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

# Nursing 113:

# INTRODUCTION TO MEDICAL/SURGICAL NURSING

**Fall 2022**

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| COURSE TITLE: | **N113 INTRODUCTION TO MEDICAL SURGICAL NURSING** |
| PRE-REQUISITES: | Acceptance into the Nursing Program |
| UNITS: | 4 Units |
| HOURS: | 5 Hours per week |
| LENGTH: | 16 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. Identify the concept of 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 health assessment and rendering care to an individual 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 to 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 health teaching that will facilitate health promotion to 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: Lecture, discussion, case studies, videos, games, web-based audience response system

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.

<u>Grade is calculated from:</u>

<u>Six exams of which</u>

- 5 exams = 14% each
- 1 cumulative exam = 25%

<u>5 Adaptive Learning assignments</u> = 5%

No late assignments will be accepted.

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 will be given towards the end of the course.

REQUIRED READING: Hinkle, J. L., Cheever, K. H., & Overbaugh, K.J. (2022). *Brunner & Suddarth's Textbook of Medical-Surgical Nursing* (15th ed.). Wolters Kluwer.

Taylor, C., Lynn, P., Bartlett, J. L. (2019). *Fundamentals of nursing: The art and science of person-centered nursing care* (9th ed.). Wolters Kluwer.

Swearingen, P. L. & Wright, J. D. (2019). *All -in -One Nursing Care Planning Resource: Medical-Surgical, pediatric, Maternity, and Psychiatric-Mental Health* (5th ed.) Elsevier

1. If you don't already have access to Lippincott CoursePoint+ for Hinkle & Cheever: Brunner & Suddarth's Textbook of Medical-Surgical Nursing, Fourteenth Edition, redeem your **ACCESS CODE** and complete registration at http://thePoint.lww.com/activate.

2. From the **"My Content"** page, click on Lippincott CoursePoint+ for Hinkle & Cheever: Brunner & Suddarth's Textbook of Medical-Surgical Nursing, Fourteenth Edition.

3. On the welcome screen or from **"My Classes"**, select **"Join a Class"**, enter your **CLASS CODE**: **5C39DC78** and click **"Enroll"**.

If you experience any problems, check the code again and re-enter it. If it does not work, contact Lippincott Online Product Support at 1-800-468-1128 or techsupp@lww.com for assistance.

Not sure what an **ACCESS CODE** is?
Learn more at http://thepoint.lww.com/Help/BookAccess.

**All academic policies are strictly enforced.**

**For any conflict or issue, students must first meet with their respective instructor to discuss a solution. If issue is not resolved, students must adhere to the appropriate chain of command, starting with the Semester Coordinator, SON Dean, and Provo**

**Unit Title: Vital Signs**

| Objectives | Content Outline | Student Activities |
|---|---|---|
| A. Discusses the significance of vital signs in relation to health status.<br>1. States the definition of vital signs.<br>2. Identifies the reasons why vital signs are obtained.<br>3. Lists circumstances when vital signs should be assessed.<br>4. Discusses the nurse's role in relation to vital signs.<br>5. Identifies basic guidelines for obtaining accurate vital signs measurement.<br>6. Identifies normal ranges for each vital sign. | A. Significance of vital signs in related to health status<br>1. Definition of vital signs<br>2. Importance of vital signs measurements<br>3. Circumstances when vital signs are obtained<br>4. Nurse's role<br>• Monitoring<br>• Collaboration<br>• Client teaching<br>5. Guidelines for obtaining accurate measurements<br>6. Normal ranges of vital signs (adult, older adult)<br>• Temperature<br>• Pulse<br>• Respirations<br>• Blood Pressure | **Required Reading:**<br><br>Taylor, C., Lynn, P., Bartlett, J. L.,<br>Chapter 25, pp. 642-690;<br>Chapter 35, pp. 1242-1248;<br>Chapter 36, pp. 1279-1340.<br><br>Hinkle, J.L., Cheever, K.H., & Overbaugh, K.J.,<br>Chapter 5, pp. 86-91. |
| B. Discusses the key elements related to body temperature<br>1. States the ways the body produces and loses heat.<br>2. Describes regulation of body temperature.<br>3. Identifies factors influencing body temperature. | B. Temperature<br>1. Temperature<br>• Definition<br>• Terminology<br>• Heat production<br>• Heat loss<br>2. Regulation of body temperature<br>• Physiology<br>3. Alteration in body temperature (Increased)<br>• Fever<br>• Hyperthermia<br>• Neurogenic fever<br>• Fever of unknown origin<br>• Physical effects of fever | |

| **Unit Title: Vital Signs (Cont'd)** | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| 4. Explains alterations in body temperature.<br><br>5. Discusses nursing care rendered when alterations in body temperature occur.<br>6. Compares methods of measuring body temperature to include advantages, disadvantages, contraindications for these methods. | • Treatment of fever and nursing care<br>4. Alteration in body temperature (decreased)<br>• Hypothermia<br>○ Physical effects of Hypothermia<br>5. Nursing care rendered when alterations in body temperature occur<br>6. Assessing Temperature<br>• Equipment<br>• Oral<br>• Tympanic<br>• Temporal<br>• Axillary<br>• Rectal | |
| C. Discusses the key elements related to pulse<br>1. Explains basic physiology related to pulse regulation.<br>2. Identifies factors affecting the pulse.<br>3. Lists the basic characteristics included when assessing pulses.<br><br>4. States the nine sites used to assess the pulse and reason(s) for their use.<br>5. Explains alteration in pulse which impact the health status of a client. | C. Pulse<br>1. Physiology of the pulse<br>2. Factors affecting the pulse<br><br>3. Characteristics of pulse<br>• Rate<br>• Amplitude (quality)<br>• Rhythm<br>• Equality<br>4. Nine pulse sites<br>• Peripheral<br>• Apical<br>5. Method of Assessing the Pulse<br>• Peripheral<br>• Apical<br>• Pulse Deficit | |

| **Unit Title: Vital Signs (Cont'd)** | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| D. Discusses key elements regarding respirations<br>1. Describes the mechanisms of breathing and mechanisms that control respirations<br>2. Identifies the basic characteristics of respiration.<br>3. Lists factors affecting respirations.<br>4. Identifies clients at risk for respiratory alterations.<br>5. State terms related to alterations in respiration. | D. Respirations<br>1. Mechanisms<br>• Breathing<br>• Controlling respirations<br>2. Characteristics of respirations<br>• Rate<br>• Rhythm<br>• Depth<br>• Quality<br>3. Factors affecting respirations<br>4. Respiratory rate<br>• Normal<br>• Increased<br>• Decreased<br>5. Alterations in respiratory patterns<br>• Depth and rhythm | |
| E. Discusses key elements related to blood pressure<br>1. Defines basic blood pressure terminology.<br>2. States the determinants of blood pressure.<br>3. Describes factors affecting blood pressure. | E. Blood pressure<br>1. Definition of blood pressure<br>• Systolic<br>• Diastolic<br>• Pulse pressure<br>2. Determinants of blood pressure<br>• Cardiac output<br>• Peripheral vascular resistance<br>• Blood volume<br>• Blood viscosity<br>• Regulation of blood pressure<br>o Short-term<br>o Long-term<br>3. Factors affecting blood pressure | |

| Unit Title: Vital Signs (Cont'd) | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| 4. Identifies alterations in blood pressure.<br><br>5. Discusses common methods used to obtain blood pressure readings.<br><br>6. Lists common mistakes in blood pressure assessment.<br><br>F. Discusses importance of obtaining height/weight, body fat measurements<br>1. Identifies factors causing weight gain/loss.<br><br>2. Interprets significance of certain measurements used to assess height, weight, and body fat. | 4. Alterations in blood pressure<br>• Hypertension<br>• Hypotension<br>o Orthostatic hypotension<br>5. Assessing blood pressure<br>• Equipment<br>o Cuff<br>o Sphygmomanometer<br>o Automatic<br>o Doppler Ultrasound<br>o Direct Electronic<br>• Korotkoff's sounds<br>• Auscultatory gap<br>• Contraindications for a specific limp<br>6. Common mistakes in blood pressure assessment<br><br>F. Height/Weight Assessment<br><br>1. Factors causing weight gain/loss<br>• Energy balance<br>• Basal metabolism<br>2. Measurement to assess height, weight and body fat<br>• Body Mass Index (BMI)<br>o Definition<br>o Method and meaning of measurement<br>o Limitations of using BMI<br>• Waist Circumference<br>o Guidelines<br>o Ethnic considerations | |

