

WAYNE COMMUNITY COLLEGE
NUR 235: ADULT NURSING II
SECTION 01
SPRING, 2005

Course Description (CCL)

Class: 4

Lab: 3

Clinical: 15

Semester: 10

This course provides expanded concepts related to nursing care for individuals experiencing common complex alterations in health. Emphasis is placed on the nurse's role as a member of a multidisciplinary team and as a manager of care for a group of individuals. Upon completion, students should be able to provide comprehensive nursing care for groups of individuals with common complex alterations in health.

Prerequisites: NUR 125, NUR 188

Co-requisites: None

Program Learning Outcomes:

Upon satisfactory completion of the program, the new graduate will be able to:

1. Apply the nursing process to provide individualized, safe and effective nursing care in structured and non-structured settings.
2. Utilize resources and technologies in the delivery of nursing care.
Use a variety of communication skills to establish and maintain a therapeutic and/or effective relationship with patients/clients, families, and health care providers.
3. Identify learning needs and implement teaching based on developmental, educational, psychosocial, and cultural differences.
4. Utilize beginning management and leadership skills to organize, prioritize and implement care for diverse groups of patients/clients.
5. Demonstrate accountability for personal nursing practice and professional growth.

Course Learning Outcomes/Competencies:

Upon satisfactory completion of NUR 235, the student will demonstrate competency in:

- A. Delineating basic concepts specific to caring for individuals experiencing common complex alterations in health
- B. Discussing the role of the nurse as a member of a multidisciplinary team in managing the care for a group of individuals experiencing common complex alterations in health.
- C. Utilizing the nursing process, principles of management and teaching and learning in caring for individuals experiencing common complex alterations in:
 - a. fluid and electrolyte balance.
 - b. regulatory function.
 - c. skin and cell integrity.
 - d. oxygen/carbon dioxide exchange.
 - e. cardiovascular status and blood production.
 - f. perception, coordination, and movement.
- D. Utilizing the nursing process, principles of management and teaching/learning to care for individuals in common emergency situations.
- E. Utilizing verbal/non-verbal communication skills to:
 - a. communicate with patients, family members, health care team members
 - b. verbalize data related to patients' biophysical alteration, therapeutic plan and nursing care.

Required Textbooks:

Smeltzer, S. and Bare, B. (2004). MEDICAL-SURGICAL NURSING (10th edition). Philadelphia: J. B. Lippincott.

Baier, S. BED NUMBER 10 (1ST edition). Boca Ratan, Fl: CRC Press, Inc.

Albanese J., and Nutz, P. (2004). MOSBY'S 2004 NURSING DRUG REFERENCE AND REVIEW CARDS. St. Louis: C. V. Mosby Company.

Estes, M. (2002). HEALTH ASSESSMENT AND PHYSICAL EXAMINATION (2nd edition). Albany, Delmar

- Williams, S. (2003). ESSENTIALS OF NUTRITION AND DIET THERAPY (8th edition). St. Louis: Mosby.
- Daniels, R. (2002). DELMAR'S GUIDE TO LABORATORY AND DIAGNOSTIC TESTS. New York: Delmar.
- Carpenito, L. (2004). HANDBOOK OF NURSING DIAGNOSIS (10th edition). Philadelphia: J. B. Lippincott Co.
- Gahart, B. (2004). INTRAVENOUS MEDICATION (18th edition). St. Louis: Mosby.

REFERENCES OVER FIVE (5) YEARS OLD MUST NOT BE USED WITHOUT INSTRUCTOR'S PERMISSION.

Other Required Materials/Software

Notebook, notebook paper, and report folders.

Learning/Teaching Methods

Lecture/Discussion, Audiovisuals, Independent Study, Collaborative Learning, Clinical Experiences, Hypothetical Patient Simulations, Clinical Conferences, Computer Simulations/Tutorial Programs, Critical Thinking Exercises, Lab (Demonstrations, Return Demonstrations), Management Experience.

Learning Environment/Activities

Class will be conducted 4 hours a week with an additional 3 hours of laboratory time. Clinical will be conducted 15 hours a week in the acute care setting. During the semester, students will rotate to one or more of the following clinical areas: Progressive care medical/surgical/orthopedic/neurological, or oncology units. Each clinical unit will provide comparable opportunities to meet course objectives. Students will also rotate through one of the following preceptorships: Critical Care, Emergency Department, Post-Anesthesia Care unit, Surgical Center, O'Berry Center. Utilizing the skills of delegation and supervision, each student will function as a manager in the clinical setting for a designated time. Observational experience in the dialysis unit also may be included in this semester.

Students will utilize basic computer skills for completion of clinical simulations and tutorials.

Personal development is fostered throughout Nursing 235 by use of independent learning activities (viewing audiovisuals, reading of recent periodicals, etc.).

Course Requirements

METHODS OF EVALUATION:

Overall Competency: In order to establish competency in NUR 235: Adult Nursing II, the student must achieve an overall classroom average of at least 78 and a "Competent" rating on Lab and Clinical Competencies.

<u>Classroom:</u>	Unit Tests - 75%
	Final Exam - 25%
	100%

All test and exam grades or mathematical percentages thereof, are held to the nearest tenth throughout the entire semester. The final course grade is calculated to the nearest whole number with 0.4 or less rounded down to the nearest whole number, and 0.5 or more rounded up to the nearest whole number.

Lab: Lab will be conducted three hours per week. Refer to individual lab focus sheets for evaluative criteria.

Clinical: A "Competent" rating must be achieved for clinical performance in order for the student to pass NUR 235: Adult Nursing II. The instructor has the right to make professional judgments and to evaluate the student's performance in the clinical area as "Competent" or "Non-competent" based on verbal questioning and observations. Students receive formative evaluation throughout the semester. A written evaluation tool will be used as a guide. (See Clinical Evaluation: Progress Report for NUR 235, Adult Nursing II.)

Instructor clinical evaluation conferences will be held with students at the end of each unit rotation and at any other time during the Semester as requested by the instructor or student. The student must achieve a "Competent" rating in all areas of clinical performance on the FINAL CLINICAL EVALUATION. One "Non-Competent" in clinical performance at the end of the semester will constitute a grade of "F" for the course.

DEFINITIONS:

COMPETENT: The student is consistently performing in the clinical area at a level which demonstrates application of knowledge and skills reflected in this course and integrated from previous courses. The student has demonstrated adequate progress toward achieving competency.

NON-COMPETENT: The student is not consistently performing in the clinical area at a level which demonstrates the application of knowledge and skills reflected in this course and integrated from previous courses. The student has demonstrated inadequate progress toward achieving competency.

A clinical evaluation of NON-COMPETENT also may be earned for a serious incident in which an individual's safety or well-being is threatened or potentially threatened by a failure to competently perform a nursing activity or failure to exercise sound judgment. There is no opportunity to remediate such a clinical performance. (See Nursing Student Manual: Dismissal policy.)

Policies:

Students are expected to abide by policies as stated in the Nursing Student Manual. Non-adherence to policies may result in dismissal from the program.

Special Requirements

1. Participation in an analysis/opinion debate evaluating the book, Bed Number 10, by Susan Baier.
2. Participation in Team Building Exercises as designated.
3. Management Experience:
 - a. Students will utilize management skills to direct/supervise the care of a group of patients (see management experience guidelines).
 - b. Using provided guidelines, the student manager will select and complete patient assignments for his/her peers.
 - c. Students will also conduct clinical conference and submit an end-of-shift report.
 - d. Students will observe and participate in the role of the charge nurse.
4. Clinical Experience:
 - a. Complete Clinical Preparation Guideline.
 - b. Nursing Care plans – Students will initiate nursing care plans or review/revise existing plans for assigned patients.
 - c. Medication cards – Students will have available an appropriate pre-printed medication card or a student-prepared med card for all prescribed medications.
5. Clinical Preceptorship:
 - a. Collaborate with instructor and preceptor for self-scheduling of clinical experience.
 - b. Reflective journaling assignment.
6. Completion of designated Class/Lab/Clinical assignments.
7. Completion of assigned computer simulations/tutorials.

The instructor will evaluate all written work as “Competent” or “Non-Competent.” Student will receive written or verbal suggestions for improvement, if appropriate.

STUDENTS WHO DO NOT COMPLETE ALL COURSE REQUIREMENTS BY THE DAY OF THE FINAL EXAM WILL NOT BE ALLOWED TO GRADUATE.

Grading Policy/Criteria

In order to establish competency in NUR 235, the student must achieve an overall average of 78 on all subcompetencies.

The following seven-point grading scale will be used by the Nursing Department:

A	93 – 100
B	85 – 92
C	84 – 78
D	70 – 77
F	69 – 0

GRADES FOR ASSIGNMENTS TURNED IN LATE (AFTER 3:00 P.M., ON THE DAY ASSIGNED) WILL BE REDUCED BY FIVE (5) POINTS PER DAY FOR EACH DAY LATE.

Academic Integrity Statement

See WCC Student Handbook or the College Catalog for the WCC Code of Student Academic Integrity Policy. Any student caught violating the WCC Code of Student Academic Integrity (i.e., cheating, plagiarizing, or other dishonorable acts), in academic work is subject to disciplinary action.

Students with Disabilities

WCC is committed to seeing that students with disabilities have equal access to and participation in all programs of study. For further explanation, please note the Students with Disabilities policy in the WCC Catalog or the Student Handbook. Students with disabilities can contact the Disability Coordinator, Mrs. Caroline Smith, in the Student Development Office, Room WLC 115, or at 919-735-5152, extension 223 or at csmith@waynecc.edu.

Non-Discriminatory Statement

Wayne Community College is committed to a policy of providing educational opportunities to all students regardless of economic or social status, beliefs, sexual orientation, national origin, or physical or mental disability.

Student Attendance Policy

The Nursing Department believes students demonstrate responsibility for and commitment to their education goals through regular attendance; therefore, students must attend 88% of the total hours of any class to receive a passing grade. Instructors will excuse no absences under this policy. When absences in a nursing course exceed 12% of the total contact hours for any one course, the student will be given an automatic “W” if prior to the last day to drop a class or an “WF” if after the last day to drop a class and must withdraw from the nursing program. Students are expected to attend all classes, labs, and clinical. Students should come to class, lab, and clinical on time and should not ask to leave early. If you are late, you will be counted absent unless you ask your Instructor after class to have the absence changed to a tardy.

Additional Information from the Instructor/Miscellaneous

Phones/Pagers/Beeper

Cell phones, beepers, and walkie-talkies cause unnecessary disruption to the learning/teaching process in the classroom, lab or library setting. Out of courtesy to others, all systems of communication should be in quiet position during instructional, lab, or library time.

