

LOS ANGELES COUNTY COLLEGE OF NURSING AND ALLIED HEALTH  
*School of Nursing*

**Nursing 113:**

**INTRODUCTION TO  
MEDICAL/SURGICAL  
NURSING**

Spring 2018

**COURSE TITLE:** **N113 INTRODUCTION TO MEDICAL SURGICAL NURSING**

**PRE-REQUISITES:** Acceptance into the Nursing Program

**UNITS:** 4 Units

**HOURS:** 5 Hours per week

**LENGTH:** 17 Weeks

**PLACEMENT:** Semester I

**CONCURRENCY:** All semester theory courses are taken concurrently with the clinical courses.

**COURSE DESCRIPTION:** This course introduces nursing responsibilities related to assessment, pertinent health teachings, and health promotion strategies. It covers content related to common health problems affecting individuals across the adult life span to include the following areas: inflammation/infection, wound healing, problems of oxygenation, pain, changes in vital signs, perioperative nursing care, fluid/ electrolyte/ nutritional imbalances, hypertension, selected musculoskeletal disorders and cancer. The nursing process is introduced as the systematic method addressing client needs, which forms the basis for nursing practice. The student learns how to perform beginning physical assessment of each body system and how to complete a health assessment, which includes a nursing health history. Collaboration, accountability, communication, education, decision-making, and sociocultural sensitivity are other concepts integrated throughout the course content. The approach is to view the client as a holistic being, with the major focus on the physiological variable and incorporating the psychological, sociocultural, developmental, and spiritual variables.

**COURSE OBJECTIVES:** Upon satisfactory completion of the course, the student will:

1. Utilize the nursing process for safe patient-centered care of individuals with common health problems.
2. Recognize the appropriate therapeutic communication techniques and use of nursing informatics in rendering care to individuals with common health problems.
3. Identify the value of teamwork and collaboration when caring for individuals with common health problems.

4. Identify legal and ethical behaviors that reflect the value of professional accountability, and provide and improve quality of care for individuals with common health problems.
5. Identify collaborative interventions in decision making for individuals with common health problems.
6. Identify evidence-based practice to facilitate health promotion and meet the educational needs of individuals with common health problems.
7. Acknowledge the value of sociocultural factors that impact patient-centered care of individuals with common health problems.

**STUDENT LEARNING OUTCOME:** Students competently identify appropriate components of complete health assessment and medical/surgical interventions to include health teaching and promotion needed to provide care to clients with common adult health problems.

**TEACHING METHODS:** Discussion, case studies, videos, handouts, and lectures.

**METHOD OF EVALUATION:** Students attain an overall cumulative score of 70% or higher on exams and satisfactory completion of all required activities, indicating attainment of the student learning outcome.

Grade is calculated from :

Six exams of which

- 5 exams = 16% each
- 1 cumulative exam = 20%

**GRADING SCALE:** The percentage grading scale is used as the method of scoring and determining final grade in course. (See your student handbook on grading policy.)

**COURSE EVALUATION:** Evaluation of the course is mandatory for all students. Course grade will be withheld until the course evaluation is submitted electronically. Instructions to be given toward the end of the course.

**REQUIRED READING:** Berman, A., Snyder, S., Frandsen, G. (2016). *Kozier & Erb's Fundamentals of nursing: Concepts, process and practice* (10<sup>th</sup> ed.). New Jersey: Prentice-Hall, Inc.

Lewis, S.M., et.al. (2017). *Medical surgical nursing - Assessment and management of clinical problems* (10<sup>th</sup> ed.) St. Louis: Elsevier.

RECOMMENDED  
READINGS/CDs/DVDs:

Lewis, S.M., O'Brien, P. (2017). *Study guide for medical surgical nursing* (10<sup>th</sup> ed.). St. Louis: Mosby-Year Books.

Ackley, B. & Ladwig, G. (2013). *Nursing diagnosis handbook: An evidenced-based guide to planning care* (10<sup>th</sup> ed.). St. Louis, MO: Mosby.

Alfaro-LeFevre, R. (2013). *Applying nursing process – a tool for critical thinking* (8<sup>th</sup> ed). Philadelphia: Lippincott, Williams & Wilkins

Carpenito-Moyet, L. J. (2012). *Nursing diagnosis: Application to clinical practice* (14<sup>th</sup> ed.). Philadelphia: Lippincott, Williams & Wilkins

VIDEOS: (*On reserve in the Library*)

Broken Bones and How They Mend: (1999). Discovery Channel

Tuberculosis in America: The People's Plague" (Parts 1&2)

Bones and Joints (2004). Films for the Humanities and Sciences.

DVD #1518 "Signs and Symptoms of Fluid and Electrolyte Imbalance"

**All academic policies are strictly enforced.**

<b>Unit Title: Vital Signs</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>A. Discusses the significance of vital signs in relation to health status.</p> <ol style="list-style-type: none"> <li>1. States the definition of vital signs.</li> <li>2. Identifies the reasons why vital signs are obtained.</li> <li>3. Lists circumstances when vital signs should be assessed.</li> <li>4. Discusses the nurses role in relation to vital signs</li> <li>5. Identifies basic guidelines for obtaining accurate vital signs measurement.</li> <li>6. Identifies normal ranges for each vital sign</li> </ol> <p>B. Discusses the key elements related to body temperature</p> <ol style="list-style-type: none"> <li>1. States the ways the body produces and loses heat.</li> <li>2. Describes regulation of body temperature.</li> <li>3. Compares methods of measuring body temperature to include advantages, disadvantages, contra-indications for these methods.</li> </ol>	<p>A. Introduction</p> <ul style="list-style-type: none"> <li>• Definition of vital signs</li> <li>• Importance of vital signs measurements</li> </ul> <p>B. Circumstances when vital signs are obtained</p> <ul style="list-style-type: none"> <li>• Nurses' role             <ul style="list-style-type: none"> <li>- Monitoring</li> <li>- Collaboration</li> <li>- Client teaching</li> </ul> </li> <li>• Guidelines for obtaining accurate measurements</li> </ul> <p>C. Normal ranges of vital signs (adult, older adult)</p> <ul style="list-style-type: none"> <li>• Temperature</li> <li>• Pulse</li> <li>• Respirations</li> <li>• Blood pressure</li> </ul> <p>D. Introduction - temperature</p> <ul style="list-style-type: none"> <li>• Temperature definition/terminology</li> <li>• Heat production/heat loss</li> <li>• Regulation of body temperature</li> <li>• Methods of measuring body temperature             <ul style="list-style-type: none"> <li>- Oral</li> <li>- Rectal</li> <li>- Tympanic</li> <li>- Axillary</li> <li>- Vascular access</li> </ul> </li> </ul>	<p><b><u>Required Reading:</u></b></p> <p>Berman, et.al., Chapter 29, pp. 477-512.</p> <p><u>Nutrition:</u> Chapter 47, pp. 1127-1146.</p>

<b>Unit Title: Vital Signs (Cont'd)</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
4. Identifies factors influencing body temperature. 5. Explains alterations in body temperature. 6. Discusses nursing care rendered when alterations in body temperature occur.  C. Discusses the key elements related to pulse 1. Explains basic physiology related to pulse regulation. 2. States the nine sites used to assess the pulse and reason(s) for their use. 3. Lists the basic characteristics included when assessing pulses.  4. Identifies factors affecting the pulse. 5. Explains alteration in pulse which impact the health status of a client	E. Factors influencing body temperature  F. Alterations in body temperature <ul style="list-style-type: none"> <li>• Fever</li> <li>• Heat Stroke</li> <li>• Heat Exhaustion</li> <li>• Hypothermia</li> </ul> G. Nursing care guidelines for temperature alterations  H. Introduction - pulse <ul style="list-style-type: none"> <li>• Basic physiology</li> <li>• Basic definitions and terminology</li> </ul> I. Nine pulse sites <ul style="list-style-type: none"> <li>• Peripheral</li> <li>• Apical</li> </ul> J. Characteristics of pulse <ul style="list-style-type: none"> <li>• Rate</li> <li>• Rhythm</li> <li>• Strength</li> <li>• Equality</li> </ul> K. Factors affecting the pulse  L. Alterations in the pulse <ul style="list-style-type: none"> <li>• Pulse increase</li> <li>• Pulse decrease</li> <li>• Dysrhythmias</li> </ul>	

<b>Unit Title: Vital Signs (Cont'd)</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>D. Discusses key elements regarding respirations</p> <ol style="list-style-type: none"> <li>1. Describes the mechanisms of breathing and mechanisms that control respirations.</li> <li>2. Identifies the basic characteristics of respiration.</li> <li>3. Lists factors affecting respiration.</li> <li>4. States terms related to alterations in respiration.</li> <li>5. Identifies clients at risk for respiratory alterations.</li> </ol> <p>E. Discusses key elements related to blood pressure</p> <ol style="list-style-type: none"> <li>1. Defines basic blood pressure terminology.</li> <li>2. States the determinants of blood pressure.</li> </ol>	<p>M. Introduction - respiration</p> <ul style="list-style-type: none"> <li>• Mechanism of breathing</li> <li>• Mechanisms controlling respirations</li> </ul> <p>N. Basic characteristics of respiration</p> <ul style="list-style-type: none"> <li>• Rate</li> <li>• Rhythm</li> <li>• Depth</li> <li>• Quality</li> </ul> <p>O. Factors affecting respiration</p> <p>P. Terms related to alterations in respiration</p> <p>Q. Clients at risk for respiratory alteration</p> <p>R. Introduction - blood pressure</p> <ul style="list-style-type: none"> <li>• Definition of blood pressure           <ul style="list-style-type: none"> <li>- Systolic</li> <li>- Diastolic</li> <li>- Pulse pressure</li> <li>- Korotokoff 's sounds</li> <li>- Auscultatory gap</li> </ul> </li> <li>• Determinants of blood pressure           <ul style="list-style-type: none"> <li>- Cardiac output</li> <li>- Peripheral vascular resistance</li> <li>- Blood volume</li> <li>- Blood viscosity</li> </ul> </li> </ul>	

<b>Unit Title: Vital Signs (Cont'd)</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
3. Describes factors affecting blood pressure.	S. Factors affecting blood pressure	
4. Identifies alterations in blood pressure.	T. Alterations in blood pressure <ul style="list-style-type: none"> <li>• Hypotension               <ul style="list-style-type: none"> <li>- Orthostatic hypotension</li> </ul> </li> <li>• Hypertension</li> </ul>	
5. Discusses common methods used to obtain blood pressure readings	U. Methods to obtain blood pressure measurement <ul style="list-style-type: none"> <li>• Invasive</li> <li>• Cuff</li> <li>• Automatic devices</li> <li>• Contraindications for a specific limb</li> </ul>	
6. Lists common mistakes in blood pressure assessment	V. Common mistakes in blood pressure assessment	