| Unit Title: Vital Signs (Cont'd) | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| 3. States nursing/collaborative interventions to promote optimal height, weight, body fat | 3. Nursing/collaborative interventions to promote optimal height, weight, and body fat<br>• Caloric requirements<br>• Macro/Energy nutrients<br>• Micro/Regulatory nutrients<br>• Dietary guidelines for Americans<br>• Factors affecting nutrition | |

| **Unit Title: Health Assessment Status** | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| A. Discusses the structure and the purpose of nursing health assessment<br>1. States the purpose of nursing health assessment.<br>2. Explains the components of a nursing health history.<br>3. Describes techniques for collecting assessment data. | A. Health assessment<br>1. Purpose of nursing health assessment<br>2. Components of nursing health history<br>• Biographical data<br>• Chief complaint<br>• History of present illness<br>• Past history<br>• Family history<br>• Lifestyle<br>• Social data<br>• Psychological data<br>• Patterns of health care<br>• Spiritual needs<br>3. Collecting data<br>• Sources of date<br>• Data collection method<br>○ Observation<br>○ Interview<br>○ Examination<br>○ Organize data | **<u>Required Reading</u>**<br><br>Taylor, C., Lynn, P., Bartlett, J. L., Chapter 26, pp. 692-705. |
| B. Discusses the purpose of the physical health assessment<br>1. Identifies the purpose of the physical health examination. | B. Purpose of health assessment<br>1. Purpose of physical health examination | |

| **Unit Title: Health Assessment Status (Cont'd)** | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| 2. Explains the techniques and/or methods of examination.<br>3. Describes the equipment needed to perform a physical examination.<br>4. Discusses the significance of selected physical findings.<br>5. Explains expected outcomes of the health assessment.<br>6. Summarizes the suggested sequencing to conduct a physical health assessment.<br>7. Enumerates differences in assessment techniques appropriate for the young, middle and older adult. | 2. Types of physical assessment<br>• Methods of examination<br>○ Inspection<br>○ Palpation<br>○ Percussion<br>○ Auscultation<br>• General survey<br>○ Appearance and behavior<br>○ Vital signs<br>3. Height and weight Equipment for physical assessment<br>4. Record screening/physical examination<br>5. Expected Outcomes<br>6. Sequence of assessment<br>7. Adaptation in physical assessment techniques<br>• Gerontological differences in assessment in assessment | |

| **Unit Title: Cultural Practices Affecting Health Assessments** | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| A. Summarizes the cultural behaviors that can influence the health assessment<br>1. Explains cultural variations that will influence physical assessment.<br>2. Discusses the various techniques of communication that can inhibit or enhance a health assessment.<br>3. Describes the nursing implications when interviewing a client from a different cultural background. | A . Cultural considerations in health assessment<br>1. Diversity, Inclusion, & Equity<br>• Nursing and culture<br>• Health and diet practices<br>• Family relationships<br>• Religious/spiritual practices<br>• Alternative and complementary therapies<br>2. Communication<br>3. Nursing Implications | **<u>Required Reading:</u>**<br>Taylor, C., Lynn, P., Bartlett, J. L.,<br>Chapter 5, pp. 81-96;<br>Chapter 28, pp. 795-813. |

| **Unit Title: Nursing Process** | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| A. Examines the steps of the nursing process utilized to manage individualized client care.<br>1. Defines nursing process.<br>2. Describes the characteristics of the nursing process.<br>3. States the professional implication of the nursing process and how the process impacts management of client care.<br>4. States the five steps of the nursing process.<br>• Identifies the activities involved in each phase of the nursing process.<br>• Explains the difference between subjective and objective data.<br>5. States client problem using Problem-based, wellness, syndrome, and collaborative formats.<br>6. Discusses a framework for decision-making in prioritizing patient problems.<br>7. Differentiates between short-term and long-term outcomes.<br>8. Explains how outcome criteria are used to evaluate outcomes.<br>9. Differentiates between nursing orders and medical orders.<br>10. Explains the difference between independent, interdependent, and dependent nursing interventions | A. Steps in nursing process<br>1. Definition of the nursing process<br>2. BRN mandated use of nursing process incorporated in standards of nursing practice<br>3. Professional implication<br>• American Nursing Association Standard of Practice<br>4. Five steps of the nursing process<br>• AAPIE<br>• Subjective vs. objective data<br>5. Identifying Client Problem<br>6. Framework for decision making to prioritize client problems<br>7. Short-term vs. long-term outcomes<br>8. How outcome criteria are used during evaluation phase of the nursing process<br>9. Nursing orders vs. medical orders<br>10. Difference between independent, interdependent, and dependent nursing interventions | **<u>Required Reading:</u>**<br>Taylor, C., Lynn, P., Bartlett, J. L.,<br>Chapter 1, Box 1-4 p. 18;<br>Chapter 13, pp. 315-332;<br>Chapter 14, pp. 334-358;<br>Chapter 15, pp. 359-383;<br>Chapter 16, pp. 384-412;<br>Chapter 17, pp. 413-433;<br>Chapter 18, pp. 434-451;<br>Chapter 19, pp. 470-471. |

| **Unit Title: Nursing Process (Cont'd)** | | |
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| **Objectives** | Content Outline | **Student Activities** |
| B. Applies the five steps of the nursing process and formulates an individualized plan of care.<br>1. Write a LAC-CON Nursing Care plan<br>• Obtains client data and categorizes the information under the appropriate five variables used in Neuman's model.<br>○ Describes the client's developmental stage according to Erikson.<br>• Interprets client information and forms a prioritized list of problems using Maslow's Hierarchy of Needs.<br>• Develops a physiological and psychological care plan.<br>○ Formulates specific, measurable, attainable, realistic, and time-bound (SMART) outcomes.<br>○ Constructs interventions that will prevent, reduce, and/or eliminate the client problem.<br>• Implement plan of care<br>• Evaluates the client's achievement of goals/outcomes to specific plans of care | B. Nursing process used in acute and ambulatory care settings<br>1. Write LAC-CON nursing care plan<br>• Assessment<br>○ Data collection<br>○ Developmental stage according to Erikson<br>○ Cluster data<br>○ Pattern identification<br>• Analysis<br>○ Interprets client information and identifies client strengths and problems<br>• Planning<br>○ Determine client problems, priorities, outcomes, nursing interventions<br>○ Writes a Problem statement<br>○ Formulate SMART outcomes<br>• Implementing<br>○ Assessing and reassessing<br>○ Performing interventions and making necessary changes<br>• Evaluating<br>○ Client's response or result of intervention<br>○ Reassessing to determine outcome achievement<br>○ Identifying variables affecting achievement<br>○ Decide to continue, modify, or terminate plan<br>○ formulate plan revision as needed | **Required Reading:**<br>Taylor, C., Lynn, P., Bartlett, J. L.,<br>Chapter 1, Box 1-4 p. 18;<br>Chapter 13, pp. 315-332;<br>Chapter 14, pp. 334-358;<br>Chapter 15, pp. 359-383;<br>Chapter 16, pp. 384-412;<br>Chapter 17, pp. 413-433;<br>Chapter 18, pp. 434-451;<br>Chapter 19, pp. 470-471. |