Instructor Information:

Instructor:	Patricia Pfeiffer, RNC, BSN, MSA	Sue Beaman, RN, BSN, MSN
Office Location:	Pine 207	Pine 205
Telephone Numbers:	735-5151, ext. 397 Fax 736-1707	735-5151, ext. 785
Office Hours:	See Instructor Schedule	See Instructor Schedule
E-Mail Address:	pfeiffer@waynecc.edu	sbeaman@waynecc.edu

Spring Semester, 2005

UNIT I: CARING FOR INDIVIDUALS EXPERIENCING COMMON COMPLEX ALTERATIONS IN HEALTH

UNIT COMPETENCIES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p>COMPETENCY: Upon completion of this unit, the student will be able to delineate basic concepts specific to caring for individuals experiencing common complex alterations in health</p> <p>Task: Discuss the nurse’s role as a member of a multidisciplinary team.</p> <p>Task: Discuss basic concepts related to caring for individuals experiencing acute / complex illness.</p> <p>Task: Explore the legal and ethical issues that surround caring for individuals experiencing acute/complex illness.</p> <p>Task: Identify the characteristics of acute care setting.</p> <p>Task: Compare stressors that are common to the patient, family, and nurse in acute care setting.</p> <p>Task: Discuss the causes of Intensive Care Unit Syndrome.</p> <p>Task: Describe the main needs of the family of the acutely ill.</p> <p>Task: Identify individual psychosocial and physiological responses to common stressors.</p> <p>Task: Relate major coping mechanisms to individual response to common stressors.</p> <p>Task: Discuss the significance of support systems for individuals experiencing complex alterations in health.</p> <p>Task: Discuss appropriate nursing diagnoses and collaborative problems for individuals experiencing common complex alterations in health.</p> <p>Task: Develop appropriate patient outcomes for individuals experiencing common complex alterations in health.</p>	<p>1.Introduction to Caring for Individuals Experiencing Common Complex Alterations In Health</p> <p>A. Nurse’s Role</p> <p>B. Basic Concepts 1) Acute/Complex Illness 2) Legal/ethical Issues 3) Acute care setting</p> <p>C. Assessment 1.Common Stressors a. Patient b. Family c. Nurse</p> <p>2.Responses to stressors</p> <p>3. Coping Mechanisms</p> <p>4.Support Systems</p> <p>D. Analysis 1.Nursing Diagnoses a.Anxiety b.Altered sensory perception c.Pain d.Powerlessness e.Sleep pattern disturbance f.Altered family processes g. Caregiver role strain h.Spiritual distress i.Knowledge deficit 2. Collaborative Problems</p> <p>E. Planning 1.Goals/Outcomes 2.Interventions</p>	<p>Lecture / Discussion</p> <p>Case Study</p> <p>Refer to NUR 185 for content on stressors and coping mechanisms.</p> <p>Read Articles: . Fisher, M. & Moxhaier, P. (1984). <u>ICU Syndrome</u>, Critical Care Nursing, May/June.</p> <p>. Lillis, P. (1991). <u>Keeping Hope Alive</u>, Nursing, December.</p> <p>. (1990). <u>Offer Families Hope....or Help Them Let Go</u>, Nursing, March.</p>
<p>EVALUATION:</p>		

UNIT COMPETENCIES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p><u>Task:</u> Compare selected nursing interventions for individuals experiencing common complex alterations in health.</p> <p><u>Task:</u> Discuss interdisciplinary approach to rehabilitation.</p> <p><u>Task:</u> Discuss expected outcomes for individuals experiencing common, complex alterations in health.</p> <p><u>Task:</u> Clinically, apply the nursing process and the principles of management, communication, and teaching/learning to care for individuals experiencing common, complex alterations in health.</p>	<p>F. Implementation</p> <ol style="list-style-type: none"> 1. Structured environment 2. Security information 3. Spiritual counsel 4. Social Support <ol style="list-style-type: none"> a. Support groups b. Hospice 5. Pharmacologic support 6. Technologic advances <ol style="list-style-type: none"> a. Home b. Critical Care setting 7. Rehabilitation 8. Client advocacy <p>G. Evaluation</p>	<p>In clinical, provide and/or manage care for patients experiencing common complex alterations in health</p>
<p>EVALUATION: Written test on content covered.</p> <p>CLINICAL: Transfer of knowledge related to care of individuals experiencing common, complex alterations in health to the clinical setting.</p>		

UNIT II: NURSING IMPLICATIONS RELATED TO FLUID AND ELECTROLYTE BALANCE

UNIT COMPETENCIES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p><u>COMPETENCY:</u> Upon completion of this unit, the student will utilize the nursing process, principles of communication, management, and teaching and learning in caring for individuals experiencing complex alterations in fluid and electrolyte balance.</p> <p><u>Task:</u> Discuss the clinical implications of the client receiving IV therapy.</p> <p><u>Task:</u> Explain the process of site selection for IV therapy / phlebotomy.</p> <p><u>Task:</u> Formulate nursing diagnoses pertinent for a patient receiving IV therapy or during phlebotomy blood draw.</p>	<p>II. Nursing Implications Related to Fluid and Electrolyte Balance</p> <p style="text-align: center;"><u>INTRAVENOUS THERAPY / PHLEBOTOMY TECHNIQUES</u></p> <p>A. Assessment</p> <ol style="list-style-type: none"> 1. Purposes 2. Types of IV fluids 3. Types of IV access 4. Parameters <ol style="list-style-type: none"> a. Risk factors b. Age-specific considerations <ol style="list-style-type: none"> 1) Young adult 2) Aging adult <p>B. Analysis</p> <ol style="list-style-type: none"> 1. Nursing Diagnoses <ol style="list-style-type: none"> a. Risk for injury b. Fluid volume excess/deficit c. Potential for infection 2. Collaborative problems <ol style="list-style-type: none"> a. Pain b. Infection c. Infiltration d. Air Embolus e. Fluid overload. 	<p>Lecture/Discussion/Demonstration/Return Demonstration</p> <p>Read: Smeltzer, pgs 282-294</p> <p>LAB: Participate in IV therapy/phlebotomy assigned activities.</p>
<p>EVALUATION</p>		

UNIT COMPETENCIES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p><u>Task:</u> Relate nursing interventions specific to starting and maintaining IV therapy.</p> <p><u>Task:</u> Demonstrate proper technique used to initiate venipuncture and maintain IV therapy.</p> <p><u>Task:</u> Discuss outcome criteria by which to evaluate the client receiving IV therapy or during phlebotomy blood draw.</p> <p><u>Task:</u> Discuss the clinical implications of the patient receiving TPN.</p> <p><u>Task:</u> Identify the nursing diagnoses pertinent to the patient receiving TPN.</p> <p><u>Task:</u> Discuss nursing interventions appropriate for the patient receiving TPN.</p> <p><u>Task:</u> Discuss outcome criteria by which to evaluate the patient receiving TPN.</p> <p><u>Task:</u> Discuss ways of preventing complications for patients receiving TPN.</p> <p><u>Task:</u> Clinically, apply the nursing process and the principles of management, communication, and teaching/learning to care for patients receiving IV therapy.</p>	<p>C. Planning</p> <ol style="list-style-type: none"> 1. Goals/Outcomes 2. Interventions <p>D. Implementation</p> <ol style="list-style-type: none"> 1. Education 2. Equipment 3. Venipuncture techniques 4. Phlebotomy techniques 5. Maintaining IV therapy 6. Safety <p>E. Evaluation of outcomes.</p> <p style="text-align: center;"><u>TOTAL PARENTERAL NUTRITION (TPN)</u></p> <p>A. Assessment</p> <ol style="list-style-type: none"> 1. Purpose 2. TPN Solutions <p>B. Analysis</p> <ol style="list-style-type: none"> 1. Nursing Diagnoses <ol style="list-style-type: none"> a. Altered nutrition: less than body requirements b. Knowledge deficit c. Risk for fluid volume deficit d. Risk for infection 2. Collaborative Problems <ol style="list-style-type: none"> a. Fluid imbalances b. Electrolyte imbalances c. Rebound hypoglycemia d. Hyperglycemia <p>C. Planning</p> <ol style="list-style-type: none"> 1. Goals/Outcomes 2. Interventions <p>D. Implementation</p> <ol style="list-style-type: none"> 1. Central/Peripheral 2. Daily weights 3. Glucose monitoring 4. Central line dressing change. <p>F. Evaluation</p> <ol style="list-style-type: none"> 1. Prevention of Complications 2. Discontinuing TPN 	<p>Recall calculations of IV flow rates.</p> <p>Lecture / Discussion</p> <p>Read: Smeltzer, pgs 1001-1009</p> <p>LAB: TPN Video: Management of Total Parenteral Nutrition, Parts 1 and 2.</p> <p>In clinical, provide nursing care for patients receiving IV therapy.</p>
<p>EVALUATION: Written test on content covered.</p> <p>LAB: Demonstrate proper venipuncture technique.</p> <p>CLINICAL: Transfer of knowledge and skill related to IV therapy to the clinical setting.</p>		

UNIT III: NURSING IMPLICATIONS RELATED TO SKIN AND CELL INTEGRITY

UNIT COMPETENCIES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p>COMPETENCY: Upon completion of this unit, the student will be able to utilize the nursing process, principles of communication, management, teaching and learning in caring for individuals experiencing common complex alterations in skin and cell integrity.</p> <p><u>Task:</u> Identify common risk factors associated with cancer.</p> <p><u>Task:</u> Identify the most commonly occurring cancers in adults in the U.S.</p> <p><u>Task:</u> Identify agents and factors that have been found to be carcinogenic.</p> <p><u>Task:</u> Discuss the significance of data collection related to oncology.</p> <p><u>Task:</u> Describe the significance of preventive care in decreasing the incidence of cancer.</p> <p>Describe the significance of preventive care in decreasing the incidence of cancer.</p> <p><u>Task:</u> Explain the importance of screening procedures for early detection of cancer.</p> <p><u>Task:</u> List the seven warning signs of cancer.</p> <p><u>Task:</u> Discuss the basic pathophysiology of cancer.</p> <p><u>Task:</u> Differentiate between benign and malignant tumors.</p> <p><u>Task:</u> Describe the nursing implications for selected diagnostic tests and procedures.</p>	<p>III. Nursing Implications Related to Skin and Cell Integrity</p> <p style="text-align: center;"><u>ONCOLOGY</u></p> <p>A. Assessment</p> <p>1. Parameters</p> <p>a. Risk factors</p> <p>1) Incidence</p> <p>a) Age specific</p> <p>b) Gender</p> <p>c) Common sites</p> <p>2) Etiology</p> <p>a) Viruses/bacteria</p> <p>b) Physical agents</p> <p>c) Chemical agents</p> <p>d) Genetic</p> <p>b. Focused History/Exam</p> <p>1) Prevention</p> <p>a) Primary</p> <p>b) Secondary</p> <p>2) Screening procedures</p> <p>3) Warning signs</p> <p>2.Pathophysiology</p> <p>a. Classification of tumors</p> <p>1) Benign</p> <p>2) Malignant</p> <p>a) Carcinoma</p> <p>b) Sarcoma</p> <p>b. Characteristics of Neoplasms</p> <p>1) Benign</p> <p>2) Malignant</p> <p>3. Diagnostic Testing</p> <p>a. Biopsy</p> <p>b. Staging / Grading</p>	<p>Read: Smeltzer, Chp. 16</p> <p>Review Table 16: ACS Recommendations for Early Detection of Cancer in Smeltzer, p. 324</p>
<p>EVALUATION:</p>		

