Rhinitis</li> </ul> <p>Oral pharynx</p> <ul style="list-style-type: none"> <li>Sleep Apnea</li> </ul> <p>Lungs</p> <p><b>Infectious Respiratory Problems</b></p> <p>Nose</p> <ul style="list-style-type: none"> <li>Acute Viral Rhinitis</li> <li>Influenza</li> <li>Sinuses</li> <li>Sinusitis</li> </ul> <p>Oral pharynx</p> <ul style="list-style-type: none"> <li>Acute Pharyngitis</li> </ul> <p>Lungs</p> <ul style="list-style-type: none"> <li>Acute Bronchitis</li> <li>Pneumonia</li> <li>Lung Abscess</li> <li>Pleural Effusion</li> <li>Pleurisy</li> <li>Atelectasis</li> <li>Bronchiolitis</li> </ul> <p><b>Pedi Respiratory:</b></p> <ul style="list-style-type: none"> <li>Tonsillitis</li> <li>Croup Syndromes</li> <li>Pneumonia</li> <li>Foreign Body Aspiration</li> <li>Laryngotracheobronchitis</li> <li>Bacterial Tracheitis</li> </ul>	<p>Read:</p> <p>Lewis, Chapter 26, pg 475-485            Chap 27 p 499-506, 512-513            Chapter 7 pgs 97-98</p> <p>Optional: Review only: Lewis Chap 25</p> <p>McKinney Chap 45, Pg 1028-1054</p>

## Hypertension

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 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
<b>Hypertension</b> Definitions Classifications Pathophysiology Risk factors Complications Nursing Mgm Lifestyle Modifications Weight reduction DASH diet Sodium Restriction Aerobic activity Avoid tobacco Stress reduction <b>HTN Crisis</b> <b>HTN in children</b> <b>HTN Drug therapy</b>	Read: Lewis, Chapter 33 McKinney 5 <sup>th</sup> Edition, pgs 1112-1114 Recommended: McCuiston 9 <sup>th</sup> ed. Chapters 38-39

## Hyperlipidemia

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
<b>Hyperlipidemia</b> Pathophysiology Assessment Diet Therapy Drug Therapy Pt education	Read: McCuiston, Kee, & Hayes, Ch. 41, p. 592-601 Lewis, et al: Ch. 33, p.708-711 Ch. 46, p.1077, & p. 1082 <b>Silvestri: Ch 56, p. 770-771; Ch 57, p 809</b>