| **Unit Title: Cardiovascular and Peripheral Vascular Systems** | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| A. Explains the significance of selected findings in cardiovascular and peripheral vascular systems.<br>1. Identifies questions when assessing cardiovascular and peripheral vascular systems.<br>2. Discusses the four methods utilized for the assessment of cardiovascular and peripheral vascular systems.<br>3. Describes the various characteristics associated with cardiovascular and peripheral vascular systems.<br>4. Identifies cultural variations related to cardiovascular and peripheral vascular systems.<br>5. Discusses cardiovascular and peripheral vascular systems variations in the older adult. | A. Cardiovascular and Peripheral Vascular Systems<br>1. Nursing history focus for cardiovascular and peripheral vascular systems.<br>2. Inspect the cardiovascular and peripheral vascular systems for the following:<br>• Presence or absence of pulsations: Apical and epigastric areas<br>• Palpate presence of peripheral pulses (temporal, carotid, radial, brachial, femoral, popliteal, dorsalis pedis, posterior tibial)<br>• Symmetry and intensity of peripheral pulses<br>• Auscultate the heart for the following: (aortic, pulmonic, tricuspid, apical, Erb's point)<br>• Vital signs: rate, rhythm<br>• S1, S2<br>3. Deviations from normal<br>• Presence of pulsations<br>• Jugular vein distention<br>• Asymmetrical pulses, temperature, color<br>• Edema<br>• Signs of phlebitis<br>• Poor capillary refill<br>4. Cultural considerations related to cardiovascular and peripheral vascular system.<br>5. Cardiovascular and peripheral vascular variations in the older adult. | **Required Reading:**<br><br>Taylor, C., Lynn, P., Bartlett, J. L., Chapter 26, pp. 716-721.<br><br>Hinkle, J.L., Cheever, K.H., & Overbaugh, K.J., Chapter 21, pp. 650-672; Chapter 26, pp. 817-822.<br><br>**Adaptive Learning assignment:**<br><br>*CoursePoint+ PrepU*<br>Chapter 21 - Cardiovascular<br><br>**Student Activities:**<br><br>Assessment of the cardiovascular and peripheral vascular systems |

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| 6. Identifies appropriate health promotion and associated client/family teaching for the cardiovascular and peripheral vascular systems. | 6. Promotion of health screening, health maintenance including self-care and associated teaching/education. | |

**Unit Title: Gastrointestinal System**

| Objectives | Content Outline | Student Activities |
|---|---|---|
| A. Explains the significance of selected findings of the gastrointestinal system<br>1. Identifies appropriate questions when assessing the gastrointestinal system.<br>2. Discusses the four methods utilized for the assessment of the gastrointestinal system.<br>3. Describes the various characteristics associated with the gastrointestinal system.<br>4. Identifies the cultural variations related to the gastrointestinal system.<br>5. Discusses gastrointestinal variation in the older adult.<br>6. Identifies appropriate health promotion and associated client/family teaching for the gastrointestinal system. | A. Gastrointestinal system<br>1. Nursing history focus for the gastrointestinal system<br>2. Inspect, auscultate, palpate, percuss the gastrointestinal system for the following:<br>• Inspect abdomen for shape, scars, symmetry, lesions, abdominal movement<br>• Inspect the rectum and anus color, integrity, skin lesions<br>• Auscultate the abdomen for Peristalsis<br>• Palpate the abdomen for tenderness, muscle guarding, masses<br>3. Deviations from normal<br>• Distention<br>• Tenderness<br>• Visible venous pattern<br>• Absence of bowel sounds<br>• Mobile or fixed masses<br>4. Cultural variations in the assessment of the gastrointestinal system including rectum and anus<br>5. Gastrointestinal variations in the older adult system including rectum and anus<br>6. Promotion of health screening, health maintenance including self-care and associated teaching/education | **<u>Required Reading:</u>**<br>Taylor, C., Lynn, P., Bartlett, J. L., Chapter 26, pp. 724-726.<br><br>Hinkle, J.L., Cheever, K.H., & Overbaugh, K.J., Chapter 38, pp. 1208-1216.<br><br>**<u>Student Activities</u>**:<br><br>Assessment of the gastrointestinal system. |

**Unit Title: Breasts, Lungs, and Thorax**

| Objectives | Content Outline | Student Activities |
|---|---|---|
| A. Explains the significance of selected findings in the thorax, lungs, and breast.<br>1. Identifies questions when assessing the thorax, lung and breast.<br>2. Discusses the four methods utilized for the assessment of the thorax, lung, and breast.<br>3. Describes the various characteristics associated with the thorax, lung, and breast.<br>4. Identifies cultural variations related to the thorax, lung and breast.<br>5. Discusses thorax, lung, and breast variations with the older adult.<br>6. Identifies thorax, lung, and breast health promotion and associated patient/family teaching. | A. Breasts, Lungs, and Thorax assessment<br>1. Health assessment<br>2. Methods for assessment<br>• Inspect<br>• Palpate<br>• Auscultate<br>• Percussion<br>3. Variations in characteristics<br>• Breast<br>○ Symmetry<br>○ Nipple discharge<br>○ Nipple integrity<br>○ Tenderness<br>○ Masses<br>• Thorax<br>○ Symmetry<br>○ Vital signs<br>○ Movement<br>○ Tenderness<br>○ AP diameter approximation<br>• Lung<br>○ Breath Sounds<br>○ Sputum<br>4. Cultural consideration when assessing breasts<br>5. Variations in older adults<br>6. Health promotions and teaching regarding breast, thorax, and lung | **<u>Required Reading:</u>**<br>Taylor, C., Lynn, P., Bartlett, J. L.,<br>Chapter 26, pp. 714-716, 721-724;<br>Chapter 26, pp. 717 Table 26-2;<br>Chapter 26, pp. 718 Table 26-3;<br>Chapter 39, pp. 1480-1485, 1488-1512.<br><br>Hinkle, J.L., Cheever, K.H., & Overbaugh, K.J.,<br>Chapter 17, pp. 462-465; 470-483;<br>Chapter 52, pp. 1708-1718.<br><br>**<u>Student Activities</u>**:<br>Assessment of the Thorax<br><br>*Watch and Learn:*<br>Chapter 17:<br>• Assessing the Mouth and Throat<br>• Assessing the Nose and Sinuses<br>• Assessing the Posterior and Lateral Thorax<br>Assessing the Anterior Thorax |

| **Unit Title: Genitourinary System** | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| A. Identifies appropriate questions when assessing the genitourinary system.<br>B. Discusses methods utilized for the assessment of the genitourinary system | A. Nursing history focus for the genitourinary system<br>B. Inspect the genitourinary system for the following:<br>• Male<br>○ Hair distribution<br>○ Lesions<br>○ Discharge<br>• Female<br>○ Hair distribution<br>○ Lesions<br>○ Discharge | **<u>Required Reading:</u>**<br><br>Taylor, C., Lynn, P., Bartlett, J. L., Chapter 23, pp. 573 Box 23-3; Chapter 26, pp. 726-728.<br><br>Hinkle, J.L., Cheever, K.H., & Overbaugh, K.J., Chapter 47, pp. 1540-1546, 1549-1552; Chapter 50, pp. 1645-1647, 1649-1652; Chapter 53, pp. 1744-1746, 1753-1754 (Benign Prostate Hyperplasia), 1772 Chart 53-6. |
| C. Describes the various characteristics associated with the genitourinary assessment | C. Palpate the genitourinary system:<br>• Male – scrotum, inguinal area<br>• Female, labia, inguinal area<br>• Deviations from normal findings | **<u>Student Activities:</u>**<br><br>Assessment of the genitourinary system. |
| D. Identifies the cultural variations pertinent to the genitourinary assessment | D. Cultural variations in the assessment of the genitourinary system | |
| E. Discusses genitourinary variations the older adult | E. Genitourinary variations in the older adult | |
| F. Identifies appropriate health promotion and associated client/family teaching | F. Promotion of health screening, health maintenance including self-care and associated teaching/education | |