<b>Unit Title: Vital Signs (Cont'd)</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>F. Discusses importance of obtaining height/weight, body fat measurements</p> <ol style="list-style-type: none"> <li>1. Identifies factors causing weight gain/loss.</li> <li>2. Identifies factors affecting height</li> <li>3. Interprets significance of certain measurements used to assess height, weight, and body fat</li> <li>4. States nursing/collaborative interventions to promote optimal height, weight, body fat</li> </ol>	<p>W. Introduction – Importance of Height/Weight Assessment</p> <p>X. Factors causing weight gain/loss</p> <ul style="list-style-type: none"> <li>• Gradual/rapid</li> <li>• Underweight/overweight</li> </ul> <p>Y. Factors affecting height</p> <p>Z. Measurements to assess height, weight, and body fat.</p> <ol style="list-style-type: none"> <li>1. BMI:           <ul style="list-style-type: none"> <li>• Definition</li> <li>• Method and meaning of measurement</li> <li>• Limitations of using BMI</li> </ul> </li> <li>2. Waist Size:           <ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Ethnic considerations</li> </ul> </li> <li>3. Skinfold measurement           <ul style="list-style-type: none"> <li>• Triceps skinfold</li> <li>• Mid-arm circumference</li> </ul> </li> </ol> <p>AA. Nutritional considerations: adult/older adult</p> <ul style="list-style-type: none"> <li>• Macro/micro nutrients</li> <li>• Factors affecting nutrition</li> <li>• Dietary Guidelines for Americans</li> <li>• Altered nutrition</li> </ul>	

<b>Unit Title: Health Assessment Status</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>A. Discusses the structure and the purpose of nursing health assessment</p> <ol style="list-style-type: none"> <li>1. States the purpose of nursing health assessment.</li> <li>2. Explains the components of a nursing health history.</li> <li>3. Describes techniques for collecting assessment data.</li> </ol>	<p>A. Purpose of assessment</p> <p>B. Nursing health history</p> <ul style="list-style-type: none"> <li>• Components of a nursing health history.</li> <li>• Biographical data</li> <li>• Chief complaint</li> <li>• History of present illness</li> <li>• Past history</li> <li>• Family history</li> <li>• Lifestyle</li> <li>• Social data</li> <li>• Psychological data</li> <li>• Patterns of health care</li> <li>• Spiritual needs</li> </ul> <p>C. Collecting data</p> <ul style="list-style-type: none"> <li>• Sources of date</li> <li>• Data collection method               <ul style="list-style-type: none"> <li>- Observation</li> <li>- Interview</li> <li>- Examination</li> <li>- Organize data</li> </ul> </li> </ul>	<p><b><u>Required Reading:</u></b></p> <p>Berman, et.al., Chapter 11, pp. 155-174.</p>

<b>Unit Title: Health Assessment Status (Cont'd)</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
	<p>D. System used</p> <ul style="list-style-type: none"><li>• Neuman model</li></ul> <p>E. Validate data</p> <ul style="list-style-type: none"><li>• Cues</li><li>• Inferences</li></ul> <p>F. Document data</p>	

<b>Unit Title: Health Assessment Status (Cont'd)</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>B. Discusses the purpose of the physical health assessment</p> <ol style="list-style-type: none"> <li>1. Identifies the purpose of the physical health examination.</li> <li>2. Explains the techniques and/or methods of examination.</li> <li>3. Describes the equipment needed to perform a physical examination.</li> <li>4. Discusses the significance of selected physical findings.</li> <li>5. Explains expected outcomes of the health assessment.</li> <li>6. Summarizes the suggested sequencing to conduct a physical health assessment.</li> <li>7. Enumerates differences in assessment techniques appropriate for the young, middle and older adult.</li> </ol>	<p>G. Physical Health Assessment</p> <ul style="list-style-type: none"> <li>• Purposes of the physical examination approach</li> <li>• Types of physical assessment</li> <li>• Preparation</li> <li>• Methods of examination               <ul style="list-style-type: none"> <li>- Inspection</li> <li>- Palpation</li> <li>- Percussion</li> <li>- Auscultation</li> </ul> </li> <li>• General survey               <ul style="list-style-type: none"> <li>- Appearance and behavior</li> <li>- Vital signs</li> <li>- Height and weight</li> </ul> </li> <li>• Record screening/physical examination</li> <li>• Adaptation in physical assessment techniques               <ul style="list-style-type: none"> <li>- Gerontological differences in assessment</li> </ul> </li> </ul>	<p><b><u>Required Reading:</u></b></p> <p>Berman, et.al., Chapter 30, pp. 513-522.</p>

<b>Unit Title: Cultural Practices Affecting Health Assessments</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>A. Summarizes the cultural behaviors that can influence the health assessment</p> <ol style="list-style-type: none"> <li>1. Explains cultural variations that will influence physical assessment.</li> <li>2. Discusses the various techniques of communication that can inhibit or enhance a health assessment.</li> <li>3. Describes the nursing implications when interviewing a client from a different cultural background.</li> </ol>	<p>A. Cultural considerations in health assessment</p> <ul style="list-style-type: none"> <li>• Nursing and culture</li> <li>• Communication</li> <li>• Health and diet practices</li> <li>• Family relationships</li> <li>• Religious/spiritual practices</li> <li>• Alternative and complementary therapies</li> </ul> <p>B. Nursing implications</p>	<p><b><u>Required Reading:</u></b>            Berman, et.al., Chapters 18, 19,            pp. 276-309.</p>

<b>Unit Title: Genitourinary System</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>A. Explains the significance of selected questions when assessing the genitourinary system</p> <ol style="list-style-type: none"> <li>1. Identifies appropriate questions when assessing the genitourinary system.</li> <li>2. Discusses the two methods utilized for the assessment of the genitourinary system.</li> <li>3. Describes the various characteristics associated with the genitourinary assessment.</li> <li>4. Identifies the cultural variations pertinent to the genitourinary assessment.</li> <li>5. Discusses genitourinary variations the older adult.</li> <li>6. Identifies appropriate health promotion and associated client/family teaching.</li> </ol>	<p>A. Nursing history focus for the genitourinary system</p> <p>B. Inspect the genitourinary system for the following:</p> <ol style="list-style-type: none"> <li>1. Male           <ul style="list-style-type: none"> <li>• Hair distribution</li> <li>• Lesions</li> <li>• Discharge</li> </ul> </li> <li>2. Female           <ul style="list-style-type: none"> <li>• Hair distribution</li> <li>• Lesions</li> <li>• Discharge</li> </ul> </li> </ol> <p>C. Palpate the genitourinary system for the following:</p> <ol style="list-style-type: none"> <li>1. Male           <ul style="list-style-type: none"> <li>• Scrotum</li> <li>• Inguinal area</li> </ul> </li> <li>2. Female           <ul style="list-style-type: none"> <li>• Labia</li> <li>• Inguinal area</li> </ul> </li> </ol> <p>D. Deviations from normal</p> <ul style="list-style-type: none"> <li>• Scant or absence of hairs</li> <li>• Presence of lesions/masses</li> <li>• Swelling</li> <li>• Discharge</li> </ul>	<p><b><u>Required Reading:</u></b></p> <p>Berman, et.al., Chapter 30, pp. 589, 591-598.</p> <p><b><u>Student Activities:</u></b></p> <p>Assessment of the genitourinary system</p>

<b>Unit Title: Genitourinary System (Cont'd)</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
	<ul style="list-style-type: none"><li>E. Cultural variations in the assessment of the genitourinary system</li><li>F. Genitourinary variations in the older adult</li><li>G. Promotion of health screening, health maintenance including self care and associated teaching/education</li></ul>	

<b>Unit Title: Musculoskeletal System</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>A. Explains the significance of selected findings in the musculoskeletal system.</p> <ol style="list-style-type: none"> <li>1. Identifies questions when addressing the musculoskeletal system.</li> <li>2. Discusses methods utilized for assessment of the musculoskeletal system.</li> <li>3. Describes the various characteristics associated with musculoskeletal findings.</li> <li>4. Identifies cultural variations related to musculoskeletal assessment.</li> <li>5. Discusses the musculoskeletal variation in the older adult.</li> <li>6. Identifies musculoskeletal health promotion and associated client/family teaching.</li> </ol>	<p>A. Nursing history focus for musculoskeletal system</p> <p>B. Inspect and palpate for the following</p> <ul style="list-style-type: none"> <li>• Range of motion</li> <li>• Joint pain</li> <li>• Swelling</li> <li>• Fluid</li> <li>• Muscle development</li> <li>• Coordination (heel to shin)</li> <li>• Proprioception</li> </ul> <p>C. Deviations from normal</p> <ul style="list-style-type: none"> <li>• Hypertrophy</li> <li>• Flaccidity</li> <li>• Spasticity</li> <li>• Presence of tenderness</li> <li>• Swollen joints</li> <li>• Atrophy</li> </ul> <p>D. Cultural variations in the musculoskeletal assessment</p> <p>E. Musculoskeletal variations in the older adult</p> <p>F. Promotion of health screening, health maintenance including self care and associated teaching/education</p>	<p><b><u>Required Reading:</u></b></p> <p>Berman, et.al., Chapter 30, pp., 577-580.</p> <p><b><u>Student Activities:</u></b></p> <p>Assessment of the musculoskeletal system</p> <p><b><u>Recommended Videos:</u></b></p> <p>The Musculoskeletal System, MedCom  <i>(on reserve in the Library)</i>      (#1002)</p>

