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

Nursing 233: INTERMEDIATE MEDICAL/SURGICAL & PSYCHIATRIC NURSING

Spring 2023

COURSE TITLE: N233 Intermediate Medical/Surgical & Psychiatric Nursing

PRE-REQUISITES: Completion of course requirements for Semesters 1 and 2.

UNITS: 3 Units

HOURS: Approximately 4 hours per week

LENGTH: 15 Weeks

PLACEMENT: Semester 3

CONCURRENCY: All nursing courses within a semester must be taken concurrently.

COURSE DESCRIPTION: The course consists of content related to individuals with acute health problems with emphasis on environmental stressors affecting the physiological, psychological, and sociocultural factors. Content related to psychosocial adaptations, oxygenation, acid-base imbalance, and tissue perfusion are included in this course. Nursing Process, Collaboration, Accountability, Communication, Education, Decision-Making, and Sociocultural Sensitivity are concepts utilized as the basis for content presentation. The nursing focus for this course is on developing and evaluating outcomes for the clients with complex health problems.

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

1. Apply the nursing process for safe patient-centered care in the promotion and maintenance of system stability for individuals and families with acute health problems, with emphasis on stressors affecting the physiological, psychological, and sociocultural factors.
2. Apply therapeutic communication techniques and healthcare informatics to accomplish goals for individuals with acute health problems with emphasis on stressors affecting the physiological, psychological, and sociocultural factors.
3. Apply principles of teamwork and collaboration for individuals with acute health problems with emphasis on stressors affecting the physiological, psychological, and sociocultural factors.
4. Discuss legal-ethical behaviors to improve the quality of care for individuals with acute health problems with an emphasis on stressors affecting the physiological, psychological, and sociocultural factors.
5. Integrate collaborative interventions in decision making in the care of individuals with acute health problems with emphasis on stressors affecting the physiological, psychological, and sociocultural factors.
6. Apply evidence-based teaching principles for individuals with acute health problems with emphasis on stressors affecting the physiological, psychological, and sociocultural factors.
7. Discuss sociocultural variations that impact patient-centered care of individuals with acute physiological and psychological health problems.

STUDENT LEARNING OUTCOME: Students competently identify the application, implementation, and analysis of the appropriate medical-surgical interventions needed to provide care to clients with acute and complex health problems in the acute, ambulatory and psychiatric care settings through critical thinking and professional nursing judgment in collaboration with the health care team.

TEACHING METHODS: Discussion, case studies, videos, handouts, modules, lectures, collaborative-active learning.

METHOD OF EVALUATION: Students attain an overall cumulative score of 70% or higher on exams and quizzes indicating an attainment of student learning outcome. Grade is calculated from:

- Two quizzes each consisting of 10 questions worth 4 % each a total of 8% of the final grade.
- Four MedSurg Course Point Prep U assignments worth 1% each for a total of 4 % of the final grade.
- Four exam each consisting of 50 questions worth 22% for a total of 88% of the grade.

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

REQUIRED READING: Taylor, et.al. (2019). Fundamentals of Nursing: The Art and Science of Person-Centered Care (9th ed.). Wolters Kluwer

Frandsen, et.al (2021). Abrams' Clinical Drug Therapy; Rationales for Nursing Practice (12th ed.). Wolters Kluwer

Hinkle, et. al. (2018). Brunner and Suddarth's Textbook of Medical Surgical Nursing (14th ed.) Wolters Kluwer

Swearingen, L. Pamela, & Wright, J. (2019). *All-in-One Nursing Planning Resource*. St. Louis: Elsevier

Townsend, M.C. (2021). Psychiatric mental health nursing: Concepts of care in evidence-based practice (10th ed.). Philadelphia: F.A. Davis

Lippincott Advisor for Education (under Clinical Diagnosis and Treatment)

Stedman's Online Illustrations for Medical Dictionary, Health and Nursing Dictionary and Pocket Medical Dictionary

PrepU and CoursePoint assignments (MedSurg) correlates with all course objectives (see above) with the purpose to enhance students critical thinking and clinical judgment.

To enroll:
N233 Med-Surg Code-Spring 2023

1. If you don't already have access to Lippincott CoursePoint+ for Hinkle: Brunner & Suddarth's Textbook of Medical-Surgical Nursing, Fifteenth Edition , redeem your **ACCESS CODE** and complete registration at http://thePoint.lww.com/activate.
2. Once you have redeemed your Access Code and are logged in to thePoint, from the **"My Content"** page, click **Launch CoursePoint** for Lippincott CoursePoint+ for Hinkle: Brunner & Suddarth's Textbook of Medical-Surgical Nursing, Fifteenth Edition .
3. On the content homepage, select "Join a Class", enter your **CLASS CODE: AA7D013E**, and click "Join this Class"

   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.