| **Unit Title: Musculoskeletal System** | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| A. Identifies questions when addressing the musculoskeletal system<br>B. Discusses methods utilized for the assessment of the musculoskeletal system<br>C. Describes the various characteristics associated with the musculoskeletal findings<br>D. Identifies the cultural variations pertinent to the musculoskeletal assessment<br>E. Discusses musculoskeletal variations in the older adult<br>F. Identifies appropriate health promotion and associated client/family teaching | A. Nursing history focus for the musculoskeletal system<br>B. Inspect and palpate for the following:<br>• Range of motion<br>• Joint pain<br>• Swelling<br>• Fluid<br>• Muscle development<br>• Coordination (heel to shin)<br>• Proprioception<br>C. Deviations from normal<br>• Hypertrophy<br>• Flaccidity<br>• Spasticity<br>• Presence of tenderness<br>• Swollen joints<br>• Atrophy<br>D. Cultural variations in the assessment of the musculoskeletal assessment<br>• Attitude<br>• Values<br>• Beliefs<br>• Practices<br>E. Musculoskeletal variations in the older adult<br>• Bones<br>• Muscles<br>• Joints<br>F. Promotion of health screening, health maintenance including self-care and associated teaching/education | **Required Reading:**<br><br>Taylor, C., Lynn, P., Bartlett, J. L.,<br>Chapter 23, pp. 573 Box 23-3<br>Chapter 26, pp. 728-731, 732 Figure 26-33, 740-746 Skill 26-2.<br><br>Hinkle, J.L., Cheever, K.H., & Overbaugh, K.J.,<br>Chapter 35, pp. 1096-1112.<br><br>**Student Activities**:<br><br>Assessment of the musculoskeletal system. |

| **Unit Title: Neurological System** | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| A. Identifies questions when addressing the neurological system<br>B. Discusses methods utilized for the assessment of the neurological system<br><br>C. Describes the various characteristics associated with the neurological findings | A. Nursing history focus for the neurological system<br>B. Methods to assess the 12 cranial nerves:<br>• Olfactory<br>• Optic<br>• Oculomotor<br>• Trochlear<br>• Abducens<br>• Facial<br>• Auditory<br>• Glossopharyngeal<br>• Accessory<br>• Hypoglossal<br>C. Neurological findings<br>• Mental status<br>• Fine and gross motor functions<br>• Deviations from normal<br>○ Impaired verbal communication<br>○ Presence of seizures<br>○ Paresthesia<br>○ Tremors<br>○ Loss of coordination<br>○ Disorientation | **Required Reading:**<br><br>Taylor, C., Lynn, P., Bartlett, J. L.,<br>Chapter 23, p. 573 Box 23-3;<br>Chapter 26, pp. 729, 732-735, 740-746 Skill 26-2.<br><br>Hinkle, J.L., Cheever, K.H., & Overbaugh, K.J.,<br>Chapter 60, pp. 1966-1991;<br>Chapter 61, pp. 1996 Table 61-1.<br><br>**Student Activities**:<br><br>Assessment of the neurological system. |

| **Unit Title: Neurological System (Cont'd)** | | |
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| **Objectives** | **Content Outline** | **Student Activities** |
| D. Identifies the cultural variations pertinent to the neurological assessment | D. Cultural variations in the assessment of the neurological assessment<br>• Attitude<br>• Values<br>• Beliefs<br>• Practices | |
| E. Discusses neurological variations in the older adult | E. Neurological variations in the older adult<br>• Sensory and memory<br>• Slower reaction<br>• Muscle tremors | |
| F. Identifies appropriate health promotion and associated client/family teaching | F. Promotion of health screening, health maintenance including self-care and associated teaching/education | |

| **Unit Title: Integumentary System** | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| A. Explains the significance of selected findings in the integumentary system<br>1. Identifies questions when assessing the integument<br>2. Discusses two methods utilized for the assessment of the skin<br>3. Describes the normal and abnormal skin assessment | A. Nursing history focus for the integument<br>1. Interview focused on the skin and hair products, personal, and family history of skin allergens/problems.<br>2. Observation and assessment, understanding anatomy and function of each aspect of integumentary system.<br>3. Inspect and palpate for the following:<br>• Skin (normal findings, variations in older adults, deviations from normal)<br>○ Color<br>○ Lesions<br>○ Scars<br>○ Bruises<br>○ Edema (pitting or non-pitting)<br>○ Moisture<br>○ Texture<br>○ Temperature<br>○ Turgor<br>• Hair<br>○ Normal findings<br>○ Older adults<br>○ Deviation from normal<br>• Nails<br>○ Normal findings<br>○ Color/texture<br>○ Capillary refill<br>○ Variations in older adults<br>○ Deviations from normal | **Required Reading:**<br><br>Taylor, C., Lynn, P., Bartlett, J. L.,<br>Chapter 26, pp. 694-692,706-708;<br>Chapter 32, pp. 1044-1045.<br><br>Hinkle, J.L., Cheever, K.H., & Overbaugh, K.J.,<br>Chapter 55, pp. 1801-1813<br><br>**Student Activities**:<br><br>Videos<br>Watch and Learn video: Assessing the Skin, Hair, and Nails |

| **Unit Title: Integumentary System (Cont'd)** | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| 4. Identifies cultural variations in skin assessment | 4. Cultural variations and considerations related to integument assessment | |
| 5. Discusses integument variations in the older adult | 5. Benign and expected changes of the integumentary system in the older adult: Cherry angioma, diminished hair, dyschromia, neurodermatitis, seborrheic keratoses, spider angiomas, telangiectasias, wrinkles, xerosis, xanthelasma | |
| 6. Identifies integumentary health promotion and associated client/family teaching | 6. Promote health screening, health maintenance including self-care and associated teaching/education. | |

**Unit Title: HEENT**

| Objectives | Content Outline | Student Activities |
|---|---|---|
| A. Explains the significance of selected findings in the head, eyes, ears, nose, throat (HEENT<br>1. Identifies questions when assessing the HEENT<br>2. Describes the various characteristics in assessing the HEENT | A. HEENT<br>1. Nursing history focus for the HEENT<br>2. Inspect and palpate the following (include variations in older adults):<br>• Head<br>○ Shape and symmetry of skull<br>○ Masses<br>○ Tenderness<br>○ Deviations from normal<br>• Face<br>○ Symmetry<br>○ Deviations from normal<br>• Neck<br>○ Movement<br>○ Lymph nodes<br>○ Deviations from normal<br>• Eyes<br>○ Symmetry<br>○ Shape<br>○ Color<br>○ Pupillary response<br>○ Visual acuity<br>○ Eyebrows<br>○ Deviations from normal<br>• Ears<br>○ Color<br>○ Symmetry<br>○ Position<br>○ Tenderness<br>○ Deviations from normal | **Required Reading:**<br>Taylor, C., Lynn, P., Bartlett, J. L., Chapter 26, pp. 708-714.<br>Hinkle, J.L., Cheever, K.H., & Overbaugh, K.J., Chapter 58, pp. 1897-1901; 1904-1907 Chapter 59, pp. 1935-1441.<br>**Student Activities**<br>1. Watch and Learn: Assessing the Head<br>2. Watch and Learn: Assessing the Neck<br>3. Watch and Learn: Assessing the Eyes<br>4. Watch and Learn: Assessing the Ears<br>5. Watch and Learn: Assessing the Nose and Sinuses<br>6. Watch and Learn: Assessing the Mouth and Throat |

| **Unit Title: HEENT (Cont'd)** | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| | • Nose and sinuses<br>  ○ Shape<br>  ○ Size<br>  ○ Color<br>  ○ Patency<br>  ○ Discharge<br>  ○ Tenderness<br>  ○ Deviations from normal<br>• Mouth<br>  ○ Lips and buccal mucosa<br>  ○ Oropharynx<br>  ○ Tongue and floor of mouth<br>  ○ Palate | |
| 3. Explains the significance of selected findings when assessing the HEENT. | 3. Significance of findings | |
| 4. Identifies cultural variations related to the HEENT assessment | 4. Cultural variation related to HEENT assessment | |
| 5. Discusses the HEENT variations in the older adult | 5. Expected HEENT changes/variations in the older adult | |
| 6. Identifies HEENT health promotion activities and associated client/family teaching | 6. Promote health screening, health maintenance including self-care and associated teaching/ education | |