<b>Unit Title: Neurological System</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>A. Explains the significance of selected findings in the neurological system.</p> <ol style="list-style-type: none"> <li>1. Identifies appropriate questions when addressing the neurological system.</li> <li>2. Discusses methods utilized for assessment of the neurological system.</li> <li>3. Describes the various characteristics associated with neurological findings.</li> <li>4. Identifies cultural variations related to neurological assessment.</li> <li>5. Discusses neurological variations in the older adult.</li> <li>6. Identifies appropriate health promotion and associated client/family teaching.</li> </ol>	<p>A. Nursing history focus for neurological system</p> <p>B. Assess the 12 cranial nerves</p> <ul style="list-style-type: none"> <li>• Olfactory</li> <li>• Optic</li> <li>• Oculomotor</li> <li>• Trochlear</li> <li>• Trigeminal</li> <li>• Abducens</li> <li>• Facial</li> <li>• Auditory</li> <li>• Glossopharyngeal</li> <li>• Vagus</li> <li>• Accessory</li> <li>• Hypoglossal</li> </ul> <p>C. Deviations from normal</p> <ul style="list-style-type: none"> <li>• Impaired verbal communication</li> <li>• Presence of seizures</li> <li>• Paralysis</li> <li>• Paresthesia</li> <li>• Tremors</li> <li>• Loss of coordination</li> <li>• Disorientation</li> </ul> <p>D. Assess fine and gross motor function</p>	<p><b><u>Required Reading:</u></b></p> <p>Berman, et.al., Chapter 30, pp. 580-590.</p> <p><b><u>Student Activities:</u></b></p> <p>Assessment of the neurological system</p>

<b>Unit Title: Neurological System (Cont'd)</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
	<p>E. Cultural variations in the neurological system</p> <p>F. Neurological variations in the older adult</p> <p>G. Promotion of health screening, health maintenance including self-care and associated teaching/education</p>	

<b>Unit Title: Cardiovascular and Peripheral Vascular Systems</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>A. Explains the significance of selected findings in cardiovascular and peripheral vascular systems.</p> <ol style="list-style-type: none"> <li>1. Identifies questions when assessing cardiovascular and peripheral vascular systems.</li> <li>2. Discusses the four methods utilized for the assessment of cardiovascular and peripheral vascular systems.</li> <li>3. Describes the various characteristics associated with cardiovascular and peripheral vascular systems.</li> <li>4. Identifies cultural variations related to cardiovascular and peripheral vascular systems.</li> <li>5. Discusses cardiovascular and peripheral vascular systems variations in the older adult.</li> <li>6. Identifies appropriate health promotion and associated client/family teaching for the cardiovascular and peripheral vascular systems.</li> </ol>	<p>A. Nursing history focus for cardiovascular and peripheral vascular systems</p> <p>B. Inspect the cardiovascular and peripheral vascular systems for the following</p> <ul style="list-style-type: none"> <li>• Presence/absence of pulsations</li> </ul> <p>C. Palpate the cardiovascular system for the following</p> <ul style="list-style-type: none"> <li>• Vital signs</li> <li>• Presence or absence of pulsations: Apical and epigastric areas</li> <li>• Presence of peripheral pulses (temporal, carotid, radial, brachial, femoral, popliteal, dorsalis pedis, posterior tibial)</li> <li>• Symmetry and intensity of peripheral pulses</li> </ul> <p>D. Auscultate the heart for the following: (aortic, pulmonic, tricuspid, apical, Erb’s point)</p> <ul style="list-style-type: none"> <li>• Vital signs: rate, rhythm</li> <li>• S1, S2</li> </ul> <p>E. Deviations from normal</p> <ul style="list-style-type: none"> <li>• Presence of pulsations</li> <li>• Jugular vein distention</li> <li>• Asymmetrical pulses, temperature, color</li> <li>• Edema</li> <li>• Signs of phlebitis</li> <li>• Poor capillary refill</li> </ul>	<p><b><u>Required Reading:</u></b></p> <p>Berman, et.al., Chapter 30, pp. 560-568.          Lewis, et.al., Chapter 31, pp. 663-669.</p> <p><b><u>Student Activities:</u></b></p> <p>Assessment of the cardiovascular and peripheral vascular systems</p>

<b>Unit Title: Cardiovascular and Peripheral Vascular Systems (Cont'd)</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
	<p>F. Cultural considerations related to cardiovascular and peripheral vascular system</p> <p>G. Cardiovascular and peripheral vascular variations in the older adult</p> <p>H. Promotion of health screening, health maintenance including self care and associated teaching/education</p>	

<b>Unit Title: Gastrointestinal System</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>A. Explains the significance of selected findings of the gastrointestinal system</p> <ol style="list-style-type: none"> <li>1. Identifies appropriate questions when assessing the gastrointestinal system.</li> <li>2. Discusses the four methods utilized for the assessment of the gastrointestinal system.</li> <li>3. Describes the various characteristics associated with the gastrointestinal system.</li> <li>4. Identifies the cultural variations related to the gastrointestinal system.</li> <li>5. Discusses gastrointestinal variation in the older adult.</li> <li>6. Identifies appropriate health promotion and associated client/family teaching for the gastrointestinal system.</li> </ol>	<p>A. Nursing history focus for the gastrointestinal system</p> <p>B. Inspect the abdomen for the following:</p> <ul style="list-style-type: none"> <li>• Shape</li> <li>• Scars</li> <li>• Symmetry</li> <li>• Lesions</li> <li>• Abdominal movement</li> </ul> <p>C. Inspect the rectum and anus for the following:</p> <ul style="list-style-type: none"> <li>• Color</li> <li>• Integrity</li> <li>• Skin lesions</li> </ul> <p>D. Auscultate the abdomen for the following:</p> <ul style="list-style-type: none"> <li>• Peristalsis</li> </ul> <p>E. Palpate the abdomen for the following:</p> <ul style="list-style-type: none"> <li>• Tenderness</li> <li>• Muscle guarding</li> <li>• Masses</li> </ul> <p>F. Deviations from normal</p> <ul style="list-style-type: none"> <li>• Distention</li> <li>• Tenderness</li> <li>• Visible venous pattern</li> <li>• Absence of bowel sounds</li> <li>• Mobile or fixed masses</li> </ul>	<p><b><u>Required Reading:</u></b></p> <p>Berman, et.al., Chapter 30, pp., 571-577.</p> <p><b><u>Student Activities:</u></b></p> <p>Assessment of the gastrointestinal system.</p>

<b>Unit Title: Gastrointestinal System (Cont'd)</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
	<p>G. Cultural variations in the assessment of the gastrointestinal system including rectum and anus</p> <p>H. Gastrointestinal variations in the older adult system including rectum and anus</p> <p>I. Promotion of health screening, health maintenance including self care and associated teaching/education</p>	

<b>Unit Title: Breasts, Lungs, and Thorax</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>A. Explains the significance of selected findings in the thorax, lungs, and breast.</p> <ol style="list-style-type: none"> <li>1. Identifies questions when assessing the thorax, lung and breast.</li> <li>2. Discusses the four methods utilized for the assessment of the thorax, lung and breast.</li> <li>3. Describes the various characteristics associated with the thorax, lung and breast.</li> <li>4. Identifies cultural variations related to the thorax, lung and breast.</li> <li>5. Discusses thorax, lung, and breast variations with the older adult.</li> <li>6. Identifies thorax, lung, and breast health promotion and associated patient/family teaching</li> </ol>	<p>A. Client’s history focus on thorax, lungs and breasts</p> <p>B. Inspect/palpate thorax for the following</p> <ol style="list-style-type: none"> <li>1. Breast           <ul style="list-style-type: none"> <li>• Symmetry</li> <li>• Nipple discharge</li> <li>• Nipple integrity</li> <li>• Tenderness</li> <li>• Masses</li> </ul> </li> <li>2. Thorax           <ul style="list-style-type: none"> <li>• Symmetry</li> <li>• Vital signs: respiratory rate, rhythm, depth</li> <li>• Sputum (color)</li> <li>• Respiratory movement</li> <li>• Tenderness</li> <li>• AP diameter approximation</li> </ul> </li> </ol> <p>C. Auscultate lungs for the following</p> <ul style="list-style-type: none"> <li>• Breath sounds</li> </ul>	<p><b><u>Required Reading:</u></b></p> <p>Berman, et.al., Chapter 30, pp. 550-560, 568-571.</p> <p><b><u>Student Activities:</u></b></p> <p>Assessment of thorax, lung, and breast.</p>

<b>Unit Title: Breasts, Lungs, and Thorax (Cont'd)</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
	D. Deviations from normal <ul style="list-style-type: none"> <li>• Breast symmetry</li> <li>• Presence of discharge/tenderness</li> <li>• Chest asymmetry</li> <li>• Barrel chest, Pigeon chest, Funnel chest</li> <li>• Exaggerated spinal curvature</li> <li>• Skin lesions</li> <li>• Breath sounds: Noncongested, congested, absent, wheeze</li> </ul> E. Cultural variations of the thorax, lung and breast  F. Thorax, lung and breast variations in the older adult  G. Promotion of health screening, health maintenance including self care and associated teaching/education	

<b>Unit Title: Nursing Process</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>A. Examines the steps of the nursing process utilized to manage individualized client care.</p> <ol style="list-style-type: none"> <li>1. Defines nursing process.</li> <li>2. Describes the characteristics of the nursing process.</li> <li>3. States the professional implication of the nursing process and how the process impacts management of client care.</li> <li>4. States the five steps of the nursing process.</li> <li>5. Identifies the activities involved in each phase of the nursing process.</li> <li>6. Explains the difference between subjective and objective data.</li> <li>7. States nursing diagnoses using PES/PRS, RF, wellness, syndrome, and collaborative formats.</li> <li>8. Discusses a framework for decision-making in prioritizing nursing diagnoses.</li> <li>9. Differentiates between short-term and long-term goals.</li> <li>10. Explains how outcome criteria are used to evaluate goals.</li> <li>11. Differentiates between nursing orders and medical orders.</li> <li>12. Explains the difference between independent, interdependent and dependent nursing actions</li> </ol>	<p>A. Steps in nursing process</p> <ul style="list-style-type: none"> <li>• Professional implication</li> <li>• BRN mandated use of nursing process incorporated in standards of nursing practice</li> <li>• American Nursing Association Standard of Practice</li> <li>• ADPIE</li> <li>• assessment</li> <li>• diagnosis</li> <li>• planning</li> <li>• implementation</li> <li>• evaluation</li> <li>• Formats</li> <li>• PES/PRS or RF</li> <li>• critical pathways/care maps</li> <li>• standards of care</li> </ul>	<p><b><u>Required Reading:</u></b></p> <p>Berman, et.al., Chapters 11-14, pp. 155-220.</p>