UNIT COMPETENCIES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p><u>Task:</u> Differentiate among various surgical procedures utilized in the care of patients diagnosed with cancer.</p> <p><u>Task:</u> Discuss common side effects of radiation Therapy.</p> <p><u>Task:</u> Compare cancer chemotherapeutic agents: classification, action, side effects.</p> <p><u>Task:</u> Describe special needs of patients receiving chemotherapy.</p> <p><u>Task:</u> Discuss purposes/uses of long-term access devices.</p> <p><u>Task:</u> Discuss nursing implications related to long-term venous access devices.</p> <p><u>Task:</u> Discuss nursing implications related to bone marrow transplantation.</p> <p><u>Task:</u> Describe roles of biologic response modifiers and gene therapy in cancer treatment.</p> <p><u>Task:</u> Discuss appropriate nursing diagnoses and collaborative problems for a patient with cancer.</p> <p><u>Task:</u> Plan appropriate care for a patient with cancer.</p> <p><u>Task:</u> Discuss the special needs of cancer patients and appropriate nursing interventions to meet these needs.</p>	<ul style="list-style-type: none"> c. Treatment Modalities d. Surgery e. Diagnostic 2) Palliation 3) Reconstruction <ul style="list-style-type: none"> f. Radiation therapy g. External 2) Internal 3) Common problems <ul style="list-style-type: none"> h. Chemotherapy i. Classification j. Alkylating agents k. Antimetabolites l. Antitumor antibiotics m. Plant Alkaloids n. Hormonal agents 2) Long-term venous access devices d. Bone Marrow Transplant e. Biologic Response f. Gene Therapy B. Analysis <ul style="list-style-type: none"> 1. Nursing diagnoses <ul style="list-style-type: none"> a. Fear b. Pain c. Fatigue d. Risk for infection e. Risk for injury f. Impaired skin integrity g. Altered nutrition: less than body requirements h. Body image disturbance i. Grieving, anticipatory 2. Collaborative problems <ul style="list-style-type: none"> a. Infection b. Hemorrhage c. Oncologic emergencies C. Planning <ul style="list-style-type: none"> 1. Goals/Outcomes 2. Interventions D. Implementation <ul style="list-style-type: none"> 1. Teaching <ul style="list-style-type: none"> a. Side effects of therapy b. Treatment protocols c. Long-term effects 2. Comfort measures 	<p>Review Care of Surgical Patient, NUR 115</p> <p>Review Table 16-6: Antineoplastic Agents in Smeltzer, p. 331</p> <p>LAB: VIDEO: Implantable Ports The Hickman Catheter Central Line Dressing Change demonstration</p> <p>Case Study</p> <p>Review Plan of Nursing Care in Smeltzer, pgs. 335-343</p> <p>READ: Williams, Chp. 24, pp 507-525</p> <p>Case Study: Nutritional Support for Patients with Cancer.</p>
<p>EVALUATION:</p>		

UNIT COMPETENCIES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p><u>Task:</u> Discuss the role of nutrition in the care of a patient with cancer.</p> <p><u>Task:</u> Discuss strategies to enhance nutritional support for patients with cancer.</p> <p><u>Task:</u> Describe expected outcomes for patients with cancer.</p> <p><u>Task:</u> Clinically, apply the nursing process and the principles of communication, management, and teaching/learning to care for patients with alteration in skin and cell integrity</p>	<p>3.Rest a.Protective isolation b.Pharmacologic support c.Nutritional support d.Psychosocial support e.Alternative therapies 3. Community resources</p> <p>E. Evaluation of outcomes</p>	<p>In clinical, provide and/or manage care for patients with actual or potential alteration in skin and cell integrity.</p>
<p>EVALUATION: Written test on content covered.</p> <p>CLINICAL: Transfer of knowledge and skills related to care of patients with alterations in skin and cell integrity to the clinical setting.</p> <p>LAB: Satisfactory completion of all assigned activities.</p>		

UNIT IV: NURSING IMPLICATIONS RELATED TO CARDIOVASCULAR STATUS

UNIT COMPETENCIES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p>COMPETENCY: Upon completion of this unit, the student will be able to utilize the nursing process, principles of communication, management, and teaching/learning in caring for individuals experiencing acute and chronic alterations in cardiovascular status.</p> <p>Task: Discuss common risk and age-specific factors associated with development of cardiac dysrhythmias.</p> <p>Task: Differentiate the four properties of cardiac muscle.</p> <p>Task: Trace an impulse through the conduction system.</p> <p>Task: Describe the influence of the autonomic Nervous system on heart activity.</p> <p>Task: Correlate the components of the EKG tracing with physiologic events of the heart.</p> <p>Task: Explain the significance of the waves, complexes, and intervals shown on an EKG tracing.</p> <p>Task: State normal duration for P-R interval and QRS Complex.</p> <p>Task: Follow steps of systematic interpretation to determine rate, rhythm, presence or absence of P waves, PR intervals, QRS interval, S-T segment, and presence or absence of dysrhythmia.</p> <p>Task: Compare and contrast common dysrhythmias: etiology, characteristic EKG wave forms, and clinical manifestations.</p>	<p>IV. CARDIAC DYSRHYTHMIAS</p> <p>A. Assessment</p> <ol style="list-style-type: none"> 1. Parameters <ol style="list-style-type: none"> a. Risk factors <ol style="list-style-type: none"> 1) Myocardial ischemia 2) Hypoxia 3) Electrolyte imbalances 4) Drug effects b. Age-specific factors <ol style="list-style-type: none"> 1) Young adult 2) Aging adult 2. Characteristics of Cardiac Muscle <ol style="list-style-type: none"> a. Properties <ol style="list-style-type: none"> 1) Automaticity 2) Excitability 3) Conductivity 4) Contractility b. Conduction System c. Autonomic Nervous System 3. Focused History/Exam <ol style="list-style-type: none"> a. Subjective data b. Objective data c. EKG Tracing <ol style="list-style-type: none"> 1) Waves and complexes 2) Systematic Interpretation <ol style="list-style-type: none"> a) Rate b) Rhythm c) P-wave d) P-R Interval e) QRS Complex f) S-T Segment 4. Common Dysrhythmias <ol style="list-style-type: none"> a. Origin <ol style="list-style-type: none"> 1) Sinus node 2) Atrial 3) Ventricular b. Clinical manifestations 	<p>Prior to class, review content related to cardiovascular nursing in NUR 135.</p> <p>Review Estes, Chp. 15, NUR 133</p> <p>Lecture/Discussion</p> <p>Read: Smeltzer, Chp. 27</p> <p>Lab: Practice systematic interpretation of rhythm strips.</p> <p>LAB: Computers Simulations: Essentials of Cardiac Rhythm Recognition.</p>

UNIT COMPETENCIES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p><u>Task:</u> Discuss appropriate nursing diagnoses and collaborative problems for patients experiencing cardiac dysrhythmias.</p> <p><u>Task:</u> Plan effective care for patients with dysrhythmias.</p> <p><u>Task:</u> Discuss appropriate nursing care for patients with dysrhythmias.</p> <p><u>Task:</u> Discuss action and common side effects of the more common drugs used to treat selected dysrhythmias.</p> <p><u>Task:</u> Compare and contrast cardioversion and defibrillation including nursing implications.</p> <p><u>Task:</u> Compare the different types of pacemakers, uses, nursing implications, and possible complications.</p> <p><u>Task:</u> Delineate the steps to follow in a code response.</p> <p><u>Task:</u> Discuss expected outcomes for patients experiencing cardiac dysrhythmias.</p> <p><u>Task:</u> Clinically, apply the nursing process and the principles of communication, management, and teaching/learning to care for patients experiencing alteration in cardiovascular status.</p>	<p>B. Analysis</p> <ol style="list-style-type: none"> 1. Nursing diagnoses <ol style="list-style-type: none"> a. Decreased cardiac output b. Altered tissue perfusion c. Activity intolerance d. Anxiety 2. Collaborative Problems <p>C. Planning</p> <ol style="list-style-type: none"> 1. Goals/outcomes 2. Interventions <p>D. Implementation</p> <ol style="list-style-type: none"> 1. Cardiac monitoring 2. Dysrhythmia Protocols 3. Rest Promotion 4. Pharmacologic <ol style="list-style-type: none"> 5. Cardioversion 6. Defibrillation <ol style="list-style-type: none"> 7. Pacemakers <ol style="list-style-type: none"> a. Temporary b. Permanent c. Non-invasive external <p>8. Code Management</p> <ol style="list-style-type: none"> a. Airway b. Breathing c. Circulation d. Defibrillation <p>E. Evaluation of outcomes</p>	<p>Critical thinking exercise: Analysis of Rhythmic Strip and Selection of Appropriate Intervention</p> <p>Demonstration/Return Demonstration: Application of Monitor Leads</p> <p>Review Table 27-1: Summary of Antiarrhythmic Medications, Smeltzer, p. 690</p> <p>LAB: Mock Code Response Video: Code: Cardiac Arrest</p> <p>In clinical: Review EKG tracings</p> <p>In clinical, provide and/or manage nursing care for patients with actual or potential cardiac dysrhythmia.</p>
<p>EVALUATION: Written test on content covered.</p> <p>CLINICAL: Transfer of knowledge and skills related to care of patients experiencing alteration in cardiovascular status to the clinical setting.</p> <p>LAB: Satisfactory completion of all assigned activities.</p>		