| **Unit Title: Hypertension** | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| A. Discusses the impact of hypertension on individuals in our society<br>1. Explains the impact of hypertension in today's society.<br>2. Defines hypertension and its classifications<br>3. Identifies the pathophysiological processes related to hypertension<br>4. Discusses risk factors and treatment approaches for hypertension, including lifestyle modifications and medication therapy.<br><br>5. Discusses the complications, which can result from hypertension. | A. Hypertension Overview<br><br>1. Incidence/Demographics<br><br>2. Definition, Classification<br><br>3. Pathophysiological processes<br><br>4. Risk factors and Management<br>• Risk factors<br>○ Gender, Age, Race<br>○ CKD, DM, HLD<br>○ Overweight, excessive alcohol, poor diet<br>○ Sedentary lifestyle<br>○ Family history<br>○ Smoking, stress, sleep apnea<br>• Medical management<br>○ Lifestyle modification<br>○ Drug therapy<br><br>5. Potential Complications / Collaborative problems<br>• Left Ventricular hypertrophy<br>• Myocardial infarction<br>• Heart failure<br>• Cerebrovascular disease<br>• Chronic Kidney Disease<br>• Retinal hemorrhage | **Required Reading:**<br><br>Hinkle, J. L., Cheever, K. H., & Overbaugh, K. J. Chapter 27, pp. 865-881<br><br>**Student Activities**<br>Clinical Judgment Case Study: Hypertension |

| **Unit Title: Hypertension (Cont'd)** | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| B. Applies the nursing process in the care of individuals with hypertension<br>1. Discusses the nursing/collaborative interventions utilized in the treatment of hypertension, to include hypertensive crisis. | B. Nursing process<br>• Assessment<br>1. Nursing/collaborative interventions<br>• Increasing knowledge<br>• Promoting effective health management<br>• Promoting home, community-based, and transitional care<br>• Monitoring and managing potential complications | |
| C. Identifies areas of health teaching/health promotion when caring for individuals with hypertension<br>1. Discusses teaching guidelines to follow when instructing clients about hypertension<br>2. Describes the lifestyle modification teachings necessary to address when caring for clients with hypertension.<br>3. Describe hypertensive crises and treatments | C. Health teaching and promotions<br>1. Teaching guidelines<br>• Managing BP<br>• Expected effects and side effects of medications<br>• Consequences of untreated hypertension<br>• Home BP monitoring<br>2. Lifestyle modifications – areas of focus:<br>• Weight reduction<br>• DASH diet, decreased sodium intake<br>• Regular physical activity<br>• Smoking cessation<br>• Reduced alcohol consumption<br>3. Hypertensive crises<br>• Hypertensive emergency<br>• Hypertensive urgency | |

| **Unit Title: Musculoskeletal Disorders** | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| A. Identifies general areas of focus related to musculoskeletal disorders.<br>1. Identifies risk factors affecting the musculoskeletal system.<br>2. States signs/symptoms which indicate problems with the musculoskeletal system<br>3. Lists common terminology used to describe assessment abnormalities<br>4. Discusses effects of aging on the musculoskeletal system. | A. Musculoskeletal disorders<br>1. Settings musculoskeletal disorders are seen alone or in combination with other disorders<br>• Risk factors affecting the musculoskeletal system<br>2. Signs/symptoms and diagnostic tests indicating musculoskeletal problems<br>3. Common assessment abnormalities<br>4. Gerontological considerations related to musculoskeletal system<br>• Muscle<br>• Joints<br>• Bones | **<u>Required Reading:</u>**<br><br>Hinkle, J.L., Cheever, K.H., & Overbaugh, K.J., Chapter 36, pp. 1113-1118, 1124, 1134-1140,1142-1148.<br>Chapter 37, pp. 1152-1178, 1183-1186, 1193-1201<br><br>**<u>Adaptive Learning assignment:</u>**<br><br>*CoursePoint+ PrepU*<br>Chapter 37 – Management of Patients with Musculoskeletal Disorders |
| B. Discusses the joint disorder of osteoarthritis<br>1. Explains the epidemiology and causes associated with osteoarthritis<br>2. Describes the pathophysiology, clinical manifestations, and diagnostic findings of osteoarthritis. | B. Osteoarthritis<br>1. Epidemiology<br>• Causes<br>• Risk factors<br>2. Pathophysiology, clinical manifestations, diagnostic testing and medical management | |

| **Unit Title: Musculoskeletal Disorders (Cont'd)** | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| 3. Applies the nursing process in caring for clients with osteoarthritis.<br><br>C. Discusses three bone disorders: Osteoporosis, Osteomyelitis, and Bone Tumors<br><br>1. Explains the epidemiology and causes/risk factors of these bone disorders<br>2. Describes the pathophysiology, clinical manifestations, and diagnostic findings of these bone disorders.<br>3. Applies the nursing process in caring for clients with these bone disorders. | 3. Nursing Process<br>• Goals of treatment<br>• Common patient problems<br>• Interventions<br>○ Disease Prevention/Screening<br>○ Pain Control:<br>○ Non-Medicinal<br>○ Medicinal (to include COX 1&2 and COX 2 inhibitors)<br>○ Joint Care<br>○ Weight Control<br>○ Surgeries<br>○ Non –Traditional Approaches<br>C. Overview: Osteoporosis, Osteomyelitis, Bone Tumors<br><br>1. Epidemiology<br>• Causes/Risk factors<br><br>2. Pathophysiology, clinical manifestations, diagnostic tests, and medical management<br>3. Nursing process<br>• Goals of treatment<br>• Common patient problems<br>• Interventions for Osteoporosis<br>○ Exercise/Healthy food choices<br>○ Home Safety/Fall prevention<br>○ Medications (to include Bisphosphonates, "SERMS", analgesics, "HRT", Calcium/Vitamin D supplements)<br>○ Fracture repairs/joint replacements | |

| **Unit Title: Musculoskeletal Disorders (Cont'd)** | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| | • Interventions for Osteomyelitis<br>○ Prevention strategies (to include healthy lifestyle choices, management of chronic diseases, antibiotic prophylaxis if implants present)<br>○ Medications (antibiotics/analgesics)<br>○ Nutrition<br>○ Asepsis practices<br>○ Careful handling of site<br>○ Surgery: (to include grafting, I&D)<br>○ Self- Care practices | |
| 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).<br>1. Explains the epidemiology and causes/risk factors of these selected types of musculoskeletal trauma.<br>2. Describes the pathophysiology, clinical manifestations, and diagnostic findings for these selected types of trauma (as applicable). | D. Overview: Musculoskeletal Trauma<br>1. Epidemiology of selected types of musculoskeletal trauma<br>• Causes/risk factors<br>• Nurses' role in injury prevention<br>2. Pathophysiology, clinical manifestations, and diagnostic tests for musculoskeletal traumas | |

| **Unit Title: Musculoskeletal Disorders (Cont'd)** | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| 3. Applies the nursing process in caring for clients with musculoskeletal trauma<br><br>4. Identifies the specific treatments utilized for each of these traumas to include safe use of equipment as applicable. | 3. Nursing process<br>•Goals of treatment<br>•Common patient problems<br>•Interventions<br>○ Safety Practices (e.g. home/sports/driving)<br>○ Emergency treatment<br>○ Medications (e.g. antibiotics, analgesics<br>○ Monitoring for complications caused by trauma or treatment<br>○ Specific treatments per type of injury (See "K" under specific treatment)<br>○ Rehabilitation/Referrals<br>○ Psychological support (to include for unanticipated body changes, e.g. amputations)<br>•Discharge planning<br>•Addressing effects of immobility<br>4. Specific treatment for each type of trauma<br>• RICE<br>• Closed and Open Reductions (ORIF)<br>• Immobilizers (non-invasive and invasive)<br>• Crutches/Walkers<br>• Casts/tractions (skin and skeletal traction)<br>• Prosthesis for limbs<br>• Replantation<br>• Arthroplasty | |