<b>Unit Title: Nursing Process (Cont'd)</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>B. Applies the five steps of the nursing process and formulates an individualized plan of care.</p> <ol style="list-style-type: none"> <li>1. Obtains client data and categorize s the information under the appropriate five variables used in Neuman’s model.</li> <li>2. Describes the client’s developmental stage according to Erikson.</li> <li>3. Interprets client information and forms a prioritized list of problems using Maslow’s Hierarchy of Needs.</li> <li>4. Develops a physiological and psychological nursing diagnosis.</li> <li>5. Formulates observable, measurable goals.</li> <li>6. Constructs interventions that will prevent, reduce, and/or eliminate the client problem.</li> <li>7. Evaluates the client’s achievement of goals/outcomes to specific plans of care.</li> </ol>	<p>B. Nursing process used in acute and ambulatory care settings</p> <ul style="list-style-type: none"> <li>• Write LAC-CON nursing care plan           <ul style="list-style-type: none"> <li>• assessment               <ul style="list-style-type: none"> <li>&gt; data collection</li> <li>&gt; cluster data</li> <li>&gt; pattern identification</li> </ul> </li> <li>• diagnosis               <ul style="list-style-type: none"> <li>&gt; identifies strengths and problems</li> <li>&gt; NANDA list</li> <li>&gt; write diagnostic statements</li> </ul> </li> <li>• planning               <ul style="list-style-type: none"> <li>&gt; determine priorities, goals, interventions</li> <li>&gt; basic principles of priority setting</li> <li>&gt; outcome criteria and nursing goals</li> <li>&gt; determine nursing interventions for nursing diagnosis; document nursing care plan</li> </ul> </li> <li>• implementing               <ul style="list-style-type: none"> <li>&gt; focus on what the student nurse did and the client’s response or result</li> <li>&gt; assessing and reassessing</li> <li>&gt; performing interventions and making necessary changes</li> </ul> </li> <li>• evaluating               <ul style="list-style-type: none"> <li>&gt; determining goal achievement</li> <li>&gt; identifying variables affecting achievement</li> <li>&gt; deciding whether to continue, modify or terminate plan</li> <li>&gt; formulate plan revision as needed</li> </ul> </li> </ul> </li> </ul>	

<b>Unit Title: Integumentary System (skin, hair, nails)</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>A. Explains the significance of selected findings in the integument system</p> <ol style="list-style-type: none"> <li>1. Identifies questions when assessing the integument.</li> <li>2. Discusses two methods utilized for the assessment of the skin.</li> <li>3. Describes the normal and abnormal skin assessment.</li> <li>4. Identifies cultural variations in skin assessment.</li> <li>5. Discusses integument variations in the older adult.</li> <li>6. Identifies integumentary health promotion and associated client/family teaching.</li> </ol>	<p>A. Nursing history focus for the integument</p> <p>B. Inspect and palpate for the following:</p> <ol style="list-style-type: none"> <li>1. Skin (normal findings, variations in older adults, deviations from normal)           <ul style="list-style-type: none"> <li>• Color</li> <li>• Lesions</li> <li>• Scars</li> <li>• Bruises</li> <li>• Edema – pitting or non-pitting</li> <li>• Moisture</li> <li>• Texture</li> <li>• Temperature</li> <li>• Turgor</li> </ul> </li> <li>2. Hair           <ul style="list-style-type: none"> <li>• Normal findings</li> <li>• Older adults</li> <li>• Deviations from normal</li> </ul> </li> <li>3. Nails           <ul style="list-style-type: none"> <li>• Normal findings</li> <li>• Color/texture</li> <li>• Capillary refill</li> <li>• Variations in older adults</li> <li>• Deviations from normal</li> </ul> </li> </ol>	<p><b><u>Required Reading:</u></b></p> <p>Berman, et.al., Chapter 30, pp. 522-528.</p> <p>Lewis, et.al., Chapter 22, pp. 394-406.</p> <p><b><u>Student Activities:</u></b></p> <p>Assessment of the integumentary system</p>

<b>Unit Title: Integumentary System (skin, hair, nails) (Cont'd)</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
	<p>C. Cultural variations related to the integument</p> <p>D. Promote health screening, health maintenance including self care and associated teaching/education</p>	

<b>Unit Title: HEENT</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>A. Explains the significance of selected findings in the head, eyes, ears, nose, throat (HEENT)</p> <ol style="list-style-type: none"> <li>1. Identifies questions when assessing the HEENT.</li> <li>2. Describes the various characteristics in assessing the HEENT.</li> <li>3. Explains the significance of selected findings when assessing the HEENT.</li> <li>4. Identifies cultural variations related to the HEENT.</li> <li>5. Discusses the HEENT variations in the older adult.</li> <li>6. Identifies HEENT health promotion activities and associated client/family teaching.</li> </ol>	<p>A. Nursing history focus for the HEENT</p> <p>B. Inspect and palpate the following (include variations in older adults):</p> <ol style="list-style-type: none"> <li>1. Head           <ul style="list-style-type: none"> <li>• Shape and symmetry of skull</li> <li>• Masses</li> <li>• Tenderness</li> <li>• Deviations from normal</li> </ul> </li> <li>2. Face           <ul style="list-style-type: none"> <li>• Symmetry</li> <li>• Deviations from normal</li> </ul> </li> <li>3. Neck           <ul style="list-style-type: none"> <li>• Movement</li> <li>• Lymph nodes</li> <li>• Deviations from normal</li> </ul> </li> <li>4. Eyes           <ul style="list-style-type: none"> <li>• Symmetry</li> <li>• Shape</li> <li>• Color</li> <li>• Pupillary response</li> <li>• Visual acuity</li> <li>• Eyebrows</li> <li>• Deviations from normal</li> </ul> </li> <li>5. Ears           <ul style="list-style-type: none"> <li>• Color</li> <li>• Symmetry</li> <li>• Position</li> <li>• Tenderness</li> <li>• Deviations from normal</li> </ul> </li> </ol>	<p><b><u>Required Reading:</u></b></p> <p>Berman, et.al., Chapter 30, pp. 528-549.</p> <p><b><u>Student Activities:</u></b></p> <p>Assessment of the HEENT</p>

<b>Unit Title: HEENT (Cont'd)</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
	6. Nose and sinuses <ul style="list-style-type: none"> <li>• Shape</li> <li>• Size</li> <li>• Color</li> <li>• Patency</li> <li>• Discharge</li> <li>• Tenderness</li> <li>• Deviations from normal</li> </ul> 7. Mouth <ul style="list-style-type: none"> <li>• Lips and buccal mucosa</li> <li>• Oropharynx</li> <li>• Tongue and floor of mouth</li> <li>• Palate</li> </ul> C. Cultural variation related to HEENT D. Promote health screening, health maintenance including self care and associated teaching/ education	

<b>Unit Title: Pain</b>		
<p>A. Identifies the legal/ethical responsibilities for clients in pain.</p> <ol style="list-style-type: none"> <li>1. Discusses legal/ethical responsibilities of the nurse.</li> <li>2. Describes the nurse's role with regulatory agencies in regards to pain.</li> </ol> <p>B. Discusses the magnitude of problems with pain and ABCs of pain.</p> <ol style="list-style-type: none"> <li>1. Defines pain.</li> <li>2. Describes neurophysiology mechanisms of pain.</li> <li>3. Lists types of pain.</li> </ol> <p>C. Discusses the physiological basis of pain</p> <ol style="list-style-type: none"> <li>1. Discusses structure and function of the nervous system</li> <li>2. Defines the common terms associated with neurophysiology of pain</li> <li>3. Applies the concepts of transduction, transmission of pain impulse of acute (nociceptive) pain.</li> <li>4. Discusses the body's response to unrelieved pain.</li> <li>5. States how the body is able to modulate the nociceptive pain impulses with in the cerebral cortex.</li> </ol>	<p>A. Introduction - concepts of pain</p> <p>B. Legal requirement of registered nurse regarding pain assessment</p> <ul style="list-style-type: none"> <li>• Legal pain assessment requirements of registered nurse</li> <li>• Joint Commission pain standard</li> <li>• Advocacy</li> </ul> <p>C. Magnitude of pain problems in nursing</p> <ul style="list-style-type: none"> <li>• ABCs of pain             <ul style="list-style-type: none"> <li>- Affective</li> <li>- Behavioral</li> <li>- Cognitive</li> </ul> </li> </ul> <p>D. Physiological basis of pain</p> <ol style="list-style-type: none"> <li>1. Common terms</li> <li>2. Parts of the nervous system as it applies to pain</li> <li>3. Nociceptive neuropathways</li> <li>4. Modulation of pain response</li> <li>5. Differences between physiological and psychological aspects of pain</li> </ol>	<p><b><u>Required Reading:</u></b></p> <p>Berman, et.al., Chapter 46, pp. 1086-1126.</p> <p>Lewis, et.al., Chapter 8, pp. 102-128.</p>

<b>Unit Title: Pain (Cont'd)</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
6. Defines types of pain and differentiate between nociceptive pain and neuropathic pain. 7. Recognize the difference between physical and psychological aspects of pain.  D. Applies the nursing process when caring for a client in pain 1. Utilizes therapeutic communication techniques when conducting a pain assessment. 2. Utilizes observational skills to assess clients in pain. 3. Cites common nursing diagnoses used in pain. 4. Identifies the independent/collaborative nursing interventions for clients in pain to include pharmacological interventions.	E. Nursing process 1. Subjective assessment 2. Objective assessment 3. Formulating nursing diagnoses 4. Independent/collaborative interventions <ul style="list-style-type: none"> <li>• Independent               <ul style="list-style-type: none"> <li>- Guided imaging</li> <li>- Relaxation breathing</li> <li>- Reframing</li> <li>- Distraction</li> <li>- Anticipatory guidance</li> <li>- Use of heat and cold</li> <li>- Rest/comfort measures</li> </ul> </li> <li>• Collaborative               <ul style="list-style-type: none"> <li>- Pharmacological management</li> <li>- WHO analgesic ladder</li> <li>- Types of medications                   <ul style="list-style-type: none"> <li>« Non-opioids</li> <li>« Opioids</li> <li>« Adjuvant</li> </ul> </li> <li>- Complementary/Alternative Medicine (CAM)</li> <li>- Equianalgesic dosing</li> </ul> </li> </ul>	