Davis Edge/Advantage (Psych):

1. Redeem access code: Scratch off the silver bar carefully to reveal your unique code.
2. Go to FADavis.com to log in or create your account. Provide the requested information. Make sure to provide the CONAH zip code (90033).
3. On your My Products page, enter the access code in the Redeem Access Code box.

All academic policies are strictly enforced

For any conflict or issue, student must first meet with their respective instructor to discuss a solution. If issues are not resolved, student must adhere to the appropriate chain of command starting with the semester coordinator; Director, OES; Dean, SON; and lastly the Provost.

Unit Title: Psychosocial Adaptation: Psychotic Disorders - Schizophrenia		
Objectives	**Content Outline**	**Student Activities**
A. Analyzes the implementation of the nursing process in the promotion and maintenance of system stability of individuals with psychotic disorders. 1. Defines characteristics of psychotic disorders and theories R/T their etiology 2. Discusses the role of the neurotransmitters in the psychodynamics psychotic disorders 3. Differentiate the clinical manifestations of psychosis and contrasts positive from negative signs/symptoms of these disorders	A. Analyzes the implementation of the nursing process in the promotion and maintenance of system stability of individuals with psychotic disorders. 1. Defines characteristics of psychotic disorders and theories R/T their etiology • Defining Characteristics - Disorganization - Social functioning - Reality • Who, when, and prevalence • Predisposing Factors - Biological - Psychological - Physiological - Environmental • Transactional Model 2. Discusses the role of the neurotransmitters in the psychodynamics psychotic disorders • Dopamine • Serotonin 3. Differentiate the clinical manifestations of psychosis and contrasts positive from negative signs/symptoms of these disorders • Recognizing clinical cues - Positive symptoms - Negative symptoms - Suicide risk • Nursing interventions for identified positive/negative symptoms and suicide risk - Therapeutic communication	**Required Reading**: Psychiatric Mental Health Nursing (10th ed.) Ch. 24 Review Therapeutic Communication Techniques tables for in class discussion: Ch. 7, Table 7-2, 7-3

Unit Title: Psychosocial Adaptation: Psychotic Disorders - Schizophrenia (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
4. Compare the different types of psychotic disorders, including predisposing factors and clinical features	4. Compare the different types of psychotic disorders, including predisposing factors and clinical features • Delusional disorders • Schizophrenia • Schizoaffective disorder • Schizophreniform disorder • Brief psychotic disorder • Substance induced psychosis • Psychosis R/T medical conditions	**Required Reading:** Psychiatric Mental Health Nursing (10th ed.) Ch. 24 Review Therapeutic Communication Techniques tables: Ch. 7, Table 7-2, 7-3
5. Differentiates the nursing considerations for different types of psychotic disorders	5. Differentiates the nursing considerations for different types of psychotic disorders • Predisposing Factors • Recognizing Cues • Nursing interventions	
6. Describes the course /progression of the disease	6. Describes the course /progression of the disease • Phases of psychosis • Treatment goals • Prognosis	
7. Formulate priority nursing problems in clients with psychosis	7. Formulate priority nursing problems in clients with psychosis • Cluster cues to identify nursing problems • Prioritize problems using Maslow's hierarchy	
8. Apply the treatment modalities and related nursing interventions	8. Apply the related nursing interventions and collaborative treatment modalities • Nursing interventions for identified nursing problems	

Unit Title: Psychosocial Adaptation: Psychotic Disorders - Schizophrenia (Cont'd)		
Objectives	**Content Outline**	**Student Activities**

9. Formulate a psychosis case study/concept map	- Examples
	  o Risk for suicide
	  o Ineffective copying
	  o Etc.
	- Patient education
	- Family support/education
	• MD interventions for identified nursing problems
	- Medications
	• Additional treatment modalities used for psychosis
	- Psychotherapy
	- Milieu therapy
	- Group therapy
	- Behavior therapy
	- Family Therapy
	9. Formulate a psychosis case study/concept map
		Required Reading:
		
		Psychiatric Mental Health Nursing (10th ed.)
		