UNIT COMPETENCIES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p><u>Task:</u> Identify conditions placing patients at risk for developing shock/multi-system failure.</p> <p><u>Task:</u> Discuss age-specific factors related to shock/multi-system failure.</p> <p><u>Task:</u> Discuss pertinent assessment data specific to shock/multi-system failure.</p> <p><u>Task:</u> Discuss the significance of selected diagnostic tests.</p> <p><u>Task:</u> Compare hypovolemic, cardiogenic, and distributive shock in terms of etiology, pathophysiologic effects, and management.</p> <p><u>Task:</u> Compare clinical manifestations in each stage of shock.</p> <p><u>Task:</u> Identify appropriate nursing diagnoses and collaborative problems for shock/multi-system failure.</p> <p><u>Task:</u> Plan effective care for patients experiencing shock.</p> <p><u>Task:</u> Discuss appropriate nursing interventions for caring for patients in shock.</p> <p><u>Task:</u> Describe indications for varying types of fluid replacement.</p> <p><u>Task:</u> Describe nursing implications associated with vasoactive drug therapy.</p>	<p style="text-align: center;"><u>SHOCK/MULTI-SYSTEM FAILURE</u></p> <p>A. Assessment</p> <ol style="list-style-type: none"> 1. Parameters <ol style="list-style-type: none"> a. Risk factors <ol style="list-style-type: none"> 1) Trauma 2) Fluid loss 3) Cardiac failure 4) Sepsis 5) Allergic reaction b. Age-specific factors c. Focused history/Exam d. Diagnostic tests 2. Classification of Shock <ol style="list-style-type: none"> a. Hypovolemic b. Cardiogenic c. Distributive or neurogenic 3. Pathophysiology <ol style="list-style-type: none"> a. Cellular effects b. Multiple organ failure 4. Stages of shock <ol style="list-style-type: none"> a. Compensatory b. Progressive c. Irreversible <p>B. Analysis</p> <ol style="list-style-type: none"> 1. Nursing Diagnoses <ol style="list-style-type: none"> a. Altered tissue perfusion b. Decreased cardiac output c. Risk for injury d. Risk for fluid volume deficit/excess 2. Collaborative Problems <ol style="list-style-type: none"> a. Acute renal failure b. Cardiac Dysrhythmias c. Stress ulcer d. Disseminated intravascular coagulation <p>C. Planning</p> <ol style="list-style-type: none"> 1. Goals/Outcomes 2. Interventions <p>D. Implementation</p> <ol style="list-style-type: none"> 1. Fluid replacement <ol style="list-style-type: none"> a. Crystalloids b. Colloids 2. Pharmacologic therapy 3. Warmth 4. Position 5. Nutritional support 	<p>Read: Smeltzer, Chp. 15</p> <p>VIDEO: Shock</p> <p>Case Study</p>
<p>EVALUATION</p>		

UNIT COMPETENCIES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p><u>Task:</u> Discuss the role of the nurse in providing psychosocial support for patient/family.</p> <p><u>Task:</u> Identify nursing implications related to use of advanced technology in the management of shock.</p> <p><u>Task:</u> Discuss expected outcomes for patients experiencing shock.</p> <p><u>Task:</u> Clinically, apply the nursing process and the principles of communication, management, and teaching/learning to care for patients experiencing an alteration in cardiovascular status</p>	<ol style="list-style-type: none"> 5. Intensive monitoring <ol style="list-style-type: none"> a. Vital Signs b. Hemodynamic c. Urinary output d. Cardiac rhythm 6. Psychosocial support 7. Advanced Technology <ol style="list-style-type: none"> a. Intra-aortic Balloon Pump (IABP) b. Ventricular Assist Devices <p>E. Evaluation of outcomes</p>	<p>In clinical, provide and/or manage nursing care for patients in actual or potential shock state.</p>
<p>EVALUATION: Written test on content covered. CLINICAL: Transfer of knowledge and skills to care for patients experiencing an alteration in cardiovascular status to the clinical setting. LAB: Satisfactory completion of all assigned activities.</p>		

UNIT V: NURSING IMPLICATIONS RELATED TO FLUID/ELECTROLYTE BALANCE

UNIT COMPETENCIES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p><u>COMPETENCY:</u> Upon completion of this unit, the student will utilize the nursing process, principles of communication, management, teaching/learning in caring for individuals experiencing complex alterations in fluid/electrolyte balance.</p> <p><u>Task:</u> Discuss common risk factors associated with acid-base imbalance.</p> <p><u>Task:</u> Explain the effects of aging on acid-base balance.</p> <p><u>Task:</u> Discuss the significance of subjective and objective data collection in determining acid-base imbalance.</p> <p><u>Task:</u> Assess patients for evidence of acid-base imbalance.</p>	<p>V. NURSING IMPLICATIONS RELATED TO FLUID/ELECTROLYTE BALANCE</p> <p style="text-align: center;"><u>ACID – BASE BALANCE</u></p> <p>A. Assessment</p> <ol style="list-style-type: none"> 1. Acid-base imbalance 2. Risk factors <ol style="list-style-type: none"> a. Hypo/Hyperventilation b. Vomiting/diarrhea c. Renal insufficiency d. Diabetes mellitus e. Drugs 3. Age-specific Considerations <ol style="list-style-type: none"> a. Young adult b. Aging adult 4. Focused History/Physical Exam 	<p>Prior to class, review normal fluid/electrolyte and acid/base balance from NUR 135.</p> <p>Read: Smeltzer, Chp. 14 Pgs. 278-282</p> <p>Recall normal acid-base balance.</p> <p>LAB: COMPUTER SIMULATION: Acid-Base Balance</p>
<p>EVALUATION:</p>		

UNIT COMPETENCIES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p><u>Task:</u> Compare and contrast respiratory and metabolic acidosis and alkalosis: etiology, clinical manifestations, management.</p> <p><u>Task:</u> Describe the role of the buffers, lungs and kidneys in maintaining acid-base balance.</p> <p><u>Task:</u> Identify appropriate nursing diagnoses and collaborative problems for patients with an acid-base imbalance.</p> <p><u>Task:</u> Plan effective care for patients with acid-base imbalance.</p> <p><u>Task:</u> Interpret arterial blood gases.</p> <p><u>Task:</u> Delineate expected outcomes for a patient with acid-base imbalance.</p> <p><u>Task:</u> Clinically, apply the nursing process and the principles of communication, management, and teaching/learning to care for patients experiencing an alteration in fluid, electrolyte balance.</p>	<ol style="list-style-type: none"> 5. Common Alterations <ol style="list-style-type: none"> a. Classification <ol style="list-style-type: none"> 1) Respiratory 2) Metabolic b. Correction/Compensation <ol style="list-style-type: none"> 1) Chemical buffers 2) Respiratory 3) Renal B. Analysis <ol style="list-style-type: none"> 1. Nursing Diagnoses <ol style="list-style-type: none"> a. Impaired gas exchange b. Risk for injury c. Pain related to neuromuscular symptoms 2. Collaborative problems C. Planning <ol style="list-style-type: none"> 1. Goals/Outcomes 2. Interventions D. Implementation <ol style="list-style-type: none"> 1. Airway/oxygen therapy 2. Pharmacologic therapy 3. Safety issues 4. Education 5. ABG analysis E. Evaluation of Outcomes 	<p>Work in groups: Critical Thinking Exercises</p> <p>HANDOUT: Arterial Blood Gases</p> <p>LAB: Practice ABG Interpretation</p> <p>Computer Simulation: ABG Interpretation</p> <p>In clinical, provide and/or manage nursing care for patients with an actual or potential acid-base imbalance.</p>
<p>EVALUATION: Written test on content covered.</p> <p>CLINICAL: Transfer of knowledge and skills related to care of individuals with alterations in acid-base balance to the clinical setting.</p> <p>LAB: Satisfactory completion of all assigned activities.</p>		

UNIT COMPETENCIES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p><u>Task:</u> Identify the population at risk for developing specific renal disorders.</p> <p><u>Task:</u> Discuss diagnostic tests used to determine renal function.</p> <p><u>Task:</u> Discuss the altered pathology which results in the symptoms of renal disorders.</p> <p><u>Task:</u> Correlate significant diagnostic data with the altered pathology and clinical manifestations.</p> <p><u>Task:</u> Correlate treatment interventions with expected outcomes of specific renal disorders.</p> <p><u>Task:</u> Based on assessment data, formulate appropriate nursing diagnoses for specific renal disorders.</p> <p><u>Task:</u> Discuss common collaborative problems associated with renal disorders.</p> <p><u>Task:</u> Plan effective care for patients with renal disorders.</p> <p><u>Task:</u> Discuss nursing implications related to pharmacological treatment of specific renal disorders.</p> <p><u>Task:</u> Select appropriate dietary measures as a means of treatment of specific renal disorders.</p> <p><u>Task:</u> Develop a teaching/learning plan for clients with specific renal disorders.</p> <p><u>Task:</u> Formulate expected outcomes for clients with specific renal disorders.</p>	<p style="text-align: center;"><u>RENAL DISORDERS</u></p> <p>A. Assessment</p> <ol style="list-style-type: none"> 1. Parameters <ol style="list-style-type: none"> a. Risk factors <ol style="list-style-type: none"> 1) Infection 2) Chemical exposure 4) Urinary obstruction b. Age-specific considerations c. Focused history/exam d. Diagnostic testing <ol style="list-style-type: none"> 1) Radiologic 2) Cystoscopy 3) Renal biopsy 4) Urine studies 5) Serum chemistries 2. Common alterations <ol style="list-style-type: none"> a. Obstructive Disorders <ol style="list-style-type: none"> 1) Urolithiasis 2) Bladder Tumors b. Inflammatory Disorders <ol style="list-style-type: none"> 1) Urinary tract infection 2) Pyelonephritis 3) Glomereulonephritis <ol style="list-style-type: none"> a) Acute b) Chronic 4)Nephrotic Syndrome <p>B. Analysis</p> <ol style="list-style-type: none"> 1. Nursing Diagnoses <ol style="list-style-type: none"> a. Fluid volume excess b. Altered tissue perfusion c. Potential for infection d. Altered body image e. Altered nutrition: less than body requirements f. Sexual dysfunction g. Knowledge deficit h. Altered urinary elimination 2. Collaborative Problems <ol style="list-style-type: none"> a. Renal failure b. Sepsis c. Hypertensive encephalopathy d. Pulmonary edema e. Pain <p>C. Planning</p> <ol style="list-style-type: none"> 1. Goals/Outcomes 2. Interventions <p>D. Implementation</p> <ol style="list-style-type: none"> 1. Vital signs 2. Fluid & electrolyte monitoring 3. Diet/nutrition 4. Pharmacologic regimen 5. Patient education <p>E. Evaluation of Outcomes</p>	<p>Lecture/Discussion</p> <p>Case Studies</p> <p>Read: Smeltzer, Chps. 43-45</p> <p><u>OUT-OF-CLASS RESEARCH</u></p> <p>Student will be given a list of tests and procedures commonly used to diagnose altered renal/urinary dysfunction.</p> <p>Read: Williams, Chp. 21</p>
<p>EVALUATION:</p>		