<b>Unit Title: Pain (Cont'd)</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
5. States role of allied health care disciplines to assist in the management of clients in pain to include Physical Therapy, Occupation/Recreational Therapy, Psychologist/Medical Social Worker, and Spiritual Counselor. 6. Identifies methods used to evaluate pain interventions. E. Explains the role of the nurse in pain management in the elderly. 1. Lists the special considerations when assisting elderly client in pain. 2. Describes the special tools used when completing a pain assessment of elderly in a variety of health care environments. 3. Lists common nursing strategies when caring for elderly clients in pain. 4. Contrasts the different pharmacological management between well elderly and frail elderly clients.	- Titration of drugs « Preemptive analgesia « Use of placebos F. Collaborative nursing actions with other health professionals: 1. Physical Therapy <ul style="list-style-type: none"> <li>• TENS</li> <li>• Heat/cold</li> <li>• Ultrasound</li> </ul> 2. Occupation/Recreational Therapy <ul style="list-style-type: none"> <li>• Music therapy</li> <li>• Recreational therapy</li> </ul> 3. Psychologist <ul style="list-style-type: none"> <li>• Cognitive therapies</li> </ul> 4. Social Worker 5. Spiritual Counselor G. Evaluate effectiveness of independent and dependent interventions 1. Subjective and objective data H. Nursing care associated with the management of pain in the elderly 1. Associated health problems 2. Loss of independence 3. Titration of medications	

<b>Unit Title: Pain (Cont'd)</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
F. Discusses the difference in pain perceptions among selected ethnic groups. <ol style="list-style-type: none"> <li>1. Identifies different cultural interventions for pain.</li> <li>2. States how selected cultural groups deal with the pain experience.</li> <li>3. Lists common care providers and health practices used in pain management practices in selected ethnic group.</li> </ol>	I. Traditional perceptions of pain among selected sociocultural groups: <ol style="list-style-type: none"> <li>1. Traditional perceptions of pain in:               <ul style="list-style-type: none"> <li>• Anglo Europeans</li> <li>• Hispanic Americans</li> <li>• Jewish Americans</li> <li>• Native Americans</li> <li>• African Americans</li> <li>• Asian Americans</li> </ul> </li> <li>2. Traditional health providers/treatments for pain</li> </ol>	

<b>Unit Title: Musculoskeletal Disorders</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>A. Identifies general areas of focus related to musculoskeletal disorders.</p> <ol style="list-style-type: none"> <li>1. Identifies risk factors affecting the musculoskeletal system.</li> <li>2. States signs/symptoms which indicate problems with the musculoskeletal system</li> <li>3. Lists common terminology used to describe assessment abnormalities</li> <li>4. Discusses effects of aging on the musculoskeletal system.</li> </ol> <p>B. Discusses the joint disorder of osteoarthritis</p> <ol style="list-style-type: none"> <li>1. Explains the epidemiology and causes associated with osteoarthritis.</li> <li>2. Describes the pathophysiology, clinical manifestations and diagnostic findings of osteoarthritis.</li> </ol>	<p>A. Introduction</p> <ol style="list-style-type: none"> <li>1. Settings musculoskeletal disorders are seen alone or in combination with other disorders           <ul style="list-style-type: none"> <li>• Risk factors affecting the musculoskeletal system</li> </ul> </li> <li>2. Signs/symptoms and diagnostic tests indicating musculoskeletal problems</li> <li>3. Common assessment abnormalities</li> <li>4. Gerontological consideration related to musculoskeletal system           <ul style="list-style-type: none"> <li>• Muscle</li> <li>• Joints</li> <li>• Bones</li> </ul> </li> </ol> <p>B. Overview: Osteoarthritis</p> <ol style="list-style-type: none"> <li>1. Epidemiology           <ul style="list-style-type: none"> <li>• Causes/risk factors</li> </ul> </li> <li>2. Pathophysiology, clinical manifestations, and diagnostic testing</li> </ol>	<p><b>Required Reading:</b></p> <p>Lewis, et.al., Chapter 62, pp. 1463-1490.            Chapter 63, pp. 1496-1501, 1502-1508, 1510-1514.            Chapter 64, pp. 1517-1524.</p> <p><b>Review: Chapter 61</b></p>

<b>Unit Title: Musculoskeletal Disorders (Cont'd)</b>		
<b>Student Activities</b>		
<p>3. Applies the nursing process in caring for clients with osteoarthritis.</p> <p>C. Discusses three bone disorders: Osteoporosis, Osteomyelitis, Selected Bone Tumor (osteosarcoma)</p> <p>1. Explains the epidemiology and causes/risk factors of these bone disorders</p> <p>2. Describes the pathophysiology, clinical manifestations, and diagnostic findings of these bone disorders.</p>	<p>3. Nursing Process</p> <ul style="list-style-type: none"> <li>• Goals of treatment</li> <li>• Common nursing diagnoses</li> <li>• Primary/secondary/tertiary interventions               <ul style="list-style-type: none"> <li>- Disease Prevention/Screening</li> <li>- Pain Control:                   <ul style="list-style-type: none"> <li>Non-Medicinal</li> <li>Medicinal (to include COX 1&amp;2 and COX 2 inhibitors)</li> </ul> </li> <li>- Joint Care</li> <li>- Weight Control</li> <li>- Surgeries</li> <li>- Non –Traditional Approaches</li> </ul> </li> </ul> <p>C. Overview: Osteoporosis, Osteomyelitis, Osteosarcoma</p> <p>1. Epidemiology</p> <ul style="list-style-type: none"> <li>• Causes/risk factors</li> </ul> <p>2. Pathophysiology, clinical manifestations, and diagnostic tests (to include BMD)</p>	

<b>Unit Title: Musculoskeletal Disorders (Cont'd)</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>3. Applies the nursing process in caring for clients with these bone disorders</p>	<p>3. Nursing Process</p> <ul style="list-style-type: none"> <li>• Goals of treatment</li> <li>• Common nursing diagnoses</li> <li>• Primary/secondary/tertiary interventions for Osteoporosis               <ul style="list-style-type: none"> <li>- Exercise/Healthy food choices</li> <li>- Home Safety/Fall prevention</li> <li>- Medications (to include Biphosphonates, “SERMS”, analgesics, “HRT”, Calcium/Vitamin D supplements)</li> <li>- Fracture repairs/joint replacements</li> </ul> </li> <li>• Primary/secondary/tertiary interventions for Osteomyelitis               <ul style="list-style-type: none"> <li>- Prevention strategies (to include healthy lifestyle choices, management of chronic diseases, antibiotic prophylaxis if implants present)</li> <li>- Medications (antibiotics/analgesics)</li> <li>- Nutrition</li> <li>- Asepsis practices</li> <li>- Careful handling of site</li> <li>- Surgery: (to include grafting, I&amp;D)</li> <li>- Self- Care practices</li> </ul> </li> <li>• Primary/secondary/tertiary interventions for Osteosarcoma               <ul style="list-style-type: none"> <li>- Early detection/injury prevention</li> <li>- Chemotherapy/radiation</li> <li>- Surgery</li> </ul> </li> </ul>	

<b>Unit Title: Musculoskeletal Disorders (Cont'd)</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>D. Discusses essential elements regarding selected types of musculoskeletal trauma to include soft tissue injuries, dislocation/subluxation, fractures to include hip fractures, amputations, injuries commonly seen with sports (knee injuries: meniscus tears and cruciate ligament tears)</p> <ol style="list-style-type: none"> <li>1. Explains the epidemiology and causes/risk factors of these selected types of musculoskeletal trauma</li> <li>2. Describes the pathophysiology, clinical manifestations, and diagnostic findings for these selected types of trauma (as applicable).</li> <li>3. Applies the nursing process in caring for clients with musculoskeletal trauma</li> </ol>	<p>D. Overview: Musculoskeletal Trauma</p> <ol style="list-style-type: none"> <li>1. Epidemiology of selected types of musculoskeletal trauma           <ul style="list-style-type: none"> <li>• Causes/risk factors</li> <li>• Nurses' Role in Injury Prevention</li> </ul> </li> <li>2. Pathophysiology, clinical manifestations, and diagnostic tests for musculoskeletal traumas</li> <li>3. Nursing Process           <ul style="list-style-type: none"> <li>• Goals of treatment</li> <li>• Common nursing diagnoses</li> <li>• Primary/secondary/tertiary interventions               <ul style="list-style-type: none"> <li>- Safety Practices (e.g.: home/sports/ driving.</li> <li>- Emergency treatment</li> <li>- Medications (e.g.: antibiotics, analgesics)</li> <li>- Monitoring for complications caused by trauma or treatment</li> <li>- Specific treatments per type of injury (See "K" under Specific Treatment)</li> <li>- Rehabilitation/Referrals</li> </ul> </li> </ul> </li> </ol>	

<b>Unit Title: Musculoskeletal Disorders (Cont'd)</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>4. Identifies the specific treatments utilized for each of these traumas to include safe use of equipment as applicable.</p> <p>5. Describes complications and treatment of complications for these musculoskeletal traumas to include medical emergencies.</p>	<ul style="list-style-type: none"> <li>- Psychological support: (to include for unanticipated body changes, e.g. amputations)</li> <li>• Discharge planning</li> <li>• Addressing effects of immobility</li> </ul> <p>4. Specific treatment for each type of trauma</p> <ul style="list-style-type: none"> <li>• RICE</li> <li>• Closed and Open Reductions (ORIF)</li> <li>• Immobilizers (non-invasive and invasive)</li> <li>• Crutches/Walkers</li> <li>• Casts/tractions (skin and skeletal traction)</li> <li>• Prosthesis for limbs</li> <li>• Replantation</li> <li>• Arthroscopic surgery</li> <li>• Joint replacements/Joint Repairs</li> </ul> <p>5. Complications of musculoskeletal trauma</p> <ul style="list-style-type: none"> <li>• Joint necrosis</li> <li>• Compartment syndrome</li> <li>• Fat emboli</li> <li>• Thromboemboli</li> <li>• Infect</li> <li>• Hemorrhage</li> <li>• Non-union of fracture</li> <li>• Joint displacement after joint replacement surgery</li> <li>• Cast Syndrome</li> </ul>	

<b>Unit Title: Musculoskeletal Disorders (Cont'd)</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>E. Describes essential elements associated with occupation-related disorders (carpal tunnel syndrome, repetitive strain injury)</p> <ol style="list-style-type: none"> <li>1. Explains epidemiology and causes/risk factors of these disorders</li>   <li>2. Describes the pathophysiology, clinical manifestations, and diagnostic findings of both of these bone disorders.</li>   <li>3. Applies the nursing process in caring for clients with these disorders.</li> </ol>	<p>E. Overview: Occupation-related Disorders</p> <ol style="list-style-type: none"> <li>1. Epidemiology           <ul style="list-style-type: none"> <li>• Causes/risk factors</li> </ul> </li>   <li>2. Pathophysiology, clinical manifestations, and diagnostic tests</li>   <li>3. Nursing Process           <ul style="list-style-type: none"> <li>• Goals of treatment</li> <li>• Common nursing diagnoses</li> <li>• Primary/secondary/tertiary interventions               <ul style="list-style-type: none"> <li>- Sound ergonomic practices</li> <li>- Rest periods</li> <li>- Medications</li> <li>- Protective gear</li> <li>- Surgery</li> </ul> </li> </ul> </li> </ol>	