		Ch. 24
		
		Review Therapeutic Communication Techniques tables:
		Ch. 7, Table 7-2, 7-3

Unit Title: Psychosocial Adaptation: Mood Disorders		
Objectives	**Content Outline**	**Student Activities**
A. Analyzes the implementation of the nursing process in the promotion and maintenance of system stability for individuals with mood disorders 1. Differentiates between mood and affect. 2. Describes the various types of mood disorders 3. Discusses the nursing process specific to mood disorders, awareness of diversity, equity, and integration (DEI) 4. Describes effective nursing interventions for clients with mood disorders- discusses various modalities relevant to the treatment of mood disorders. 5. Identifies teaching topics and approaches for individuals with mood disorders.	A. Nursing Process in promoting and maintaining system stability for individuals with mood disorders 1. Differentiate between mood and affect 2. Types of Mood Disorders • Depressive disorders -Major depressive disorder -Other- dysthymic disorder, premenstrual dysphoric disorder, postpartum depression • Bipolar disorder - Bipolar I - Bipolar II - Cyclothymic disorder • Other mood disorders - Mood disorders due to other medical conditions - Substance induced mood disorders - Depression in old age 3. Nursing process specific to mood disorders • Assessment- affect, behavior, cognition, physiological, identify problems • Planning- awareness of diversity, equity, and integration (DEI) • Nursing Interventions- concept map, safety considerations, collaboration • Therapeutic Communication 4. Treatment Modalities for Mood Disorders • Psychotherapy- CBT, individual, group, family, ECT • Milieu therapy • Psychopharmacology 5. Client/Family Education • Behavioral management • Medication compliance • Support network	**Required Reading**: Townsend (10th ed.) Ch.: 25, 26

Unit Title: Psychosocial Adaptation: Anxiety and Anxiety-Related Disorders		
Objectives	**Content Outline**	**Student Activities**
A. Analyzes the implementation of the nursing process in the promotion and maintenance of system stability for individuals with anxiety disorders. 1. Differentiates normal anxiety from types, levels, various causes of and clinical manifestations of anxiety disorders. 2. Discusses various independent and collaborative modalities relevant to the treatment of anxiety disorders and anxiety-related disorders. 3. Identifies priority client problems for clients suffering from anxiety disorders and anxiety related disorders. 4. Describes effective, diverse, and inclusive nursing interventions for clients with anxiety disorders and anxiety related disorders.	A. Analyzes the implementation of the nursing process in individuals with defined anxiety disorders 1. Anxiety levels • Normal anxiety • Mild, moderate, panic Predisposing factors • Physiological • Psychological and emotional • Intellectual and cognitive Types of anxiety disorders • Anxiety disorder (d/o) • Panic d/o with and without agoraphobia • Phobic d/o • Generalized anxiety d/o • Obsessive compulsive d/o • Post-traumatic stress d/o • Substance/medication induced anxiety d/o 2. Independent/collaborative treatments • Psychological treatment - Individual therapy - Cognitive behavioral - Behavioral therapy • Psychopharmacologic treatment - Anxiolytics - Antidepressants - Antihypertensives 3. Priority client problems 4. Interventions and client teaching	**Required Reading** Townsend 10th ed. Chap. 27, pp. 547-577 Chap. 28, PTSD pp. 580-588

Unit Title: Psychosocial Adaptation: Crisis Intervention		
Objectives	**Content Outline**	**Student Activities**
A. Analyzes the implementation of the nursing process in the promotion and maintenance of system stability for individuals experiencing attention deficit/hyperactivity disorder (ADHD). 1. Differentiates between the three subtypes of ADHD. 2. Prioritizes possible nursing diagnoses for individuals experiencing ADHD. 3. Discusses the importance of family understanding and involvement with the care and supervision of individual with ADHD.	A. Implementation of nursing process in ADHD • Definition/Diagnostic Criteria • Predisposing Factors: - Biological - Environmental - Psychosocial • Background Assessment Data • Collaboration in Interventions/Treatment: - Psychopharmacological intervention • Nursing Problems	**Required Reading**: Townsend (10th ed.) Ch. 32, pp. 698-707
B. Analyzes the implementation of the nursing process in the promotion and maintenance of system stability for individuals experiencing the effects of conduct disorder. 1. Differentiates between childhood-onset type and adolescent-onset type conduct disorder 2. Discusses the nursing process in relation to conduct disorder. 3. Identifies collaborative care needs of client/family experiencing the effects of conduct disorder.	B. System stability for the effects of conduct disorder • Definition of Oppositional Defiant Disorder and Conduct Disorder • Predisposing Factors: - Biological - Psychosocial - Family • Background Assessment Data • Nursing Problems • Implementation • Residual Effects in Adulthood • Interventions	**Required Reading**: Townsend (10th ed.) Ch. 32, pp. 711-718, pp. 725-726 (General Therapeutic Approaches)