UNIT COMPETENCIES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p><u>Task:</u> Discuss common risk factors associated with development of renal failure.</p> <p><u>Task:</u> Explain the effects of aging on renal function.</p> <p><u>Task:</u> Discuss pertinent subjective and objective data related to assessment of renal function.</p> <p><u>Task:</u> Describe diagnostic tests used to determine renal function.</p> <p><u>Task:</u> Compare and contrast acute and chronic renal failure in relation to: etiology, pathophysiology, clinical manifestations, prognosis, and management.</p> <p><u>Task:</u> Discuss appropriate nursing diagnoses and collaborative problems for patients in renal failure.</p> <p><u>Task:</u> Plan effective care for patient in renal failure.</p> <p><u>Task:</u> Describe appropriate nursing interventions to care for patients in renal failure.</p> <p><u>Task:</u> Discuss psychosocial needs and appropriate interventions for patients undergoing dialysis.</p>	<p style="text-align: center;"><u>RENAL FAILURE</u></p> <p>A. Assessment</p> <p>1. Parameters</p> <p>a. Risk factors</p> <ol style="list-style-type: none"> 1) Fluid loss 2) Cardiac failure 3) Nephrotoxic agents 4) Obstruction <p>b. Age-specific considerations</p> <ol style="list-style-type: none"> 1) Young adult 2) Aging adult <p>c. Focused history/exam</p> <p>d. Diagnostic tests</p> <ol style="list-style-type: none"> 1) Urinalysis 2) BUN 3) Creatinine <p>2. Pathophysiology</p> <ol style="list-style-type: none"> a. Acute b. Chronic <p>3. Clinical manifestations</p> <ol style="list-style-type: none"> a. Acute b. Chronic <p>B. Analysis</p> <ol style="list-style-type: none"> 1. Nursing Diagnoses <ol style="list-style-type: none"> a. Fluid volume excess b. Altered nutrition: less than body requirements c. Activity intolerance d. Self-esteem disturbance e. Knowledge deficit 2. Collaborative problems <ol style="list-style-type: none"> a. Hyperkalemia b. Hypertension c. Anemia d. Bone disease <p>C. Planning</p> <ol style="list-style-type: none"> 1. Goals/outcomes 2. Interventions <p>D. Implementation</p> <ol style="list-style-type: none"> 1. Monitor vital signs 2. Fluid & electrolyte status 3. Nutritional support 4. Rest and comfort 5. Skin care 6. Safety precautions 7. Psychosocial support 8. Patient education 9. Dialysis Support <ol style="list-style-type: none"> a. Hemodialysis b. Peritoneal dialysis c. Continuous ambulatory peritoneal 	<p>LAB: COMPUTER SIMULATION: “Patient with Chronic Renal Failure”</p> <p>Video: Acute and Chronic Renal Failure</p>
EVALUATION		

UNIT COMPETENCIES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p><u>Task:</u> Compare and contrast hemodialysis and peritoneal dialysis in terms of underlying principles, procedures, complications, nursing considerations, and patient education.</p> <p><u>Task:</u> Discuss possible complications and problems related to kidney transplantation.</p> <p><u>Task:</u> Discuss postoperative care of patient following kidney transplantation.</p> <p><u>Task:</u> Discuss immunosuppressive therapy following transplant.</p> <p><u>Task:</u> Describe expected outcomes for patient in renal failure.</p> <p><u>Task:</u> Clinically, apply the nursing process and the principles of communication, management, and teaching/learning to care for patients with alterations in fluid and electrolyte balance.</p>	<p>10.Kidney transplantation</p> <ol style="list-style-type: none"> 3) Post-op care <ol style="list-style-type: none"> a. Monitor urinary function b. Assess for rejection c. Monitor for complications d. Recognize psychological concerns e. Immunosuppressive therapy <p>E. Evaluation of Outcomes</p>	<p>Review Care Plan, The Patient with Chronic Renal Failure, in Smeltzer</p> <p>Review: Williams, Chp. 21, Pp 453-462</p> <p>Role Play: Psychosocial Implications</p> <p>LAB: Computer Simulation: Peritoneal Dialysis (CD-ROM) VIDEO: Hemodialysis</p> <p>In clinical, provide and/or manage nursing care for patient with actual or potential alteration in renal function.</p>
<p>EVALUATION: Written test on content covered.</p> <p>CLINICAL: Transfer of knowledge and skills related to care of patient with alterations in fluid and electrolyte balance to the clinical setting.</p> <p>LAB: Satisfactory completion of all assigned activities.</p>		

UNIT VI: NURSING IMPLICATIONS RELATED TO DISORDERS OF BLOOD PRODUCTION

UNIT COMPETENCIES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p>COMPETENCY: Upon completion of this unit, the student will be able to utilize the nursing process, principles of communication, management and teaching and learning in caring for individuals experiencing acute and chronic common complex alterations in cardiovascular status and blood problems.</p> <p><u>Task:</u> Identify populations at risk for developing selected disturbances caused by disorders of blood production.</p> <p><u>Task:</u> Identify significant data obtained from tests and procedures used to diagnose specific disorders of blood production.</p>	<p><u>VI.DISORDERS OF BLOOD PRODUCTION</u></p> <p>A.Assessment</p> <ol style="list-style-type: none"> 1. Parameters <ol style="list-style-type: none"> a.Risk factors <ol style="list-style-type: none"> 1) Blood loss 2) Inadequate diet 3) Genetic factors 4) Malignancies b. Age-specific considerations <ol style="list-style-type: none"> 1) Young Adults 2) Aging adults 3) Focused history/exam 4) Diagnostic testing 5) CBC 6) Coagulation studies 7) Bone marrow aspiration 	<p>Lecture/Discussion</p> <p>Case Study</p> <p>Read: Smeltzer, Chp. 33</p>
<p>EVALUATION:</p>		

UNIT VII: NURSING IMPLICATIONS RELATED TO OXYGEN/CARBON DIOXIDE EXCHANGE

UNIT COMPETENCIES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p>COMPETENCY: Upon completion of this unit, the student will be able to utilize the nursing process, principles of communication, management, and teaching and learning in caring for individuals experiencing common complex alterations in oxygen/carbon dioxide exchange.</p> <p>Task: Identify risk factors which may predispose an individual to the development of respiratory or ARDS.</p> <p>Task: Discuss age-specific factors related to the development of respiratory failure or ARDS.</p> <p>Task: Discuss pertinent assessments to make of a patient with Respiratory Failure or ARDS.</p> <p>Task: Identify the pathophysiology and clinical manifestations of respiratory failure or ARDS.</p> <p>Task: Formulate appropriate nursing diagnoses for patients with respiratory failure or ARDS.</p> <p>Task: Develop appropriate patient goals in planning interventions for the patient with respiratory failure or ARDS.</p> <p>Task: Discuss nursing interventions appropriate for the patient with respiratory failure or ARDS.</p>	<p>UNIT VII: NURSING IMPLICATIONS RELATED TO OXYGEN-CARBON DIOXIDE EXCHANGE</p> <p>RESPIRATORY FAILURE</p> <p>A. Assessment</p> <ol style="list-style-type: none"> 1. Parameters <ol style="list-style-type: none"> a. Risk factors <ol style="list-style-type: none"> 1) Shock 2) Trauma 3) Embolism 4) Sepsis b. Age-specific considerations <ol style="list-style-type: none"> 1) Young adult 2) Aging adult c. Focused history/exam <ol style="list-style-type: none"> 1) Acute/Chronic Respiratory Failure <ol style="list-style-type: none"> a) Subjective b) Objective c) Laboratory Tests d) Diagnostic tests 2) Adult Respiratory Distress Syndrome (ARDS) <ol style="list-style-type: none"> a) Subjective b) Objective <ol style="list-style-type: none"> . Four-Stage progression c) Laboratory tests d) Diagnostic tests <p>B. Analysis</p> <ol style="list-style-type: none"> 1. Nursing diagnoses <ol style="list-style-type: none"> a. Impaired gas exchange b. Ineffective airway clearance c. Altered nutrition: less than body requirements d. Altered tissue perfusion e. Fluid volume excess or deficit f. Anxiety 2. Collaborative Problems <ol style="list-style-type: none"> a. Systemic hypotension b. Barotrauma c. Pulmonary hypertension <p>C. Planning</p> <ol style="list-style-type: none"> 1. Goals/Outcomes 2. Interventions <p>D. Implementation</p> <ol style="list-style-type: none"> 1. Oxygen 2. Pulse oximetry 3. Arterial blood monitoring 	<p>LECTURE / DISCUSSION</p> <p>Prior to class, review Smeltzer, Chp. 21 and Estes, Chp. 14</p> <p>Read: Smeltzer, Chp. 23, pgs. 544-565</p> <p>Read Chapter 25</p>
<p>EVALUATION:</p>		

UNIT COMPETENCIES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p><u>Task:</u> Discuss implications/nursing considerations for tracheal suctioning.</p> <p><u>Task:</u> Discuss nursing care for a patient with a tracheostomy.</p> <p><u>Task:</u> Discuss outcome criteria by which to evaluate the patient's progress</p> <p><u>Task:</u> Discuss the principles of thoracic surgery.</p> <p><u>Task:</u> Identify pertinent assessments to make of a patient undergoing thoracic surgery.</p> <p><u>Task:</u> Identify diagnostic studies useful to a patient undergoing thoracic surgery.</p> <p><u>Task:</u> Differentiate various operative procedures.</p> <p><u>Task:</u> Identify nursing diagnoses pertinent to the thoracic surgical patient.</p>	<ol style="list-style-type: none"> 1. Suctioning 2. Airway management <ol style="list-style-type: none"> a. Endotracheal <ol style="list-style-type: none"> 1) Nursing care 2) Complications b. Tracheostomy tubes <ol style="list-style-type: none"> 1) Nursing care 2) Complications 3. Mechanical Ventilation <ol style="list-style-type: none"> 1) Modes 2) Adjuncts 4. Hemodynamic monitoring 5. Nutrition 6. Comfort 7. Teaching client/family <p>E. Evaluation of outcomes</p> <p style="text-align: center;"><u>THORACIC SURGERY</u></p> <p>A. Assessment</p> <ol style="list-style-type: none"> 1. Parameters <ol style="list-style-type: none"> a. Risk factors <ol style="list-style-type: none"> 1) Malignancy 2) Infection 3) Trauma b. Age-specific considerations <ol style="list-style-type: none"> 1) Young adult 2) Aging adult c. Diagnostic studies <ol style="list-style-type: none"> 1) Chest X-Rays 2) Electrocardiogram 3) Serum electrolytes 4) Complete blood count 2. Types of Thoracic Surgery <ol style="list-style-type: none"> a. Lobectomy b. Pneumonectomy c. Segmental Resection d. Wedge Resection <p>B. Analysis</p> <ol style="list-style-type: none"> 1. Nursing Diagnoses <ol style="list-style-type: none"> a. Impaired gas exchange b. Pain c. Impaired mobility d. Anxiety e. Decreased cardiac output f. Risk for sensory-perceptual alterations g. Risk for altered renal perfusion h. Knowledge deficit i. Ineffective airway clearance 3. Collaborative Problems <ol style="list-style-type: none"> a. Angina b. Cardiac arrest c. Respiration distress d. Pneumothorax e. Atelectasis f. Pulmonary edema 	<p>LAB: Tracheostomy Suctioning and Care.</p> <p>Video: Airway Management, Tracheostomy Care, Tube Change, and Artificial Airway Cuff Management</p> <p>Video: Ventilators, Part I and II</p> <p>Lecture/Discussion Prior to Class, review Estes, Chp. 15, NUR 133</p> <p>Read: Smeltzer, Chp. 25, pp 626-641</p> <p>LAB: Computer Simulation: A Patient Having Surgery for Lung Failure.</p>
EVALUATION:		