<b>Unit Title: Musculoskeletal Disorders (Cont'd)</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>F. Describes essential elements associated with the problem of back pain</p> <ol style="list-style-type: none"> <li>1. Explains the epidemiology and causes/risk factors of these selected types of back pain.</li>   <li>2. Describes the pathophysiology, clinical manifestations, diagnostic findings associated with back pain.</li>   <li>3. Applies the nursing process when caring for a client with back pain to include care of clients in traction and those having spinal surgery.</li> </ol>	<p>F. Overview: back pain</p> <ol style="list-style-type: none"> <li>1. Epidemiology           <ul style="list-style-type: none"> <li>• Causes/risk factors               <ul style="list-style-type: none"> <li>- Lumbar-sacral strain</li> <li>- Herniation of Disc</li> <li>- Instability of LS bony mechanism</li> <li>- Disc Degeneration</li> <li>- Spinal Stenosis</li> </ul> </li> </ul> </li>   <li>2. Pathophysiology, clinical manifestations, and diagnostic tests</li>   <li>3. Nursing Process           <ul style="list-style-type: none"> <li>• Common nursing diagnosis</li> <li>• Primary:               <ul style="list-style-type: none"> <li>- Screenings</li> <li>- Client Education to promote back health</li> </ul> </li> <li>• Secondary               <ul style="list-style-type: none"> <li>- Medications (analgesics, steroid injections)</li> <li>- Physical Therapy</li> <li>- Complementary/Alternative Treatments</li> <li>- Spinal surgery</li> </ul> </li> <li>• Tertiary interventions:               <ul style="list-style-type: none"> <li>- Client education</li> <li>- Physical Therapy as ordered</li> </ul> </li> </ul> </li> </ol>	

<b>Unit Title: Fluid, Electrolytes and Nutritional Imbalances</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>A. Discusses the nursing process in relationship to promoting systems stability in clients with nutritional, fluid and electrolyte imbalances.</p> <p>1. Describes the mechanisms of intracellular/extracellular fluid shift imbalances.</p> <ul style="list-style-type: none"> <li>• Identifies basic characteristics of nutrition.</li> <li>• Discusses how gender and developmental variables affect nutritional needs.</li> <li>• Discusses how common pathophysiological alterations affect nutrition.</li> </ul> <p>2. Discusses pediatric and geriatric developmental considerations related to fluid and electrolyte imbalances.</p> <p>3. Applies the nursing process in the care of individuals with fluid and electrolyte imbalances.</p> <ul style="list-style-type: none"> <li>• Identifies significant assessment findings of fluid volume deficit/excess, third spacing, and electrolyte imbalances.</li> <li>• Identifies common causes, treatment, and nursing management for fluid and electrolyte imbalances.</li> </ul>	<p>A. Nursing Assessment, Diagnosis, Planning, Intervention, and Evaluation of Clients with Nutritional, Fluid and Electrolyte Imbalances</p> <ol style="list-style-type: none"> <li>1. Fluid Volume Concepts           <ul style="list-style-type: none"> <li>• Gender, developmental status and nutritional needs</li> <li>• Major fluid compartments</li> <li>• Movement of water and electrolyte regulation</li> <li>• Fluid spacing</li> </ul> </li> <li>2. Developmental Considerations           <ul style="list-style-type: none"> <li>• Geriatric clients</li> <li>• Pediatric clients</li> </ul> </li> <li>3. Fluid Volume Imbalances/Intravenous Fluid           <ul style="list-style-type: none"> <li>• Fluid volume deficit</li> <li>• Fluid volume excess</li> <li>• Hypotonic</li> <li>• Isotonic</li> <li>• Hypertonic</li> <li>• Plasma expanders</li> </ul> </li> <li>4. Enteral Feedings           <ul style="list-style-type: none"> <li>• Enteral feedings</li> <li>• Total parenteral nutrition (TPN)</li> <li>• Peripheral parenteral nutrition (PPN)</li> </ul> </li> <li>5. Electrolyte Imbalances           <ul style="list-style-type: none"> <li>• Sodium imbalances               <ul style="list-style-type: none"> <li>- Hypo/hyponatremia</li> </ul> </li> <li>• Potassium imbalances               <ul style="list-style-type: none"> <li>- Hypo/hyperkalemia</li> </ul> </li> </ul> </li> </ol>	<p><b><u>Required Reading:</u></b></p> <p>Lewis, et al., Chapter 16, pp. 270-286, 291-294.</p> <p>Berman, et al.,        Enteral/Parenteral feedings        pp. 1154-1168.</p> <p><b><u>Review:</u></b>        Berman, et al.,        Nutrition        pp. 1127-1137.</p>
<b>Unit Title: Fluid, Electrolytes and Nutritional Imbalances (Cont'd)</b>		

Objectives	Content Outline	Student Activities
<p>B. Identifies the educational needs of individuals with fluid and electrolyte imbalances.</p> <p>C. Describes basic characteristics and functions of essential nutrients.</p> <p>1. Reviews food sources of essential vitamins and minerals.</p> <p>D. Identifies the nutritional states and diseases caused by vitamin and mineral imbalances.</p> <p>1. Describes iron deficiencies and excess states.</p> <p>E. Describes the significance of the sociocultural and spiritual variables in regard to nutrition.</p>	<ul style="list-style-type: none"> <li>• Calcium imbalances           <ul style="list-style-type: none"> <li>- Hypo/hypercalcemia</li> </ul> </li> <li>• Phosphate imbalances           <ul style="list-style-type: none"> <li>- Hypo/ hyperphosphatemia</li> </ul> </li> <li>• Magnesium imbalances           <ul style="list-style-type: none"> <li>- Hypo/hypermagnesemia</li> </ul> </li> </ul> <p>B. Areas of Focus for Client Teaching</p> <ol style="list-style-type: none"> <li>1. Risk Factor Identification</li> <li>2. Signs and Symptoms of Imbalances</li> <li>3. Preventive Strategies</li> </ol> <p>C. Sociocultural and Spiritual Considerations in Nutrition</p>	

<b>Unit Title: Problems of Perioperative Clients</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>A. Describes the three phases of the perioperative experience focusing on nursing responsibilities.</p> <ol style="list-style-type: none"> <li>1. Defines the perioperative phases of surgery.</li> <li>2. Describes the categories/purposes of surgery.</li> <li>3. Identifies the roles of the surgical team.</li> </ol> <p>B. Identifies legal/ethical behaviors, which reflect accountability for individuals with problems of the pre-operative, intra-operative, and post-operative phases.</p> <ol style="list-style-type: none"> <li>1. Explains the components and purpose of informed consent for surgery.</li> <li>2. Discusses advanced directives.</li> </ol> <p>C. Identifies the educational needs of individuals for the perioperative experience.</p> <ol style="list-style-type: none"> <li>1. Describes the nursing role in the educational preparation of the surgical client.</li> <li>2. Identifies the information needed by the post-operative client in preparation for discharge.</li> </ol>	<p>A. Perioperative Nursing Definition            Three Phases</p> <ul style="list-style-type: none"> <li>• Pre-operative</li> <li>• Intra-operative</li> <li>• Post-operative</li> </ul> <p>B. General classification of surgery based on</p> <ul style="list-style-type: none"> <li>• Urgency</li> <li>• Risk</li> <li>• Purpose</li> </ul> <p>C. Role of surgical team</p> <ul style="list-style-type: none"> <li>• Universal Protocol</li> </ul> <p>D. Informed consent</p> <ul style="list-style-type: none"> <li>• Advocacy and Client Rights</li> <li>• Four elements               <ul style="list-style-type: none"> <li>- Disclosure/confidentiality</li> <li>- Comprehension</li> <li>- Competence</li> <li>- Voluntary</li> </ul> </li> </ul> <p>E. Advanced Directives</p> <p>F. Pre-operative teaching</p> <ul style="list-style-type: none"> <li>• Cough and deep breathing exercises/incentive spirometer</li> <li>• Turning/positions</li> <li>• Leg exercises</li> <li>• Progressive ambulation</li> <li>• Pain relief</li> </ul>	<p><b><u>Required Reading:</u></b></p> <p>Lewis, et.al., Chapter 17, pp. 301-314.            Chapter 18, pp. 315-329.            Chapter 19, pp. 330-348.</p> <p>Berman, et.al., pp. 871-873 Skill 37-1</p> <p><b><u>Recommended Video:</u></b>            Taylor DVD: #6 out of 17</p>

<b>Unit Title: Problems of Perioperative Clients (Cont'd)</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
	<p>G. Pre-Operative Work-Up (72 hours before surgery)</p> <p>H. Physiological</p> <ul style="list-style-type: none"> <li>• GI, G.U.</li> <li>• Integumentary (skin preparation)</li> <li>• Sleep and rest (hypnotics)</li> <li>• Pre-operative medications</li> </ul> <p>I. Anesthesia</p> <ul style="list-style-type: none"> <li>• General Phases               <ul style="list-style-type: none"> <li>- Induction</li> <li>- Maintenance</li> <li>- Emergence</li> </ul> </li> <li>• Regional</li> <li>• Procedural Sedation (conscious sedation)</li> </ul> <p>J. Post-Operative Phases</p> <ul style="list-style-type: none"> <li>• Immediate recovery phase (PAR)</li> <li>• Ongoing post-operative phase</li> </ul>	

<b>Unit Title: Problems of Perioperative Clients (Cont'd)</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>D. Applies the nursing process in the care of individuals in the pre-operative, operative, and post-operative stages.</p> <ol style="list-style-type: none"> <li>1. Describes the purpose and components of a pre-operative assessment.</li> <li>2. Discusses the day of surgery preparation for the surgical client.</li> <li>3. Identifies the nursing responsibilities in admitting client to PAR/PACU.</li> <li>4. Explains the etiology and management of potential problems during the post-operative period.</li> <li>5. Discusses the advantages and nursing responsibilities for the use of the On-Q PainBuster System on post-operative clients.</li> <li>6. Differentiates between general and regional or local anesthesia, including advantages and disadvantages and rationale for choice of anesthetic technique.</li> <li>7. Discusses common nursing diagnoses and complications during the perioperative phases.</li> </ol>	<p>K. Common Post-Operative Complications</p> <ul style="list-style-type: none"> <li>• Respiratory</li> <li>• Neurological</li> <li>• GI</li> <li>• G.U.</li> <li>• Cardiovascular</li> <li>• Fluid and electrolytes</li> <li>• Integumentary (SSI)</li> <li>• Psychosocial</li> </ul> <p>L. Nursing Diagnoses for Perioperative Clients</p> <ul style="list-style-type: none"> <li>• Anxiety</li> <li>• Ineffective Airway Clearance</li> <li>• Acute Pain</li> <li>• Risk for Infection</li> </ul>	