Unit Title: Psychosocial Adaptations: Attention Deficit/Hyperactivity Disorder and Conduct Disorder		
Objectives	**Content Outline**	**Student Activities**
A. Analyzes the implementation of the nursing process in the promotion and maintenance of system stability for individuals experiencing attention deficit/hyperactivity disorder (ADHD). 1. Differentiates between the three subtypes of ADHD. 2. Prioritizes possible nursing diagnoses for individuals experiencing ADHD. 3. Discusses the importance of family understanding and involvement with the care and supervision of individual with ADHD.	A. Implementation of nursing process in ADHD • Definition/Diagnostic Criteria • Predisposing Factors: - Biological - Environmental - Psychosocial • Background Assessment Data • Collaboration in Interventions/Treatment: - Psychopharmacological intervention • Nursing Problems	**Required Reading**: Townsend (10th ed.) Ch. 32, pp. 698-707
B. Analyzes the implementation of the nursing process in the promotion and maintenance of system stability for individuals experiencing the effects of conduct disorder. 1. Differentiates between childhood-onset type and adolescent-onset type conduct disorder 2. Discusses the nursing process in relation to conduct disorder. 3. Identifies collaborative care needs of client/family experiencing the effects of conduct disorder.	B. System stability for the effects of conduct disorder • Definition of Oppositional Defiant Disorder and Conduct Disorder • Predisposing Factors: - Biological - Psychosocial - Family • Background Assessment Data • Nursing Problems • Implementation • Residual Effects in Adulthood • Interventions	**Required Reading**: Townsend (10th ed.) Ch. 32, pp. 711-718, pp. 725-726 (General Therapeutic Approaches)

Unit Title: Psychosocial Adaptation: Suicidality and Prevention		
Objectives	**Content Outline**	**Student Activities**
A. Analyzes the implementation of the nursing process in the promotion and maintenance of system stability in caring for suicidal clients 1. Discusses the difference between: • Suicidal ideation • Suicidal gesture • Suicide attempt and completion 2. Identifies theories related to suicide 3. Identifies suicide risk factors and behaviors suggesting increasing/ decreasing risks 4. Describes nursing responsibilities in caring for suicidal clients	A. The nursing process in the promotion and maintenance of system stability in caring for suicidal clients 1. Terminology • Suicidal ideation and gesture • Suicide attempt and completion • Post-intervention 2. Theories Relevant to Suicide • Psychological • Sociological • Biological 3. Potential Risk Factors and Warning Signs • Demographics, Medical/Psychiatric problems • Substance abuse • Interpersonal Support System and Resource utilization • Analysis of the Suicidal Crisis • Family History • Coping Strategies • Presenting Symptoms 4. Nursing Implications/ DEI/Collaboration • Prevention • Assessment • Safety • Reporting	**Required Reading**: Townsend (10th ed.) Ch. 16 **Review:** LAC+USC Health Care Network Suicide Risk Assessment and Prevention polices (copy available on MS Teams, week 4 folder) for in-class discussion

Unit Title: Psychosocial Adaptations: Personality Disorder		
Objectives	**Content Outline**	**Student Activities**
A. Analyzes the implementation of the nursing process in the promotion and maintenance of system stability for individuals with personality disorders B. Applies principles of collaborative relationships in management of care for individuals with personality disorders C. Discusses select inclusive and equal therapeutic communication techniques to accomplish goals for individuals with personality disorders D. Applies effective teaching principles for individuals with personality disorders	A. Analyzes the implementation of the nursing process in the stability for individuals with personality disorders (d/o) • Personality • Personality traits and d/o B. Management of care with various personality d/o • Cluster A • Cluster B • Cluster C C. Implement nursing assessments and individualized plans of care while prioritizing client problems D. Implement individualized client treatment modalities and teachings • Individual therapy • Cognitive behavior therapy • Milieu therapy • Psychopharmacology	**Required Reading** Townsend 10th ed. Ch. 31 pp. 654-684