UNIT COMPETENCIES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p><u>Task:</u> Develop appropriate nursing goals in planning interventions for the patient undergoing thoracic surgery.</p> <p><u>Task:</u> Discuss nursing interventions appropriate for the thoracic surgical patient</p> <p><u>Task:</u> Explain the physiological principles of chest drainage including nursing implications</p> <p><u>Task:</u> Discuss outcome criteria by which to evaluate the thoracic surgical patient's progress</p> <p><u>Task:</u> Discuss outcome criteria by which to evaluate the thoracic surgical patient's progress</p> <p><u>Task:</u> Identify pertinent assessments to make related to chest trauma/injury.</p> <p><u>Task:</u> Discuss the complications of chest trauma/injuries and their clinical manifestations.</p> <p><u>Task:</u> Identify nursing diagnoses pertinent to a chest trauma/injury patient.</p> <p><u>Task:</u> Develop appropriate goals in planning for a patient with chest trauma/injury.</p>	<p>C. Planning</p> <ol style="list-style-type: none"> 1. Goals/Outcomes 2. Interventions <p>D. Implementation</p> <ol style="list-style-type: none"> 1. Client/family teaching 2. Oxygen 3. Positioning 4. Turn, cough, deep breathing exercises 5. Comfort 6. Nutrition 7. Chest tubes <ol style="list-style-type: none"> a. Rationale for usage b. Draining c. Nursing care d. Trouble shooting 8 Exercise 9 Hemodynamic monitoring <p>E Evaluation of outcomes</p> <p style="text-align: center;"><u>CHEST INJURIES/TRAUMA</u></p> <p>A Assessment</p> <ol style="list-style-type: none"> 1 Parameters <ol style="list-style-type: none"> a Risk factors <ol style="list-style-type: none"> 1) Motor vehicle accidents 2) Falls b. Age-specific considerations c. Focused history/exam <ol style="list-style-type: none"> 1) Subjective <ol style="list-style-type: none"> a) Mechanism of injury b) Client's chief complains 2 Objective <ol style="list-style-type: none"> a) Closed pneumothorax b) Open pneumothorax c) Tension pneumothorax d) Hemothorax e) Flail chest f) Fractured ribs g) Pulmonary contusion d. Diagnostic studies <p>B. Analysis</p> <ol style="list-style-type: none"> 1. Nursing diagnoses <ol style="list-style-type: none"> a. Pain b. Ineffective breathing patterns c. High risk for ineffective airway d. Impaired gas exchange e. Knowledge deficit 2. Collaborative problems <ol style="list-style-type: none"> a. Respiratory distress b. Hypovolemia c. Cardiac failure <p>C. Planning</p> <ol style="list-style-type: none"> 1. Goals/Outcomes 2. Interventions 	<p>LAB: Computer Simulation: "Care of Chest Tubes"</p> <p>Video: Airway Management: Chest Tubes, Patient and System Management</p>
<p>EVALUATION:</p>		

UNIT COMPETENCIES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p><u>Task:</u> Discuss nursing interventions for the patient with a chest injury/trauma.</p> <p><u>Task:</u> Clinically, apply the nursing process, principles of management, communication, and teaching/learning to care for patients with alterations in oxygen/carbon dioxide exchange.</p>	<p>D. Implementation</p> <ol style="list-style-type: none"> 1. Client/family teaching 2. Oxygen/Ventilation therapy 3. Pharmacologic therapy 4. Thoracentesis 5. Chest tubes 6. Positioning 7. Nutrition <p>E. Evaluation of outcomes</p>	<p>In clinical, provide and/or manage nursing care for patients with actual or potential alteration in oxygen/carbon dioxide exchange.</p>
<p>EVALUATION: Written test on content covered. CLINICAL: Transfer of knowledge and skill related to care of clients with alterations in oxygen/carbon dioxide exchange in the clinical setting. LAB: Satisfactory completion of all assigned activities.</p>		

UNIT VIII: NURSING IMPLICATIONS RELATED TO REGULATORY FUNCTION

UNIT COMPETENCIES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p><u>COMPETENCY:</u> Upon completion of this unit, the student will be able to utilize the nursing process, principles of communication, management, and teaching and learning in caring for individuals experiencing common complex alterations in regulatory function.</p> <p><u>Task:</u> Identify the major infectious diseases as reported by the Center for Disease Control.</p> <p><u>Task:</u> Cite the usual mode of transmission for each of the selected infectious diseases/conditions.</p> <p><u>Task:</u> Identify the major factors that place individuals/communities at risk for common infectious diseases.</p> <p><u>Task:</u> Describe characteristics of age and gender groups that impact upon the incidence and assessment for infectious diseases.</p> <p><u>Task:</u> Relate physiological alterations to data indicative of major infectious diseases.</p>	<p style="text-align: center;"><u>VIII. INFECTIOUS DISEASE</u></p> <p>A. Overview</p> <ol style="list-style-type: none"> 1. Infectious Process 2. Emerging Infectious Diseases <p>B. Assessment</p> <ol style="list-style-type: none"> 1. Parameters <ol style="list-style-type: none"> a. Risk factors <ol style="list-style-type: none"> 1) Life style 2) Environment 3) Age b. Transmission c. Age-Specific <ol style="list-style-type: none"> 1) Young adults 2) Middle adults 3) Older adults d. Focused History/Exam <ol style="list-style-type: none"> 1) Subjective Data <ol style="list-style-type: none"> a) Symptoms b) Social contacts c) Environment d) Diet e) Travel 	<p>Read: Smeltzer & Bare, Chp. 70</p> <p>Lecture/Discussion Reference (Optional) www.cdc.gov/ncidod/hip/default.htm</p> <p>Prior to class, review NUR 115: Fundamentals of Nursing: Unit III: Meeting Basic Biophysical Needs; Standard Precautions and Isolation; Surgical Asepsis.</p> <p><u>HANDOUT:</u> CDC <u>Summary of Notifiable Diseases. US</u> for 2002. <u>MMWR</u> 51(53), April 30, 2004 www.cdc.gov</p>
<p>EVALUATION:</p>		

UNIT COMPETENCIES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p><u>Task:</u> Identify diagnostic data (tools) used in confirming the presence of infectious processes.</p> <p><u>Task:</u> Correlate assessment data gathered with common infectious diseases.</p> <p><u>Task:</u> Discuss selected nosocomial infections with regard to sources and prevention.</p> <p><u>Task:</u> Discuss the potential biological warfare agents and describe recommended precautions.</p>	<p>e. Diagnostic Testing</p> <ol style="list-style-type: none"> 1) Serologic tests 2) Cultures 3) Microscopic examination 4) CBC <p>3. Common Alterations</p> <ol style="list-style-type: none"> a. Sexually transmitted diseases <ol style="list-style-type: none"> 1) Syphilis 2) Gonorrhea 3) Chlamydia 4) Herpes Simplex II 5) Human Papilloma Virus b. Food/Water Borne Diseases <ol style="list-style-type: none"> 1) E-Coli (ETEC) 2) Salmonella 14) Shigella 15) Legionnaire’s Disease c. Hepatitis <ol style="list-style-type: none"> 1) Type A 2) Type B 3) Type C 16) Type D 17) Type E d. Meningitis <ol style="list-style-type: none"> 1) Bacterial 2) Aseptic e. Nosocomial <ol style="list-style-type: none"> 1) Methicillin-Resistant Staph Aureus (MRSA) 2) Vancomycin-Resistant Enterococcus (VRE) f. Biological Warfare Agents <ol style="list-style-type: none"> 1) Anthrax 2) Smallpox <p>C. Analysis</p> <ol style="list-style-type: none"> 1 Nursing Diagnoses <ol style="list-style-type: none"> a. Risk for infection transmission b. Knowledge deficit c. Altered skin integrity d. Alteration in comfort e. Social isolation f. Noncompliance g. Alteration in nutrition 3. Collaborative Problems <ol style="list-style-type: none"> 1. Infertility 2. Septicemia 3. Dehydration <p>D. Planning</p> <ol style="list-style-type: none"> 1. Goals/Outcomes 2. Interventions <p>E. Implementation</p> <ol style="list-style-type: none"> 1. Handwashing 2. Standard Precautions 3. Isolation 4. Health Education/Promotion <ol style="list-style-type: none"> a. Prevention/Vaccines b. Transmission c. Treatment d. Community Resources 	<p>Read: Cerrato, P. “When Food is the Culprit” <u>RN</u>, June, 1999; p. 52+ (optional)</p> <p>Read: Smeltzer, Chp. 39, pgs 1093-1112</p> <p>Handout</p> <p>Read: Smeltzer, pp. 1711-1714</p>
<p>EVALUATION:</p>		

UNIT COMPETENCIES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p><u>Task:</u> Formulate short and long-term goals/outcome criteria for patients with selected infectious diseases.</p> <p><u>Task:</u> Select nursing interventions appropriate for the patient(s) with selected infectious diseases.</p> <p><u>Task:</u> Evaluate patient's achievement of outcome criteria.</p> <p><u>Task:</u> Apply the nursing process, principles of communication and teaching/learning to care for patients with infectious diseases.</p> <p><u>Task:</u> Define common terms relevant to HIV and AIDS.</p> <p><u>Task:</u> Discuss the incidence of HIV and AIDS in the U.S. and North Carolina.</p> <p><u>Task:</u> Assess personal beliefs/values regarding HIV/AIDS</p> <p><u>Task:</u> Identify the major risk factors associated with HIV and AIDS.</p> <p><u>Task:</u> Cite the usual modes of transmission for HIV.</p> <p><u>Task:</u> Identify age-related factors that impact upon the incidence and assessment of HIV and AIDS.</p> <p><u>Task:</u> Relate physiological alterations to patient data indicative of HIV and AIDS.</p>	<ol style="list-style-type: none"> 5. Medications <ol style="list-style-type: none"> a. Antibiotics b. Anti-virals 6. Skin/Wound care 7. Diet/Nutrition 8. Consultation 9. Patient Advocacy <p><u>HUMAN IMMUNE-DEFICIENCY VIRUS (HIV) AND AIDS</u></p> <p>A. Overview</p> <ol style="list-style-type: none"> 1. Terminology 2. Epidemiological Perspective <p>B. Assessment</p> <ol style="list-style-type: none"> 1. Parameters <ol style="list-style-type: none"> a. Risk factors <ol style="list-style-type: none"> 1) Male homosexuality 2) IV drug use 3) Occupational exposure b. Transmission <ol style="list-style-type: none"> 1) Body secretions 2) Blood 3) Placental c. Age-specific <ol style="list-style-type: none"> 1) Young adult 2) Middle adult 3) Old adult d. Focused History/Exam <ol style="list-style-type: none"> 1) Physiological Alterations 2) Subjective data <ol style="list-style-type: none"> a. Lifestyle b. Symptoms 4) Objective data <ol style="list-style-type: none"> a. Weight loss b. Weakness c. Diarrhea d. Fever e. Pulmonary (PCP) f. Gastrointestinal g. Neurological h. Malignancies 	<p>In clinical, provide nursing care for patients with actual or potential infectious disease.</p> <p><u>READ:</u> Smeltzer & Bare, Chp. 52 (Optional) Lisanti and Zwolski (1977). Understanding the Devastation of AIDS <u>AJN</u> 97 (7) 26-35.</p>
EVALUATION:		