<b>Unit Title: Hypertension</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>A. Discusses the impact of hypertension on individuals in our society</p> <ol style="list-style-type: none"> <li>1. Explains the scope of hypertension as a problem in today's society.</li> <li>2. Defines hypertension and its classifications</li> <li>3. Identifies the pathophysiological mechanisms related to hypertension</li> <li>4. States the risk factors contributing to the development of hypertension</li> <li>5. Discusses the complications, which can result from hypertension.</li> </ol> <p>B. Applies the nursing process in the care of individuals with hypertension.</p> <ol style="list-style-type: none"> <li>1. Describes the clinical manifestations/diagnostic testing associated with hypertension, to include hypertensive crisis.</li> <li>2. Identifies common nursing diagnoses associated with hypertension.</li> <li>3. Discusses the nursing/collaborative interventions utilized in the treatment of hypertension, to include hypertensive crisis.</li> </ol>	<p>A. Overview</p> <ul style="list-style-type: none"> <li>• Demographics/incidence</li> <li>• Definitions             <ul style="list-style-type: none"> <li>- Essential</li> <li>- Secondary</li> </ul> </li> </ul> <p>B. Pathophysiological mechanisms</p> <p>C. Predisposing/risk factors</p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Age</li> <li>• Race</li> <li>• Lifestyle</li> <li>• Family history</li> </ul> <p>D. Complications associated with hypertension</p> <ul style="list-style-type: none"> <li>• Hypertensive heart disease</li> <li>• Cerebrovascular disease</li> <li>• Peripheral vascular disease</li> <li>• Nephrosclerosis</li> <li>• Retinal damage</li> </ul> <p>E. Nursing process</p> <ol style="list-style-type: none"> <li>1. Assessment             <ul style="list-style-type: none"> <li>• Client history</li> <li>• Physical examination findings</li> <li>• Diagnosis studies</li> </ul> </li> <li>2. Common nursing diagnoses</li> </ol>	<p><b>Required Reading:</b></p> <p>Lewis, et.al., Chapter 32, pp. 681-701.</p>

<b>Unit Title: Hypertension (Cont'd)</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>C. Identifies areas of health teaching/health promotion when caring for individuals with hypertension</p> <ol style="list-style-type: none"> <li>1. Discusses teaching guidelines to follow when instructing clients about hypertension.</li> <li>2. Describes the lifestyle modification teachings necessary to address when caring for clients with hypertension.</li> </ol>	<ol style="list-style-type: none"> <li>3. Nursing/collaborative strategies           <ul style="list-style-type: none"> <li>• Risk factor stratification and treatment</li> <li>• Independent nursing intervention               <ul style="list-style-type: none"> <li>- Role of nurse in hypertension screening and teaching</li> </ul> </li> <li>• Secondary interventions               <ul style="list-style-type: none"> <li>- Drug therapy:                   <ul style="list-style-type: none"> <li>➤ Monitoring for effectiveness, contraindications, and adverse effects</li> <li>➤ Commonly used drugs categories</li> </ul> </li> </ul> </li> </ul> </li> </ol> <p>F. Teaching guidelines for:</p> <ul style="list-style-type: none"> <li>• Disease process and prevention</li> <li>• Misconceptions</li> <li>• Consequences of untreated hypertension</li> <li>• Medications</li> <li>• Home BP monitoring</li> </ul> <p>G. Lifestyle modifications – areas of focus:</p> <ul style="list-style-type: none"> <li>• Diet-Dietary Approach to Stop Hypertension (DASH)</li> <li>• Exercise</li> <li>• Smoking cessation</li> <li>• Modification of alcohol consumption</li> <li>• Stress management</li> </ul>	

<b>Unit Title: Problems of Oxygenation</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>A. Applies the nursing process in the care of individuals with problems of pneumonia, TB and asthma.</p> <ol style="list-style-type: none"> <li>1. Discusses the pathophysiology, etiology, incidence and prevention of pneumonia, tuberculosis and asthma.</li> <li>2. Identifies significant subjective and objective data related to the respiratory system that should be obtained when assessing a client with oxygenation problems.</li> <li>3. Identifies the methods of diagnosing pneumonia, tuberculosis and asthma.</li> <li>4. Utilizes the nursing process to describe the nursing responsibilities in the collaborative management of pneumonia, tuberculosis and asthma.</li> <li>5. Discusses the types, etiology, pathophysiology, clinical manifestations and therapeutic and pharmacological management of pneumonia, tuberculosis and asthma.</li> <li>6. Utilizes the nursing process to describe the nursing role in management of the client with pneumonia, tuberculosis and asthma.</li> <li>7. Discusses elderly considerations related to respiratory infections.</li> </ol>	<p>A. Pneumonia</p> <ul style="list-style-type: none"> <li>• Demographics/Incidence</li> <li>• Predisposing factors</li> <li>• Types: causes</li> <li>• Pathophysiology</li> <li>• Prevention</li> <li>• Collaborative management</li> <li>• Assessment             <ul style="list-style-type: none"> <li>- History</li> <li>- Physical: clinical manifestation</li> <li>- Psychosocial</li> <li>- Dx Studies                 <ul style="list-style-type: none"> <li>« Laboratory</li> <li>« Radiographics</li> </ul> </li> </ul> </li> <li>• Analysis             <ul style="list-style-type: none"> <li>- Nursing Dx</li> <li>- Collaborative Dx</li> </ul> </li> <li>• Planning and Implementation</li> <li>• Management             <ul style="list-style-type: none"> <li>- Antibiotics</li> <li>- Nutrition</li> <li>- Vaccines</li> <li>- Health promotion/teaching</li> </ul> </li> <li>• Evaluation of outcomes</li> <li>• Geriatric consideration in respiratory infections</li> </ul>	<p><b><u>Required Reading:</u></b></p> <p>Lewis, et.al., Chapter 27-  Pneumonia and TB-pp. 500-506,  506-511.  Chapter 28-Asthma-pp. 538-557.</p> <p><b><u>Recommended Reading:</u></b></p> <p>Berman, et.al.,  Oxygenation, pp. 1241-1265.</p> <p>Lewis, et.al., Chapter 25, pp. 453-  471.</p>

<b>Unit Title: Problems of Oxygenation (Cont'd)</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>B. Identifies areas of health teaching/promotion for individuals with problems of pneumonia, TB and asthma.</p>	<p>B. Tuberculosis</p> <ul style="list-style-type: none"> <li>• Demographics/incidence</li> <li>• Predisposing factors</li> <li>• Cause</li> <li>• Pathophysiology</li> <li>• Prevention</li> <li>• Collaborative management</li> <li>• Assessment               <ul style="list-style-type: none"> <li>- History</li> <li>- Physical: clinical manifestations</li> <li>- Psychosocial</li> <li>- Dx Studies                   <ul style="list-style-type: none"> <li>« Skin testing</li> <li>« Laboratory</li> <li>« Radiographics</li> </ul> </li> </ul> </li> <li>• Analysis               <ul style="list-style-type: none"> <li>- Nursing Dx</li> <li>- Collaborative Dx</li> </ul> </li> <li>• Planning &amp; Implementation</li> <li>• Management               <ul style="list-style-type: none"> <li>- Antimicrobial drugs</li> <li>- Health promotion/teaching</li> <li>- Evaluation of outcomes</li> </ul> </li> </ul>	

<b>Unit Title: Problems of Oxygenation (Cont'd)</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
	C. Asthma <ul style="list-style-type: none"> <li>• Demographics/Incidence</li> <li>• Predisposing factors</li> <li>• Causes</li> <li>• Pathophysiology</li> <li>• Prevention</li> <li>• Collaborative management</li> <li>• Assessment               <ul style="list-style-type: none"> <li>- History</li> <li>- Physical: clinical manifestations</li> <li>- Psychosocial</li> <li>- Dx Studies                   <ul style="list-style-type: none"> <li>« Skin testing</li> <li>« Laboratory</li> <li>« Radiographics</li> </ul> </li> </ul> </li> <li>• Analysis               <ul style="list-style-type: none"> <li>- Nursing Dx</li> <li>- Collaborative Dx</li> </ul> </li> <li>• Planning &amp; implementation</li> <li>• Management               <ul style="list-style-type: none"> <li>- Drug therapy</li> <li>- Oxygen therapy</li> <li>- Fluid therapy</li> <li>- Health promotion/teaching</li> </ul> </li> <li>• Evaluation of outcomes</li> </ul>	

<b>Unit Title: Inflammation/Infection/Wound Healing</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>A. Identifies essential aspects of inflammation, infections, and wound healing processes.</p> <p><b>Inflammation:</b></p> <ol style="list-style-type: none"> <li>1. Discusses the body's response to cell injury</li> <li>2. Explains local and systemic manifestations of inflammation and their physiological basis.</li> <li>3. Describes the inflammatory response including vascular and cellular responses and exudate formation.</li> <li>4. Identifies signs and symptoms of inflammation.</li> <li>5. States nursing diagnoses used for clients with an inflammatory response.</li> <li>6. Lists the common interventions for clients with inflammatory response</li> </ol> <p><b>Infection:</b></p> <ol style="list-style-type: none"> <li>7. Describes the infectious disease process including the chain of infection.</li> <li>8. Names common signs and symptoms of infection.</li> <li>9. Lists common diagnostic tests seen in clients with infection.</li> <li>10. States nursing diagnoses for clients with infectious process.</li> <li>11. States nursing diagnosis for clients with infectious process.</li> <li>12. Discusses the collaborative and nursing care Associated with infectious disease process.</li> </ol>	<p>A. Inflammation</p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Causes</li> <li>• Signs and symptoms             <ul style="list-style-type: none"> <li>- Local</li> <li>- Systemic</li> </ul> </li> </ul> <p>B. Inflammatory Response</p> <ul style="list-style-type: none"> <li>• Vascular response             <ul style="list-style-type: none"> <li>- Brief constriction</li> <li>- Vasodilation</li> </ul> </li> <li>• Cellular response             <ul style="list-style-type: none"> <li>- Chemical mediators</li> </ul> </li> <li>• Formation of exudate             <ul style="list-style-type: none"> <li>- Types of exudate</li> </ul> </li> </ul> <p>C. Types of Inflammation</p> <ul style="list-style-type: none"> <li>• Acute</li> <li>• Subacute</li> <li>• Chronic</li> <li>•</li> </ul> <p>D. Nursing Diagnosis for Inflammation</p> <p>E. Infection</p> <ul style="list-style-type: none"> <li>• Organisms causing infection</li> <li>• - Antibiotic-resistant organisms</li> <li>• Chain of infection             <ul style="list-style-type: none"> <li>- Pathogen</li> <li>- Reservoir host</li> <li>- Portal of exit</li> <li>- Method/Mode of transmission</li> <li>- Portal of entry</li> <li>- Susceptible host</li> </ul> </li> </ul>	<p><b>Required Reading:</b></p> <p>Lewis, et.al., Chapter 11, pp. 160-177.            Chapter 114, pp. 213-218.</p> <p>Berman, et.al., Chapter 31, pp. 603-627.</p> <p>Berman, et.al., Chapter 36, pp. 828-853.</p>