Unit Title: Psychosocial Adaptation: Substance Related Disorders		
Objectives	**Content Outline**	**Student Activities**
A. Analyzes the implementation of the nursing process in the promotion and maintenance of system stability of individuals experiencing substance-related disorders. 1. Categorizes the two groups of substance related disorders (d/o), their predisposing factors and patterns • Substance abuse/dependence • Substance Induced disorder 2. Distinguish health disparities significant to diverse communities 3. Assess and manage clinical manifestations of substance intoxication and withdrawal 4. Integrate collaborative treatment modalities with the nursing process for substance related disorders	A. Analyzes the implementation of the nursing process of system stability of individuals experiencing substance-related disorders 1. Categorization • Substance Use-Abuse and dependence Predisposing factors - Age - Social economic status - Cultural disparities - Psych/medical comorbidities - Drug consumption patterns • Substance induced d/o - Substance intoxication - Substance withdrawal 2. Health disparities 3. Effects of commonly used substances • Alcohol • Amphetamines • Cocaine • Hallucinogens • Inhalants • Opioids • Phencyclidine • Sedatives/hypnotics 4. Implementation of collaborative, multidisciplinary treatment modalities, and management care • Self-help • Medications • Individual/group therapy	**Required Reading** Hinkle 14th ed Ch. 72 pp. 2180-2186 Townsend 10th ed. Ch. 23 pp. 382-437

Unit Title: Gender Identity Issues/Nursing Role in LGBTQ Care		
Objectives	**Content Outline**	**Student Activities**
A. Analyzes the implementation of the nursing process in the promotion and maintenance of system stability for individuals belonging to a diverse gender group 1. Discuss and describe LGBTQ definitions and concepts. 2. Describe health inequalities and examine barriers in healthcare experienced by individuals of the LGBTQ community. 3. Analyze and implement the nursing process in ways to overcome barriers and provide collaborative, diverse, inclusive, and equal client care.	A. Analyzes the implementation of the nursing process for individuals belonging to a diverse gender group. 1. Terminology • LGBTQ • Gender Identity • Sexual Orientation 2. Barriers in healthcare • Negative attitudes • Stigma • Bias • Ignorance • Fear • Lack of supportive policies 3. LGBTQ Health • Healthy People 2030 • Nursing Assessment • Communication • Inclusiveness • Confidentiality • Guidance/support • Policy change	**Required Reading** Hinkle 15th ed Chap. 54 Assessment and Management of Patients Who are LGBTQ *Chapter will be printed and handed to students **DHS Policy** 241 Caring for the Transgender Patient **Recommended Reading DHS Policies #'s** 200 Patient Rights 235 Visitation Rights 213 Code of Ethics and Professional Behavior

Unit Title: Psychosocial Adaptation: Eating Disorders		
Objectives	**Content Outline**	**Student Activities**
A. Analyzes the implementation of the nursing process in the promotion and maintenance of system stability for individuals experiencing an eating disorder 1. Defines anorexia nervosa, bulimia nervosa, binge eating disorder, and obesity. 2. Discusses the predisposing factors for each type of eating disorders 3. Contrasts eating disorders in relation to incidences and prevalence, clinical manifestations and complications 4. Discusses the therapeutic management for eating disorders 5. Identifies the priority nursing problems for anorexia nervosa and bulimia nervosa and the relevant nursing interventions 6. Identifies the client with problems of obesity	A. The implementation of the nursing process in the promotion and maintenance of system stability for individuals experiencing an eating disorder. Statistical data 1. Definition of eating disorders • Cultural expectations 2. Predisposing Factors: • Biological - Genetics - Neurotransmitters • Psychodynamic influences • Family influences 3. Points of Differentiation: • Incidence and prevalence • Clinical manifestations • Complications 4. Therapeutic Modalities • Behavior modification • Individual therapy • Family treatment • Psychopharmacology • Collaboration with support services 5. Assessment Data • Nursing Interventions 6. Obesity	**Required Reading:** Townsend (10th ed.) Ch. 30, pp. 630-651 Information from www.anad.org reviewed in class Hinkle et.al. (14th ed.) Ch. 48 text pp1358-1362 Obesity & p 1367 Nursing Management.