UNIT COMPETENCIES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p><u>Task:</u> Identify diagnostic data (tools) used in diagnosing and tracking HIV and AIDS.</p> <p><u>Task:</u> Describe the major approaches used by the health care team to manage patients with HIV/AIDS.</p> <p><u>Task:</u> Based on assessment data, select appropriate nursing diagnoses and PCs for patients with HIV and AIDS.</p> <p><u>Task:</u> Formulate short and long-term goals for patients with HIV/AIDS.</p> <p><u>Task:</u> Select nursing interventions appropriate for patients with HIV/AIDS.</p> <p><u>Task:</u> Evaluate patient/family's achievement of outcome criteria.</p> <p><u>Task:</u> Apply the nursing process, principles of communication, and teaching/learning to care for patients with alterations in regulatory function.</p>	<p>e. Diagnostic testing</p> <ol style="list-style-type: none"> 1) Enzyme Linked Immunosorbent Assay (ELISA) 2) Western Blot 3) Indirect Immunofluorescence Assay (IFA) 4) Radioimmunoassay (RIA) 5) Immune Status <p>f. Management by Health Care Team</p> <ol style="list-style-type: none"> 1) Pharmacological <ol style="list-style-type: none"> a) Antibacterials b) Antiprotozoal c) Antivirals d) Antineoplastics 2) Radiation 3) Nutritional support 4) Supportive care 5) Education 6) Homeopathy <p>C. Analysis</p> <ol style="list-style-type: none"> 1. Nursing diagnoses <ol style="list-style-type: none"> a. Knowledge deficit b. Risk for infection c. Altered nutrition d. Altered skin integrity e. Impaired gas exchange f. Altered thought processes g. Diarrhea h. Activity intolerance i. Coping, ineffective j. Social isolation <ol style="list-style-type: none"> i. Altered family processes 2. Collaborative Problems <ol style="list-style-type: none"> a. Kaposi's Sarcoma b. B-Cell lymphoma c. Pneumocystitis Carinii (PCP) d. Mycobacterium Avium Complex (MAC) <p>D. Planning</p> <ol style="list-style-type: none"> 1. Goals/Outcomes 2. Interventions <p>E. Implementation</p> <ol style="list-style-type: none"> 1. Standard Precautions 2. Medications 3. Nutritional Support 4. Skin/Wound Care 5. Respiratory care 6. Diet/Nutritional support 7. Fluid balance 8. Psychosocial support 9. Refer to community resources 10. Health Education/Promotion <p>F. Evaluation</p>	<p>In clinical, provide nursing care for patients with an actual or potential risk for HIV infection.</p>
<p>EVALUATION: Written test on content covered.</p> <p>CLINICAL: Transfer knowledge and skills related to care of patients with alterations in regulatory function to the clinical setting.</p> <p>LAB: Satisfactory completion of all assigned activities.</p>		

UNIT COMPETENCIES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p><u>Task:</u> Define selected alterations in regulatory function.</p> <p><u>Task:</u> Identify pertinent assessment data related to selected alterations in regulatory functions.</p> <p><u>Task:</u> Identify tools used to assess growth and development.</p> <p><u>Task:</u> Identify diagnostic tests used to evaluate selected regulatory disorders.</p> <p><u>Task:</u> Describe the basic pathophysiology of selected alterations in regulatory function.</p> <p><u>Task:</u> Describe the treatment modalities for selected regulatory disorders.</p> <p><u>Task:</u> Formulate appropriate nursing diagnoses for patients with selected alterations in regulatory function.</p> <p><u>Task:</u> Develop appropriate patient goals in planning interventions for patients with selected alterations in regulatory function.</p> <p><u>Task:</u> Describe nursing interventions appropriate for patients with selected alterations in regulatory function.</p>	<p style="text-align: center;"><u>REGULATORY FUNCTION</u></p> <p>A. Assessment</p> <ol style="list-style-type: none"> 1. Parameters <ol style="list-style-type: none"> a. Risk factors <ol style="list-style-type: none"> 1) Tumors 2) Drug effects 3) Autoimmune disorders b. Age-specific considerations <ol style="list-style-type: none"> 1) Young adult 2) Aging adult c. Diagnostic testing <ol style="list-style-type: none"> 1) Serum 2) Urine d. Focused history/exam <ol style="list-style-type: none"> 1) Subjective 2) Objective 2. Common alterations <ol style="list-style-type: none"> a. Pituitary <ol style="list-style-type: none"> 1) Gigantism 2) Acromegaly b. Thyroid <ol style="list-style-type: none"> 1) Grave's Disease 2) Myxedema c. Parathyroid <ol style="list-style-type: none"> 1) Hyperparathyroidism 2) Hypoparathyroidism d. Adrenal <ol style="list-style-type: none"> 1) Cushing's Syndrome 2) Addison's Disease 3. Treatment Modalities <ol style="list-style-type: none"> a. Pharmacotherapy b. Radiation c. Surgery <p>B. Analysis</p> <ol style="list-style-type: none"> 1. Nursing Diagnoses <ol style="list-style-type: none"> a. Knowledge deficit b. Anxiety c. Body image disturbance d. Activity intolerance e. High risk for injury f. Altered nutrition g. Fluid volume excess or deficit h. Activity intolerance i. Hyperthermia j. Hypothermia k. Decreased cardiac output l. Pain 2. Pre/Post-op care 3. Collaborative Problems <ol style="list-style-type: none"> a. Hypo/hyperthyroidism b. Thyroid storm c. Cardiac complications d. Electrolyte imbalances <p>C. Planning</p> <ol style="list-style-type: none"> 1. Goals/Outcomes 2. Interventions 	<p>Lecture/Discussion</p> <p>Read: Smeltzer, Chp. 42</p>
<p>EVALUATION:</p>		

UNIT COMPETENCIES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p><u>Task:</u> Identify outcome criteria by which to evaluate the patient's progress.</p> <p><u>Task:</u> Clinically, apply the nursing process, principles of management, communication, and teaching/learning to care for patients with alterations in regulatory function.</p>	<p>D. Implementation</p> <ol style="list-style-type: none">1. Psychosocial support2. Pre-post-op care3. Patient/Family education4. Vital signs5. Fluid and Electrolyte status6. Nutritional support7. Intake and Output8. Comfort/Safety9. Skin care10. Thermoregulatory control <p>Evaluation of outcomes</p>	<p>In clinical, provide and/or manage nursing care of patient with an actual or potential alteration in regulatory function</p>
<p>EVALUATION: Written test on content covered.</p> <p>CLINICAL: Transfer of knowledge and skills related to care of patients with alterations in regulatory function to the clinical setting.</p>		

UNIT IX: NURSING IMPLICATIONS RELATED TO SKIN AND CELL INTEGRITY

UNIT COMPETENCIES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p>COMPETENCY: Upon completion of this unit, the student will utilize the nursing process, principles of communications, management, and teaching/learning in caring for individuals experiencing burns.</p> <p>Task: Explain the correlation of risk factors and age-specific factors related to the incidence of injuries.</p> <p>Task: Discuss the systemic effects of burns on the body.</p> <p>Task: Classify burn injuries as to type, extent, and depth.</p> <p>Task: Compare phases of management of the burn patient.</p> <p>Task: Identify pertinent assessments to make of a burn patient during each management phase.</p> <p>Task: Identify nursing diagnoses pertinent to a burn patient.</p> <p>Task: Discuss client/family psychosocial responses to a burn injury.</p> <p>Task: Plan effective care for patients who have received a burn injury</p> <p>Task: Delineate nursing implications during the three stages of burn management.</p>	<p>IX. BURNS</p> <p>A. Assessment</p> <ol style="list-style-type: none"> 1. Parameters <ol style="list-style-type: none"> a. Risk factors <ol style="list-style-type: none"> 1) Life style 2) Home/work accidents b. Age-specific considerations <ol style="list-style-type: none"> 1) Young adult 2) Aging adult c. Focused history/exam <ol style="list-style-type: none"> 1) Pathophysiology/systemic effects 2) Classifications <ol style="list-style-type: none"> a) Type b) Extent c) Depth 2. Treatment modalities 3. Phases of management <ol style="list-style-type: none"> a. Emergent b. Acute c. Rehabilitation <p>B. Analysis</p> <ol style="list-style-type: none"> 1. Nursing Diagnoses <ol style="list-style-type: none"> a. Fluid volume deficit b. Fluid volume excess c. Potential for infection d. Hypothermia e. Pain f. Anxiety g. Impaired gas exchange h. Impaired physical mobility i. Impaired skin integrity j. Social Isolation k. Knowledge deficit 2. Collaborative problems <ol style="list-style-type: none"> a. Acute respiratory failure b. Sepsis c. Shock d. Curling ulcer e. Compartment syndrome f. Contractures <p>C. Planning</p> <ol style="list-style-type: none"> 1. Goals and outcomes 2. Interventions <p>D. Implementation</p> <ol style="list-style-type: none"> 1. Fluid replacement therapy 2. Oxygen and ventilatory management 3. Wound care 4. Surgical site care 5. Infection control 6. Pain management 7. Positioning 8. Psychosocial 	<p>Lecture/Discussion Demonstration</p> <p>Read: Smeltzer, Chp 57</p> <p>Prior to class, review: Estes, Chp. 10 (NUR 133)</p> <p>Participate in Lab on Burns</p> <p>Possible visit North Carolina Burn Center in Chapel Hill, NC</p>
<p>EVALUATION:</p>		

UNIT COMPETENCIES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p><u>Task:</u> Discuss outcome criteria by which to evaluate the burn client's progress.</p> <p><u>Task:</u> Clinically, apply the nursing process and principles of management, communication, and teaching/learning to care for a patient with an alteration in skin and cell integrity.</p>	<p>E. Evaluation</p>	<p>In clinical, provide and/or manage nursing care for patient with an actual or potential alteration in skin and cell integrity.</p>
<p>EVALUATION: Written test on content covered. CLINICAL: Transfer of knowledge and skills related to the patient with an alteration in skin and cell integrity to the clinical setting. LAB: Satisfactory completion of all assigned activities.</p>		