| **Unit Title: Musculoskeletal Disorders (Cont'd)** | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| 5. Describes complications and treatment of complications for these musculoskeletal traumas to include medical emergencies | 5. Complications of musculoskeletal trauma<br>• Joint necrosis<br>• Compartment syndrome<br>• Fat emboli<br>• Thromboemboli<br>• Infection<br>• Hemorrhage<br>• Non-union of fracture<br>• Joint displacement after joint replacement surgery<br>• Cast Syndrome<br>• Disuse Syndrome<br>• Pressure injuries | |
| E. Describes essential elements associated with occupation-related disorders (i.e. carpal tunnel syndrome)<br>1. Explains epidemiology and causes/risk factors of these disorders<br>2. Describes the pathophysiology, clinical manifestations, and diagnostic findings of both of these bone disorders. | E. Overview: Occupation-related Disorders<br>1. Epidemiology<br>• Causes/risk factors<br>2. Pathophysiology, clinical manifestations, diagnostic tests, and medical management | |

| **Unit Title: Musculoskeletal Disorders (Cont'd)** | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| 3. Applies the nursing process in caring for clients with these disorders.<br><br>F. Describes essential elements associated with low back pain<br>1. Explains epidemiology and causes/risk factors of these selected types of back pain<br>2. Describes the pathophysiology, clinical manifestations, and diagnostic findings associated with low back pain.<br>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 | 3. Nursing process<br>• Goals of treatment<br>• Common patient problems<br>• Interventions<br>○ Sound ergonomic practices<br>○ Rest periods<br>○ Medications<br>○ Protective gear<br>○ Surgery<br>F. Overview: low back pain<br><br>1. Epidemiology<br>• Causes/risk factors<br><br>2. Pathophysiology, clinical manifestations, diagnostic tests, and medical management<br><br>3. Nursing process<br>• Goals of treatment<br>• Common patient problems<br>• Interventions<br>○ Screening<br>○ Client Education to promote back health<br>○ Physical Therapy<br>○ Complementary/Alternative Treatments<br>○ Spinal Surgery<br>○ Client education<br>○ Physical Therapy as ordered | |

**Unit Title: Fluid, Electrolytes and Nutritional Imbalances**

| Objectives | Content Outline | Student Activities |
|---|---|---|
| A. Discusses the nursing process in relationship to promoting systems stability in clients with nutritional, fluid and electrolyte imbalances.<br>1. Describes the mechanisms of intracellular/ extracellular fluid shift imbalances.<br>• Identifies basic characteristics of nutrition.<br>• Discusses how gender and developmental variables affect nutritional needs.<br>• Discusses how common pathophysiological alterations affect nutrition.<br>2. Discusses pediatric and geriatric developmental considerations related to<br>3. Applies the nursing process in the care of individuals with fluid and electrolyte imbalances.<br>• Identifies significant assessment findings of fluid volume deficit/excess, third spacing, and electrolyte imbalances.<br>• Identifies common causes, treatment, and nursing management for fluid and electrolyte imbalances | A. Nursing Assessment, Planning, Intervention, and Evaluation of Clients with Nutritional, Fluid and Electrolyte Imbalances<br>1. Fluid Volume Concepts<br>• Gender, developmental status and nutritional needs<br>• Major fluid compartments<br>• Movement of water and electrolyte regulation<br>• Fluid spacing<br>2. Developmental Considerations<br>• Geriatric clients<br>• Pediatric clients<br>3. Fluid Volume Imbalances /Intravenous Fluid<br><u>Fluid Volume</u><br>• Fluid volume deficit<br>• Fluid volume excess<br>• Hypotonic<br>• Isotonic<br>• Hypertonic<br>• Plasma expanders<br>• Enteral Feedings<br>○ Total parenteral nutrition (TPN)<br>○ Peripheral parenteral nutrition (PPN) | **<u>Required Reading:</u>**<br><br>Hinkle, J.L., Cheever, K.H., & Overbaugh, K.J., Chapter 10, pp. 224-258, 264-269.<br><br>Taylor, C., Lynn, P., Bartlett, J. L., Chapter 36 Nutrition - Enteral/Parenteral feedings pp. 1306-1317.<br><br>**<u>Adaptive Learning assignment:</u>**<br><br>*CoursePoint+ PrepU*<br>Chapter 10 - Fluid & Electrolytes |

| Unit Title: Fluid, Electrolytes and Nutritional Imbalances (Cont'd) | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| | Electrolyte Imbalances<br>• Sodium imbalances<br>  ○ Hypo/hypernatremia<br>• Potassium imbalances<br>  ○ Hypo/hyperkalemia<br>• Calcium imbalances<br>  ○ Hypo/hypercalcemia<br>• Phosphate imbalances<br>  ○ Hypo/ hyperphosphatemia<br>• Magnesium imbalances<br>  ○ Hypo/hypermagnesemia | |
| B. Identifies the educational needs of individuals with fluid and electrolyte imbalances | B. Areas of Focus for Client Teaching<br>• Risk factor identification<br>• Signs and symptoms of imbalances<br>• Preventative strategies | |
| C. Describes basic characteristics and functions of essential nutrients.<br>1. Reviews food sources of essential vitamins and minerals. | C. Basic functions of essential nutrients | |
| D. Identifies the nutritional states and diseases caused by vitamin and mineral imbalances.<br>1. Describes iron deficiencies and excess | D. Iron deficiencies and excess | |
| E. Describes the significance of the sociocultural and spiritual variables in regard to nutrition | E. Sociocultural and Spiritual considerations in nutrition | |

| **Unit Title: Problems of Perioperative Clients** | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| A. Describes the three phases of the perioperative experience focusing on nursing responsibilities.<br>1. Defines the perioperative phases of surgery.<br><br>2. Describes the categories/purposes of surgery.<br><br>3. Identifies the roles of the surgical team. | A. Perioperative Nursing Definition<br><br>1. Three Phases<br>• Pre-operative<br>• Intra-operative<br>• Post-operative<br>2. General classification of surgery based on:<br>• Urgency<br>• Risk<br>• Purpose<br>3. Role of surgical team<br>• Universal Protocol | **<u>Required Reading:</u>**<br><br>Hinkle, J.L., Cheever, K.H., & Overbaugh, K.J., Chapter 14, pp. 396-414; Chapter 15, pp. 416-435; Chapter 16, pp. 437-457.<br><br>Taylor, C., Lynn, P., Bartlett, J. L., Chapter 30, Skills 30-1 & 30-2, pp. 968-978. |
| B. Identifies legal/ethical behaviors, which reflect accountability for individuals with problems of the pre-operative, intra-operative, and post-operative phases.<br>1. Explains the components and purpose of informed consent for surgery.<br><br>2. Discusses advanced directive | B. Informed consent and advanced directive<br><br>1. Informed consent<br>• Advocacy and client rights<br>• Four elements<br>○ Disclosure/confidentiality<br>○ Comprehension<br>○ Competence<br>○ Voluntary<br>2. Advanced directive | |

| **Unit Title: Problems of Perioperative Clients (Cont'd)** | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| C. Identifies the educational needs of individuals for the perioperative experience. | C. Perioperative education | |
| 1. Describes the nursing role in the educational preparation of the surgical client. | 1. Pre-operative teaching<br>• Cough and deep breathing exercises/incentive spirometer<br>• Turning/positions<br>• Leg exercises<br>• Progressive ambulation<br>• Pain relief | |
| 2. Identifies the information needed by the post-operative client in preparation for discharge. | 2. Pre-Operative Work-Up (72 hours before surgery) | |
| D. Applies the nursing process in the care of individuals in the pre-operative, operative, and post-operative stages. | D. Nursing process during operative stages | |
| 1. Describes the purpose and components of a pre-operative assessment. | 1. Pre-Operative Work-Up | |
| 2. Discusses the day of surgery preparation for the surgical client. | 2. Physiological<br>• G.I., G.U.<br>• Integumentary (skin preparation)<br>• Sleep and rest (hypnotics)<br>• Pre-operative medications | |
| 3. Differentiates between general and regional or local anesthesia, including advantages and disadvantages and rationale for choice of anesthetic technique. | 3. Anesthesia<br>• General<br>• Phases<br>  ○ Induction<br>  ○ Maintenance<br>  ○ Emergence<br>• Regional<br>• Procedural Sedation (conscious sedation | |