Unit Title: Problems of Tissue Perfusion: Vascular Disorders		
Objectives	**Content Outline**	**Student Activities**
A. Analyzes the implementation of the nursing process in the promotion and maintenance of system stability for individuals with vascular problems 1. Reviews assessment parameters appropriate for determining the status of peripheral circulation 2. Lists the diagnostic tests for vascular disorders 3. Differentiates arteriosclerosis and atherosclerosis 4. Identifies modifiable and nonmodifiable risk factors of the vascular system 5. Identifies the common risk factors for vascular problems 6. Differentiates peripheral arterial occlusive disease and upper extremity arterial occlusive disease	A. Vascular Problems 1. Assessment of the Vascular System • Health history - Intermittent Claudication • Physical Assessment 2. Diagnostic Evaluation • Doppler US • Exercise Test • Duplex US • CT scan, MDCT • Angiography • MRA • Contrast Phlebography (Venography) • Lymphoscintigraphy 3. Arteriosclerosis and Atherosclerosis 4. Review modifiable and nonmodifiable risks 5. Common risk factors for vascular problems • Smoking • Sedentary lifestyle • Obesity • High fat diet • Medical problems 6. Arterial Occlusive Diseases • Peripheral Arterial Occlusive Disease • Upper Extremity Arterial Occlusive Disease	**Required Reading:** Hinkle et.al. (14th ed.) Ch. 30, pp. 841-880 ♥Complete assigned Lippincott Course Point quiz. The quiz will be available until 2200 the night before the lecture is given.

Title: Problems of Tissue Perfusion: Vascular Disorders		
Objectives	**Content Outline**	**Student Activities**
7. Discusses aneurysm to include: definition, etiology and pathophysiology 8. Describes the different types of aneurysm and related complications 9. Differentiates the clinical manifestations of thoracic from abdominal aneurysm 10. Discusses the therapeutic management of aneurysm and related nursing care 11. Compares diseases of the arteries 12. Differentiates the types of venous disorders with clinical manifestations and nursing management 13. Identifies priority nursing diagnoses in clients with vascular problems.	7. Aneurysm • Definition, Etiology & Pathophysiology 8. Classifications of Aneurysms: • True • False • Dissecting 9. Clinical Manifestations of aneurysms • Thoracic • Abdominal 10. Therapeutic Management • Medical • Nursing care 11. Arterial Diseases • Dissecting Aorta • Arterial Embolism and Thrombosis • Raynaud's Phenomenon and Other Acro-syndromes 12. Venous Disorders • Venous thromboembolism • Chronic venous insufficiency/Post-thrombotic Syndrome • Leg ulcers • Varicose veins 13. Problem-Based Diagnoses	

Unit Title: Problems of Tissue Perfusion: Cardiac Dysrhythmias		
Objectives	**Content Outline**	**Student Activities**
A. Analyzes the implementation of the nursing process in the promotion and maintenance of system stability for individuals with cardiac arrhythmias B. Explains the clinical manifestations and emergent nursing implementations in relation to cardiac arrhythmias C. Discusses the sequelae of cardiac arrhythmias D. Analyze and differentiate different heart rhythm EKG strips E. Discusses the nursing interventions and implications of collaborative management of clients with cardiac arrhythmias	A. Normal Cardiac Rhythm • Review cardiac conduction system and action potential B. Factors That Affect Cardiac Conduction/ Control C. Correlation between: • Cardiac dysrhythmias • Cardiac output, Cardiac Index, Stroke Volume • Effect of Stroke Volume on Cardiac Output D. Assessment Findings Accompanying Cardiac Arrhythmia • Normal Sinus Rhythm, Sinus Bradycardia, Sinus Tachycardia, Sinus Arrhythmia • Atrial fibrillation, Atrial Flutter • PVC, PAC • AV block, Junctional • SVT • V-tach, V-fib, Torsades De Pointes • PEA, Asystole E. Interventions/ DEI/Collaboration / • Cardiac/Exercise Stress Testing • Electrical interventions - Pacemaker vs ICD - Defibrillation vs Cardioversion	**Required Reading**: Hinkle / Cheever (14 ed.) Ch. 11: pp. 193– 196 Table 11-1 Ch. 14: pp. 305 Ch. 25: pp. 673–679, 705–709 Figure 25-10 Figure 25-11 Figure 25-12 Ch. 26: pp. 713 Ch. 29: pp. 818 – 823 Table 29-3