UNIT X: NURSING IMPLICATIONS RELATED TO PERCEPTION, COORDINATION, AND MOVEMENT

UNIT COMPETENCIES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p>COMPETENCY: Upon completion of this unit, the student will be able to utilize the nursing process, principles of communication, management, and teaching/learning in caring for individuals experiencing common complex alterations in perception, coordination, and movement.</p> <p><u>Task:</u> Identify factors that place an individual at risk for craniocerebral injury.</p> <p><u>Task:</u> Describe changes in neurological function with aging.</p> <p><u>Task:</u> Discuss the significance of subjective data and physical exam when assessing neurological status.</p> <p><u>Task:</u> Assess neurological status.</p> <p><u>Task:</u> Differentiate between decerebrate and decorticate posturing.</p> <p><u>Task:</u> Describe how to assess corneal, oculocephalic, gag and swallow reflexes.</p> <p><u>Task:</u> Discuss the three components of the Glasgow Coma Scale and how the scale is used to assess a patient's level of responsiveness.</p> <p><u>Task:</u> Identify purpose and nursing implications of selected diagnostic tests.</p>	<p>X. <u>NURSING IMPLICATIONS RELATED TO PERCEPTION, COORDINATION, AND MOVEMENT</u></p> <p><u>CRANIOCEREBRAL TRAUMA</u></p> <p>A. Assessment</p> <ol style="list-style-type: none"> 1. Parameters <ol style="list-style-type: none"> a. Risk factors <ol style="list-style-type: none"> 1) Motor vehicle accidents 2) Sports injury 3) Falls b. Age-specific considerations <ol style="list-style-type: none"> 1) Young adult 2) Aging adult c. Focused history/exam <ol style="list-style-type: none"> 1) Subjective data 2) Objective data <ol style="list-style-type: none"> a) LOC b) V/S c) Eye Reflexes and responses d) Glasgow Coma Scale d. Diagnostic tests <ol style="list-style-type: none"> 1. X-Ray 2. CT Scans 3. MRI 	<p>Prior to class, review Estes, Chp. 18 (NUR 133) and Read: Smeltzer, Chp. 60-62</p> <p>Video: Neurologic Emergencies</p> <p>Review Video: Physical Assessment, Neurological System</p> <p>Review: Glasgow Coma Scale</p>

UNIT COMPETENCIES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p><u>Task:</u> Compare scalp, skull, and brain injuries in relation to: etiology, pathophysiology, clinical manifestations, and management.</p> <p><u>Task:</u> Relate the signs and symptoms of increased intracranial pressure to the underlying pathophysiology.</p> <p><u>Task:</u> Compare and contrast the different types of intracranial hemorrhage.</p> <p><u>Task:</u> Identify appropriate nursing diagnoses and collaborative problems for a patient with craniocerebral trauma.</p> <p><u>Task:</u> Plan effective care for a patient with craniocerebral trauma.</p> <p><u>Task:</u> Describe the multisystem needs of the patient with neurological dysfunction.</p> <p><u>Task:</u> Discuss appropriate nursing interventions to care for patients with neurological dysfunction.</p> <p><u>Task:</u> Discuss nursing implications of the medical management of craniocerebral trauma.</p> <p><u>Task:</u> Discuss expected outcomes for patients with craniocerebral trauma.</p> <p><u>Task:</u> Identify risk factors associated with spinal injury.</p>	<p>2. Common alterations</p> <ol style="list-style-type: none"> a. Scalp injury b. Skull injury c. Brain injury <ol style="list-style-type: none"> 1) Increased intracranial pressure 2) Concussion 3) Contusion 4) Hemorrhage <ol style="list-style-type: none"> a) Epidural b) Subdural c) Intracerebral <p>B. Analysis</p> <ol style="list-style-type: none"> 1. Nursing Diagnoses <ol style="list-style-type: none"> a. Ineffective airway clearance b. Altered cerebral perfusion c. Altered thought processes d. Ineffective thermoregulation e. Risk for fluid volume deficit/excess f. Altered nutrition g. Risk for injury 2. Collaborative problems <ol style="list-style-type: none"> a. Cerebral edema and herniation b. Fluid and electrolyte imbalance <p>C. Planning</p> <ol style="list-style-type: none"> 1. Goals/outcomes 2. Interventions <p>D. Implementations</p> <ol style="list-style-type: none"> 1. Oxygen/airway management 2. Fluid/Electrolyte balance 3. Nutrition 4. Protective measures 5. Prevention of infection 6. Positioning/Activity 7. Hemodynamic/ICP Monitoring 8. Pharmacologic <ol style="list-style-type: none"> a. Steroids b. Diuretics c. Anticonvulsants 9. Pre/Post-op care 10. Patient/Family education <p>E. Evaluation of outcomes</p> <p style="text-align: center;"><u>SPINAL INJURY</u></p> <p>A. Assessment</p> <ol style="list-style-type: none"> 1. Parameters <ol style="list-style-type: none"> a. Risk factors <ol style="list-style-type: none"> 1) Life style 2) Motor Vehicle accidents 3) Sports injuries b. Age-specific considerations 	<p>LAB: Unconscious Head-Injured Patient (CD-ROM)</p> <p>View: Critical Care Nursing Skills: Neurological Management – Measuring Intracranial Pressure Monitoring</p>
EVALUATION:		

UNIT COMPETENCIES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p><u>Task:</u> Discuss significance of subjective and objective data collection when assessing a patient following spinal injury.</p> <p><u>Task:</u> Discuss the pathophysiology of spinal cord injury.</p> <p><u>Task:</u> Discuss clinical manifestations suggestive of spinal cord injury.</p> <p><u>Task:</u> Relate prognosis and functional ability to level of cord injury.</p> <p><u>Task:</u> Discuss appropriate nursing diagnoses and collaborative problems for patients with spinal cord injury.</p> <p><u>Task:</u> Plan effective care for patients with spinal cord injury.</p> <p><u>Task:</u> Discuss nursing implications of immediate management of patients following a spinal injury.</p> <p><u>Task:</u> Describe appropriate interventions for caring for patients with spinal cord injury.</p> <p><u>Task:</u> Discuss psychosocial needs of patients following spinal cord injuries and nursing measures to meet these needs.</p> <p><u>Task:</u> Discuss expected outcomes for patients following spinal cord injury.</p>	<p>c. Focused history/exam</p> <ol style="list-style-type: none"> 1) Subjective data 2) Objective data <ol style="list-style-type: none"> a) Airway b) Vital signs c) Motor/sensory function d) Reflexes e) Bladder/bowel function <p>2. Mechanism of Injury</p> <ol style="list-style-type: none"> a. Hyperextension b. Hyperflexion c. Vertical compression d. Rotational e. Penetration <p>3. Types of injury</p> <ol style="list-style-type: none"> a. Contusion b. Laceration c. Transection <p>3. Prognosis/Functional levels</p> <p>B. Analysis</p> <ol style="list-style-type: none"> 1. Nursing Diagnoses <ol style="list-style-type: none"> a. Ineffective airway clearance b. Ineffective breathing patterns c. Impaired physical mobility d. Altered sensory perception e. Altered bowel/bladder function f. Risk for injury g. Risk for ineffective coping: patient/family h. Altered sexual function i. Body image disturbance 2. Collaborative Problems <ol style="list-style-type: none"> a. Autonomic hyperreflexia b. Orthostatic hypotension c. Deep vein thrombosis d. Renal calculi <p>C. Planning</p> <ol style="list-style-type: none"> 1. Goals/Outcomes 2. Interventions <p>D. Implementation</p> <ol style="list-style-type: none"> 1. Emergency care 2. Spinal shock 3. Respiratory support 4. Vital Signs 5. Antiembolism protocols 6. Skin care 7. Nutrition 8. Bowel/bladder training 9. Prevention of autonomic dysreflexia 10. Patient/family education 11. Support services 12. Rehabilitation <p>E. Evaluation of outcomes</p>	

UNIT XI: NURSING IMPLICATIONS FOR COMMON EMERGENCIES

UNIT COMPETENCIES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p>COMPETENCY: Upon completion of this unit, the student will be able to utilize the nursing process, principles of communication, management, and teaching/learning to care for individuals in common emergency situations.</p> <p>Task: Identify age-specific considerations in the emergency care of adults.</p> <p>Task: Identify age-specific considerations in the emergency care of adults.</p> <p>Task: Discuss priority assessments and data analysis for common emergency situations.</p> <p>Task: Discuss the most frequently occurring emergency events and appropriate nursing interventions for each.</p> <p>Task: Identify the most common sources of poisoning and appropriate nursing interventions for each.</p> <p>Task: Develop appropriate nursing diagnoses for patients in common emergency situations.</p> <p>Task: Plan appropriate care for patients in common emergency situations.</p> <p>Task: Discuss implementation of appropriate nursing interventions for assessed alterations.</p>	<p>XI. COMMON EMERGENCIES</p> <p>A. Assessment</p> <ol style="list-style-type: none"> 1. Parameters <ol style="list-style-type: none"> a. Risk factors <ol style="list-style-type: none"> 1) Trauma 2) Aspiration 3) Environmental factors 4) Lifestyle choices b. Age-specific considerations <ol style="list-style-type: none"> 1) Young adult 2) Aging adult c. Focused History/Exam <ol style="list-style-type: none"> 1) Triage 2) Priority Assessments <ol style="list-style-type: none"> a) Subjective data b) Objective data d. Diagnostic testing 3. Common Events <ol style="list-style-type: none"> a. Near drowning b. Heat-related injuries <ol style="list-style-type: none"> 1) Heat exhaustion 2) Heat stroke c. Frostbite d. Venomous bites e. Poisonings f. Overdose B. Analysis <ol style="list-style-type: none"> 1. Nursing Diagnoses <ol style="list-style-type: none"> a. Ineffective breathing patterns b. Impaired gas exchange c. Altered skin integrity d. Pain e. Altered cardiac output f. Impaired gas exchange g. Hypothermia h. Hyperthermia 2. Collaborative Problems <ol style="list-style-type: none"> a. Respiratory failure b. Cardiac arrest c. CNS disturbances d. Shock e. Death C. Planning D. Implementation <ol style="list-style-type: none"> 1. Airway/O₂ Management 	<p>Lecture/Discussion</p> <p>Read: Smeltzer, Chp. 71</p> <p>LAB: Videotape: Trauma Nursing Part 1 and 2</p>

UNIT COMPETENCIES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p><u>Task:</u> Discuss expected outcomes for patients experiencing a common emergency.</p> <p><u>Task:</u> Clinically, apply the nursing process, principles of management, communication, and teaching/learning to care for individuals experiencing common emergencies.</p>	<p>2. Education</p> <ul style="list-style-type: none">a. Preventionb. Treatment protocolsc. Poison Control Centersd. Mobilitye. Referrals <p>E. Evaluation of outcomes</p>	<p>In clinical, provide and/or manage nursing care for individuals experiencing an actual or potential risk for common emergency.</p>
<p>EVALUTATION: Written test on content covered.</p> <p>CLINICAL: Transfer of knowledge and skills related to the clients experiencing a common emergency to the clinical setting.</p> <p>LAB: Satisfactory completion of all assigned activities.</p>		

SPRING SEMESTER, 2005