| **Unit Title: Problems of Perioperative Clients (Cont'd)** | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| 4. Identifies the nursing responsibilities in admitting client to PAR/PACU.<br><br>5. Explains the etiology and management of potential problems during the post-operative period.<br><br>6. Discusses common patient problems and complications during the perioperative phases.<br><br>7. Geriatric considerations for perioperative clients | 4. Post-Operative Phases<br>• Immediate recovery phase (PAR)<br>• Ongoing post-operative phase<br>5. Common Post-Operative Complications<br>• Respiratory<br>• Neurological<br>• GI<br>• GU<br>• Cardiovascular<br>• Fluid and Electrolytes<br>• Integumentary (SSI)<br>• Psychosocial<br>6. Patient problems for Perioperative Clients<br>• Anxiety<br>• Ineffective Airway Clearance<br>• Acute Pain<br>• Risk for Infection<br>7. Geriatric considerations | |

| Unit Title: Cancer | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| A. Identifies groups at risk for cancer focusing on the nurse's role in early detection and prevention.<br>1. Explains the prevalence and incidence of cancer using Healthy People 2030.<br>2. States the prevalence, incidence, and classification of cancer within different cultural groups in the United States.<br>3. Discusses how cultural beliefs may affect cancer prevention and treatment.<br>4. Cites examples of the role of the nurse in cancer prevention. | A. Educational strategies to reduce cancer in the U.S.<br>1. Prevalence, incidence of cancer in the U.S.<br>2. Types of cancers in different race-ethnicity groups.<br>3. Barriers to cancer prevention.<br>4. Role of the nurse in early detection and prevention of cancer<br>• Community outreach<br>○ Early warning signs<br>• Occupational surveillance programs<br>• Role of the nurse in implementing strategies to prevent cancer<br>○ Annual physical examination<br>○ Common patient problems | **Required Reading**:<br>Hinkle, J.L., Cheever, K.H., & Overbaugh, K.J., Chapter 12, pp. 301-363.<br>**Adaptive Learning assignment**:<br>*CoursePoint+ PrepU*<br>Chapter 12 – Cancer |

| Unit Title: Cancer (Cont'd) | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| B. Describes the biology of cancer<br><br>1. Identifies agents and factors that have been found to be promoters of cancer.<br>2. Defines common terms used in cancer.<br><br>3. Lists the properties of stem cells<br><br>4. Describes the normal cell cycle | B. Biology of cancer<br><br>1. Agents and factors than promote cancer growth<br>2. Definition of common terms used in cancer<br>• Oncology<br>• Neoplasm<br>• Carcinogen<br>• Carcinogenesis<br>• Oncogenesis<br>• Proto-oncogenes<br>• Antibodies<br>• Antigen<br>• Tumor associated antigen<br>• Contact inhibition<br>• Mitosis<br>• Immunological surveillance<br>○ T-cytotoxic cells<br>○ Natural killer cells<br>○ Monocytes/macrophage<br>○ B-lymphocytes<br>• Immunological surveillance escape<br>• Benign<br>• Malignant<br><br>3. How stem cells become differentiated tissue<br>4. Stages of cell cycle | |

| Unit Title: Cancer (Cont'd) | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| 5. States how normal cells and cancerous cells differ | 5. Normal cells are changed into cancer cells<br>• Differentiated normal cells<br>• De-differentiated cancer cells | |
| 6. Identifies common chemical and physical carcinogens. | 6. Identification of cancer promoters<br>• Physical<br>• Chemical<br>• Viral | |
| 7. Explains how the immune system's failure promotes cancer development. | 7. Failure of the immune response leads to cancer development | |
| 8. States how the genetic connection is linked to cancer. | 8. Genetics and Epigenetics | |
| 9. Differentiates the three phases of the development of cancer | 9. Development of cancer<br>• Initiation<br>• Promotion<br>• Progression – Metastasis | |
| 10. Lists common screening tests used to detect cancer. | 10. Common screening tests to detect cancer:<br>• Cytology<br>• Mammogram<br>• Cancer markers<br>• Genetic markers | |
| C. Applies the steps of the nursing process when providing independent/collaborative interventions when caring for cancer clients including the elderly.<br>1. Compares the common laboratory/ radiological/and histological tests used in diagnosing cancer. | C. Steps of the nursing process when providing care for clients with cancer<br>1. Common laboratory, radiological, and histological tests used in diagnosing cancer<br>• PET scan<br>• Biopsy<br>• Histologic analysis classification | |

| Unit Title: Cancer (Cont'd) | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| 2. Describes the nursing care during the diagnostic period of cancer.<br>3. Discusses independent and/or collaborative care for cancer clients<br>4. Indicates the goals under each phase of cancer treatment<br><br>5. Explains the steps of the nursing intervention for each of the phases of collaborative interventions<br><br>6. Names different levels of nursing care available to clients with cancer<br><br>7. Discusses unique needs of elderly clients with cancer.<br><br>8. States the role of the nurse when providing psychological and educational support of clients/family with cancer | • TNM classification<br>2. Nursing care of client's during the diagnostic phase of cancer workup<br>3. Independent and collaborative care for clients with cancer<br>4. Initial cancer decision tree treatment options<br>• Cure/remission<br>• Control<br>• Palliative/rehabilitation<br>5. Common nursing interventions for each type of cancer treatment modality<br>• Surgery<br>• Radiation<br>• Chemotherapy<br>• Biological modifiers<br>• Current trends - Bone marrow transplantation, Stem cell banking, Gene therapy<br>6. Levels of care<br>• Critical care<br>• Acute care<br>• Medical-surgical unit<br>• Palliative Care and Hospice<br>7. Elderly cancer client<br>• Age-related changes<br>8. Family and client support groups<br>• American Cancer Society<br>• Palliative Care Consult Services (LAC-USC Healthcare Network) | |

**Unit Title: Pain**

| Objectives | Content Outline | Student Activities |
|---|---|---|
| A. Identifies the legal/ethical responsibilities for clients in pain.<br>1. Discusses legal/ethical responsibilities of the nurse.<br>2. Describes the nurse's role with regulatory agencies regarding pain.<br>B. Discusses the magnitude of problems with pain.<br>1. Defines pain.<br>2. Describes the effects of pain<br>3. Lists types and categories of pain.<br><br>C. Discusses the physiological basis of pain<br>1. Applies the concepts of nociception process<br><br>2. Discusses the harmful effects of unrelieved pain.<br><br>3. Explains the Gate Control theory<br>4. Defines types of pain and differentiate between nociceptive pain and neuropathic pain.<br><br>5. Recognize the difference between physical and psychological responses to pain. | A. Legal requirement of registered nurse regarding pain assessment.<br>1. Pain assessment: Legal/ethical responsibilities of the registered nurse<br>2. Joint Commission pain standards<br><br>B. Magnitude of pain problems in nursing<br>1. Definition<br>2. Effects of pain<br>3. Types and categories of pain<br>C. Physiological basis of pain<br>1. Nociception process<br>- Transduction<br>- Transmission<br>- Perception<br>- Modulation<br><br>2. Harmful effects of unrelieved pain<br><br>3. Gate Control Theory<br><br>4. Nociceptive pain and Neuropathic pain<br><br>5. Physiologic responses and psychological responses | **Required Reading**:<br><br>Hinkle, J. L., Cheever, K. H., & Overbaugh, K. J.,<br><br>Chapter 9, pp.196-223.<br><br>Taylor, C., Lynn, P., Bartlett, J. L., Chapter 35, pp. 1231-1278.<br><br>**Student Activities:**<br><br>Clinical Judgment Activity: Pain Case Study |