Unit Title: Problems of Tissue Perfusion: Fundamentals of Hemodynamic Monitoring		
Objectives	**Content Outline**	**Student Activities**
A. Analyzes the implementation of the nursing process in the appreciation of hemodynamics of the heart. B. Recognize common terminologies used when speaking of hemodynamics. C. Explain the pathophysiology of cardiac pressures: • Central vs pulmonary vs intra-arterial pressure D. Analyze the conduction system, action potential, depolarization and repolarization to help understand the blood flow E. Recognize age related changes to the cardiac system occurring throughout the human life span	A. Review of Cardiac Structure and Function • Left versus right sided heart failure B. Terminologies: • Preload • Afterload • Contractility • Cardiac Output vs Stroke Volume C. Hemodynamic monitoring • Central Venous Pressure • Pulmonary Artery Pressure • Pulmonary Artery Line • Intra-Arterial Blood Pressure D. Electrocardiography (ECG) • Conduction • Cardiac Action Potential • Depolarization vs Repolarization E. Gerontologic Considerations: Age related changes • Atria • Left Ventricle • Valves • Conduction System • Sympathetic Nervous System • Aorta and Arteries • Baroreceptor response	**Required Reading:** Hinkle / Cheever (14 ed.) Ch. 11: pp. 193– 196, Table 11-1 Ch. 14: pp. 305 Ch. 25: pp. 673–679, 705–709 Figure 25-10 Figure 25-11 Figure 25-12 Ch. 26: pp. 713 Ch. 29: pp. 818 – 823, Table 29-3

Unit Title: Problems of Tissue Perfusion: Coronary Artery Disease (CAD) and Acute Coronary Syndrome (ACS)		
Objectives	**Content Outline**	**Student Activities**
A. Analyzes the implementation of the nursing process in the promotion and maintenance of individuals with angina, CAD, ACS and MI B. Describes the etiology, pathophysiology and types of Angina of coronary artery disease C. Differentiates between modifiable major risk factors and modifiable contributing risk factors D. Discusses sociocultural variations related to risk factors E. Discuss the correlations between co-morbidity's and heart disease F. Recognize age related changes to the cardiac system occurring throughout the human life span G. Discusses the pathophysiology, clinical manifestations, complications, diagnostic tests, and client management related to myocardial infarction	A. Definitions • Angina pectoris • CAD (coronary artery disease) • ACS (acute coronary syndrome) • MI (Myocardial infarction) B. Etiology and pathophysiology of CHD. • Types of Angina • Coronary artery occlusion C. Risk factors • Non-modifiable – age, sex, genetic predisposition • Modifiable contributing risk factors • Risk reduction D. Sociocultural Variations • Diet (heart healthy) • Health prevention E. Co-morbidity • Diabetes • Hypertension F. Age-related factors G. Clinical Manifestations • Signs/symptoms • Diagnostic tests • Laboratory findings • Imaging	**Required Reading** Hinkle / Cheever: (14th ed.) Ch. 11: pp. 194-202 Table 11-1 Ch. 25: p 678 Table 25-1 Ch. 27: pp. 750 – 770 Chart 27-1 Chart 27-2 Figure 27-4 **Required Activity:** ♥Complete assigned Lippincott Course Point quiz. The quiz will be available until 2200 the night before the lecture is given.

Title: Problems of Tissue Perfusion: Coronary Artery Disease (CAD) and Acute Coronary Syndrome (ACS) (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
H. Discusses the nursing implications in the management of the client post-myocardial infarction	H. Complications • Cardiogenic shock • Pericarditis (Dressler's syndrome) • Cardiac tamponade • Myocarditis	Hinkle / Cheever: (14th ed.) Ch. 10: pp. 310 - 313 Ch. 23: pp. 631 Ch. 25: pp. 700 - 703 Ch. 27: pp. 750 – 788 Chart.. 27-7 and Chart. 27-10, Table 27-3 and Table 27-5 Ch. 28: pp. 813, 815 Ch. 29: pp. 835
I. Describe possible interventions to help treat coronary heart disease	I. Interventions • Medications • Percutaneous coronary intervention (PCI) • Coronary artery bypass graft (CABG) • Intra-aortic balloon pump (IABP)	
J. Analyzes the implementation of post-MI nursing management	J. Post-MI Nursing Management • Activity • Diet (Nutritional therapy) • Psychosocial adaptation • Rehabilitation	