<b>Unit Title: Inflammation/Infection/Wound Healing (Cont'd)</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p><b>Wound Healing:</b></p> <ol style="list-style-type: none"> <li>13. Discusses the process involved in wound healing.</li> <li>14. Identifies types of wounds.</li> <li>15. Differentiates among healing by primary, secondary, and tertiary intention.</li> <li>16. Describes the factors that delay wound healing and common complications of wound healing.</li> <li>17. Discusses common nursing diagnosis associated with wound healing.</li> <li>18. Lists collaborative and nursing strategies, which will foster wound healing.</li> </ol>	<ul style="list-style-type: none"> <li>• Signs and symptoms of infections</li> <li>• Diagnostic Tests               <ul style="list-style-type: none"> <li>- Laboratory exam</li> <li>- X-rays</li> </ul> </li> <li>• Infection control/prevention               <ul style="list-style-type: none"> <li>- OSHA/CDC</li> <li>- Standard precautions</li> <li>- Airborne precautions</li> <li>- Droplet precautions</li> <li>- Isolation precautions</li> </ul> </li> <li>• Immunizations               <ul style="list-style-type: none"> <li>- Acquired</li> <li>- Passive</li> </ul> </li> <li>• Nursing diagnosis for infection</li> </ul> <p>F. Nursing management of inflammation and infection</p> <ul style="list-style-type: none"> <li>• Collaborative care</li> <li>• Nutrition</li> </ul> <p>G. Wounds</p> <ul style="list-style-type: none"> <li>• Types               <ul style="list-style-type: none"> <li>- Abrasion</li> <li>- Laceration</li> <li>- Contusion/Bruise</li> <li>- Puncture</li> <li>- Incision</li> <li>- Decubitus/Pressure ulcers                   <ul style="list-style-type: none"> <li>« Development</li> <li>« Risk factors</li> <li>« Identification of tissue layers</li> <li>« Staging</li> <li>« Prevention</li> <li>« Nursing and collaborative care</li> <li>« Nursing diagnosis</li> </ul> </li> </ul> </li> </ul>	

<b>Unit Title: Inflammation/Infection/Wound Healing (Cont'd)</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>B. Identifies the educational needs of individuals with problems of inflammation, infection, and wound healing.</p> <ol style="list-style-type: none"> <li>1. Discusses client education for prevention of infection and promotion of wound healing.</li> <li>2. Identifies education needs for clients undergoing wound management in the home setting.</li> </ol>	<p>H. Healing Process</p> <ul style="list-style-type: none"> <li>• Regeneration           <ul style="list-style-type: none"> <li>- Cells</li> </ul> </li> <li>• Repair           <ul style="list-style-type: none"> <li>- Primary intention               <ul style="list-style-type: none"> <li>« Initial phase</li> <li>« Granulation phase</li> <li>« Maturation phase</li> </ul> </li> </ul> </li> </ul> <p>I Debridement</p> <ul style="list-style-type: none"> <li>• Surgical</li> <li>• Mechanical</li> <li>• Autolytic</li> <li>• Enzymatic</li> <li>•</li> </ul> <p>J. Factors Affecting Wound Healing</p> <ul style="list-style-type: none"> <li>• Complications of wound healing</li> <li>•</li> </ul> <p>K. Promoting Wound Healing</p> <p>L. Nursing Diagnoses for Wound Healing</p>	

<b>Unit Title: Cancer</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>A. Identifies groups at risk for cancer focusing on the nurse's role in early detection and prevention.</p> <ol style="list-style-type: none"> <li>1. Explains the prevalence and incidence of cancer using healthy person 2020.</li> <li>2. States the prevalence, incidence and classification of cancer within different cultural groups in the United States.</li> <li>3. Discusses how cultural beliefs may affect cancer prevention and treatment.</li> <li>4. Cites examples of the role of the nurse in cancer prevention.</li> </ol>	<p>A. Educational strategies to reduce cancer in the U.S.</p> <ol style="list-style-type: none"> <li>1. Cancer control and prevention           <ul style="list-style-type: none"> <li>• Prevalence, incidence of cancer in the U.S.</li> <li>• Types of cancers in different race-ethnicity groups.</li> <li>• Barriers to early detection.</li> </ul> </li> <li>2. Role of the nurse in early detection and prevention of cancer           <ul style="list-style-type: none"> <li>• Community outreach               <ul style="list-style-type: none"> <li>- Early warning signs</li> </ul> </li> <li>• Occupational surveillance programs</li> <li>• Role of the nurse in implementing strategies to prevent cancer               <ul style="list-style-type: none"> <li>- Annual physical examination</li> <li>- Common nursing diagnoses</li> </ul> </li> </ul> </li> </ol>	<p><b><u>Required Reading:</u></b></p> <p>Lewis, et.al., Chapter 15, pp. 234-269.</p> <p>Lewis, et.al., pp. 129-131.</p>



<b>Unit Title: Cancer (Cont'd)</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
5. States how normal cells and cancerous cells differ 6. Identifies common chemical and physical carcinogens. 7. Explains how the immune system's failure promotes cancer development. 8. States how the genetic connection is linked to cancer. 9. Differentiates the three phases of the development of cancer i.e. Initiation, promotion and progression. 10. Lists common screening tests used to detect cancer.  C. Applies the steps of the nursing process when providing independent/collaborative interventions when caring for cancer clients including the elderly. 1. Compares the common laboratory/ radiological/and histological tests used in diagnosing cancer. 2. Describes the nursing care during the diagnostic period of cancer.	4. Normal cells are changed into cancer cells <ul style="list-style-type: none"> <li>• Differentiated normal cells</li> <li>• De-differentiated cancer cells</li> </ul> 5. Identification of cancer promoters <ul style="list-style-type: none"> <li>• Chemical</li> <li>• Physical</li> <li>• Viral</li> </ul> 6. Explain how the immune system failures leads to cancer development 7. Genetics and Epigenetics 8. Development of cancer <ul style="list-style-type: none"> <li>• Initiation</li> <li>• Promotion</li> <li>• Progression - Metastasis</li> </ul> C. Steps of the nursing process when providing care for clients with cancer 1. Diagnostic phase <ul style="list-style-type: none"> <li>• Common screening tests used to detect cancer</li> <li>• Nursing care of client's during the diagnostic phase of cancer workup</li> </ul>	

<b>Unit Title: Cancer (Cont'd)</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
3. Discusses independent and/or collaborative care for cancer clients 4. Indicates the goals under each phase of cancer treatment i.e. cure/remission, control, rehabilitation and palliation 5. Explains the steps of the nursing intervention for each of the phases of collaborative interventions <ul style="list-style-type: none"> <li>• Surgical intervention</li> <li>• Radiation</li> <li>• Chemotherapy</li> <li>• Biological therapies</li> <li>• Current trends i.e./bone marrow transplantation+ stem cell and gene therapies</li> </ul>	2. Independent and collaborative care for clients with cancer <ul style="list-style-type: none"> <li>• Initial cancer decision tree treatment options               <ul style="list-style-type: none"> <li>- Cure/remission</li> <li>- Control</li> <li>- Palliative/rehabilitation</li> </ul> </li> <li>• Oncological multi-disciplinary team-members</li> <li>• Advocacy/Client Rights</li> <li>• Confidentiality</li> <li>• Common nursing intervention for each type of cancer treatment modality               <ul style="list-style-type: none"> <li>- Surgery</li> <li>- Radiation                   <ul style="list-style-type: none"> <li>« Skin care</li> <li>« Fatigue</li> <li>« Nutrition</li> </ul> </li> <li>- Chemotherapy                   <ul style="list-style-type: none"> <li>« Side effects, adverse effects, and contraindications of therapy.</li> <li>« Alteration in self concept</li> <li>« Nutrition</li> </ul> </li> </ul> </li> </ul>	

<b>Unit Title: Cancer (Cont'd)</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>6. Names different levels of nursing care available to clients with cancer</p> <p>7. Discusses unique needs of elderly clients with cancer.</p>	<ul style="list-style-type: none"> <li>« Occupational precautions when caring for chemotherapy client and handling of hazardous materials</li> <li>- Biological modifiers</li> <li>- Current trends               <ul style="list-style-type: none"> <li>« Bone marrow transplantation</li> <li>« Stem cell                   <ul style="list-style-type: none"> <li>» Stem cell banking at birth</li> <li>» Peripheral stem cell banking</li> </ul> </li> <li>« Gene therapy</li> </ul> </li> <li>• Levels of care               <ul style="list-style-type: none"> <li>- Critical care</li> <li>- Acute care</li> <li>- Medical-surgical unit</li> <li>- Palliative Care and Hospice</li> </ul> </li> <li>• Elderly cancer client               <ul style="list-style-type: none"> <li>- Reduced immune response</li> <li>- Key assessments                   <ul style="list-style-type: none"> <li>« Medical evaluations</li> <li>« Cognitive assessments</li> <li>« Loss of self-sufficiency</li> <li>« Access to personal and medical services</li> </ul> </li> </ul> </li> </ul>	

<b>Unit Title: Cancer (Cont'd)</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
8. States the role of the nurse when providing psychological and educational support of clients/family with cancer	<ul style="list-style-type: none"><li>• Family and client support groups<ul style="list-style-type: none"><li>- American Cancer Society</li><li>- Palliative Care Consult Services (LAC-USC Healthcare Network)</li></ul></li></ul>	

12/19/2017