**Unit Title: Pain (Cont'd)**

| Objectives | Content Outline | Student Activities |
|---|---|---|
| D. Applies the nursing process when caring for a client in pain<br>1. Utilizes subjective and objective assessments when conducting a pain assessment.<br>2. Discusses the independent and collaborative nursing interventions for clients in pain to include pharmacological interventions. | D. Nursing process<br>1. Assessment<br>2. Independent & collaborative interventions<br>Independent<br>- Distraction<br>- Humor<br>- Music<br>- Imagery<br>- Relaxation<br>- Cutaneous stimulation<br>- Acupuncture<br>- Hypnosis<br>- Biofeedback<br>- Therapeutic touch<br>- Animal-facilitated therapy<br>Collaborative<br>- Pharmacological management<br>- Patient-controlled analgesia<br>- Analgesic agents<br>- Equianalgesic dosing<br>- Titration of drugs<br>- Use of placebo | |

**Unit Title: Pain (Cont'd)**

| Objectives | Content Outline | Student Activities |
|---|---|---|
| E. Explains the role of the nurse in pain management in the elderly.<br><br>1. Lists the special considerations when assisting elderly client in pain.<br>2. Describes the nursing strategies to address age-related changes affecting comfort<br>3. Lists the recommendations for analgesic administration for older adults. | E. Nursing care associated with the management of pain in the elderly.<br><br>1. Nursing strategies to address age-related changes in the elderly<br>2. Pain management in the elderly<br>3. Gerontologic considerations | |

| **Unit Title: Inflammation/Infection/Wound Healing** | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| A. Identifies essential aspects of inflammation, infections, and wound healing processes.<br>**Inflammation**<br><br>1. Discusses the body's response to cell injury<br>2. Explains local and systemic manifestations of inflammation and their physiological basis.<br>3. Describes the inflammatory response including vascular and cellular responses and exudate formation.<br><br>4. Identifies signs and symptoms of inflammation.<br>5. States patient problems used for clients with an inflammatory response.<br>6. Lists the common interventions for clients with inflammatory response | A. Essential aspects of inflammation, infections, and wound healing<br><br>**Inflammation**<br>• Definition<br>• Causes<br>• Types of Inflammation<br>○ Acute<br>○ Chronic<br><br>1. Local and systemic body response<br><br>2. Signs and symptoms<br>• Local<br>• Systemic<br>3. Inflammatory Response<br>• Vascular response<br>○ Brief constriction<br>○ Vasodilation<br>• Cellular response<br>○ Chemical mediators<br>• Formation of exudate<br>○ Types of exudate<br>○<br>4. Local and systemic manifestations of inflammation<br>5. Patient problems for Inflammation<br><br>6. Common interventions for clients with inflammation response. | **<u>Required Reading:</u>**<br><br>Hinkle, J.L., Cheever, K.H., & Overbaugh, K.J.,<br>Chapter 5, pp. 108-109;<br>Chapter 16, pp. 449-451;<br>Chapter 66, pp. 2144-2160.<br><br>Taylor, C., Lynn, P., Bartlett, J. L.,<br>Chapter 24, pp. 594-621;<br>Chapter 32, pp. 1042-1084.<br><br>Watch and Learn:<br>Chapter 32<br>Animation: Integumentary: Wound Healing |

| **Unit Title: Inflammation/Infection/Wound Healing (Cont'd)** | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| **Infection:**<br>7. Describes the infectious disease process including the chain of infection.<br><br><br>

| **Unit Title: Inflammation/Infection/Wound Healing (Cont'd)** | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| **Wound Healing:**<br>12. Discusses the process involved in wound healing.<br><br>13. Identifies types of wounds. | **Wounds**<br>12. Wound healing – Healing process<br>• Regeneration<br>○ Cells<br>• Repair<br>○ Initial phase<br>○ Granulation Phase<br>○ Maturation Phase<br>• Debridement<br>○ Surgical<br>○ Mechanical<br>○ Autolytic<br>○ Enzymatic<br>13. Wound types<br>• Abrasion & Laceration<br>• Contusion/Bruise<br>• Puncture<br>• Incision<br>• Decubitus/Pressure ulcers<br>○ Development<br>○ Risk factors<br>○ Identification of tissue layers<br>○ Staging<br>○ Prevention<br>○ Nursing and collaborative care<br>○ Patient problems | |

| **Unit Title: Inflammation/Infection/Wound Healing (Cont'd)** | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| 14. Differentiates among healing by primary, secondary, and tertiary intention.<br><br>15. Describes the factors that delay wound healing and common complications of wound healing.<br><br>16. Discusses common patient problems associated with wound healing.<br>17. Lists collaborative and nursing strategies, which will foster wound healing. | 14. Healing intention<br>• Primary Intention<br>• Secondary Intention<br>• Tertiary Intention<br>15. Factors affecting wound healing<br>• Local factors<br>• Systemic factors<br>• Wound complications<br>16. Patient problems for wound healing<br><br>17. Promoting wound healing | |
| B. Identifies the educational needs of individuals with problems of inflammation, infection, and wound healing.<br>1. Discusses client education for prevention of infection and promotion of wound healing.<br>2. Identifies education needs for clients undergoing wound management in the home setting. | B. Educational needs of the client<br><br>1. Strategies to prevent infection and promote wound healing<br><br>2. Strategies for wound healing in the home | |

| **Unit Title: Problems of Oxygenation** | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| A. Applies the nursing process in the care of individuals with problems of pneumonia, TB and asthma.<br>1. Discusses the pathophysiology, etiology, incidence and prevention of pneumonia, tuberculosis and asthma.<br><br><br>2. Identifies significant subjective and objective data related to the respiratory system that should be obtained when assessing a client with oxygenation problems.<br>3. Identifies the methods of diagnosing pneumonia, tuberculosis and asthma. Utilizes the nursing process to describe the nursing responsibilities in the collaborative management of pneumonia, tuberculosis and asthma.<br>4. Discusses the types, etiology, pathophysiology, clinical manifestations and therapeutic and pharmacological management of pneumonia, tuberculosis and asthma.<br>5. Utilizes the nursing process to describe the nursing role in management of the client with pneumonia, tuberculosis and asthma.<br>6. Discusses elderly considerations related to respiratory infections. | A. Nursing Process<br>1. The etiology, incidences, and pathophysiology of pneumonia, tuberculosis, and asthma including:<br>○ Demographics<br>○ Incidences<br>○ Risk factors<br>○ Prevention<br>○ Potential complications and complications<br>2. Respiratory system assessment including:<br>○ Client History<br>○ Clinical manifestation<br>3. Diagnosing pneumonia, tuberculosis, and asthma with the following:<br>○ Clinical history and manifestation<br>○ Diagnostic studies<br>○ Laboratory<br>○ Radiographic<br>4. Treatment<br>○ Pharmacological management<br>○ Other therapeutic management<br>5. Nursing role<br>○ Nursing management<br>○ Evaluation of outcomes<br>6. Age-related considerations<br>○ Elderly<br>○ Other groups | **<u>Required Reading:</u>**<br><br>Hinkle, J. L. & Cheever, K. H.,<br>Chapter 17, pp. 486-490<br>Chapter 19 pp.529-544,546–551<br>Chapter 20, pp. 632-643<br><br>**<u>Adaptive Learning assignment:</u>**<br>*CoursePoint+ PrepU*<br>Chapter 17 – Assessment of Respiratory Function<br><br>**<u>Student Activities</u>**<br>Clinical Judgment Activity: Unfolding Case Study<br><br>**<u>Watch and Learn:</u>**<br>Chapter 20: Concepts in Action: Asthma |
| B. Identifies areas of health teaching/promotion for individuals with problems of pneumonia, TB and asthma. | B. Teaching and health promotions<br>○ Asthma<br>○ Pneumonia<br>○ Tuberculosis | |