Unit Title: Problems of Acid-Base Imbalances		
Objectives	**Content Outline**	**Student Activities**
A. Identifies a systematic method of making choices regarding the care of individuals with acid-base imbalances 1. Identifies acid-base imbalances and renal/respiratory compensatory mechanisms 2. Develops plans of care for the prevention, management and rehabilitation of clients with respiratory and metabolic acidosis and alkalosis to include collaborative care	A. A systematic method of making choices regarding the care of individuals with acid-base imbalances 1. Regulation of acid-base balance • Chemical buffering • Kidney • Lung • Respiratory and metabolic acidosis - Etiological factors - Clinical manifestations - Treatment 2. Respiratory and metabolic alkalosis - Etiological factors - Clinical manifestations - Treatment	**Required Reading**: Hinkle / Cheever: (14th ed.) Ch. 11: pp. 193 - 202 Ch. 13: pp. 258 – 264, 284 287 Table 13-12 Ch. 53: pp. 1552 – 1553
B. Identifies the educational needs of individuals with acid-base imbalances	B. Areas of Focus for Client Teaching • Risk factor identification • Signs and symptoms of imbalances • Preventative strategies	
C. Discusses geriatric considerations related to acid/base imbalances	C. Associated Risk Factors with the Geriatric Population/DEI/Collaboration	

Unit Title: Problems of Tissue Perfusion: Heart Failure		
Objectives	**Content Outline**	**Student Activities**
A. Analyzes the implementation of the nursing process in the promotion and maintenance of system stability for individuals with heart failure 1. Compare the difference between systolic and diastolic ventricular failure 2. Discusses heart failure and the compensatory mechanisms involved 3. Discusses the clinical manifestations of congestive heart failure 4. Describe nursing management of patients with complications from heart failure 5. Identifies client teaching priorities for individuals living with heart failure 6. Discusses awareness of diversity, equity, and integration (DEI) when caring for individuals with heart failure	A. The nursing process in the promotion and maintenance of system stability for individuals with heart failure 1. Ventricular failure • Systolic • Diastolic 2. Compensatory Mechanisms • Hypertrophy • SNS activation • Neurohormonal • Remodeling 3. Clinical Manifestations • Signs/symptoms • Laboratory findings • Other diagnostics findings 4. Nursing management: Optimizing Heart Functions • Decreasing preload and afterload • Improving contractility - Medications - Surgical intervention - Ventricular assistive device (VAD) • Heart failure core measures 5. Client Teaching • Diet • Activity/sleep/rest • Discharge teaching 6. Geriatric/cultural considerations in heart failure	**Required Reading**: Hinkle (14th ed.) Ch. 28: pp. 801-809 Ch. 29: pp. 818-834 ♥ Complete assigned Lippincott Course Point quiz. The quiz will be available until 2200 the night before the lecture is given.

Unit Title: Problems of Tissue Perfusion: Inflammatory and Valvular Heart Disease		
Objectives	**Content Outline**	**Student Activities**
A. Analyzes the implementation of the nursing process in the promotion and maintenance of system stability for individuals experiencing inflammatory heart disease 1. Discusses the types of inflammatory heart disease and their pathophysiology 2. Discusses the clinical manifestation involved in inflammatory heart disease. 3. Delineates the nursing implementation in the diagnostic process and collaborative care for client experiencing inflammatory heart disease B. Analyzes the implementation of the nursing process in the promotion and maintenance of system stability for individuals with valvular heart disease 1. Defines terms related to valvular heart disease. 2. Explains the pathophysiology and clinical manifestations of Valvular heart disease 3. Delineates the nursing implementation in the diagnostic process and collaborative care for client experiencing inflammatory heart disease	A. The nursing process in the promotion and maintenance of system stability for individuals with inflammatory heart disease. 1. Inflammatory Heart Diseases • Rheumatic Endocarditis • Infective Endocarditis • Myocarditis • Pericarditis - Pericardial Effusion - Cardiac Tamponade 2. Clinical Manifestations • Signs/symptoms • Laboratory findings • Other diagnostics findings 3. Nursing management: Optimizing Heart Functions • Medications B. The nursing process in the promotion and maintenance of system stability for individuals with valvular heart disease. 1. Terminology • Prolapse • Stenosis • Regurgitation 2. Pathophysiology and clinical manifestations of Valvular Heart Disease • Aortic • Pulmonic • Tricuspid • Mitral 3. Nursing management • Medications • Valvuloplasty, Valve replacement	**Required Reading**: Hinkle (14th ed.) Ch. 28: pp.791-801; 809-816; Ch. 29: pp. 836-837

Unit Title: Problems of Tissue Perfusion: Shock Syndrome		
Objectives	**Content Outline**	**Student Activities**
A. Able to identify the etiology of shock B Differentiates between distributive, cardiogenic, and hypovolemic shock. C. Identifies the three stages of shock D. Demonstrates a systematic method of providing care of individuals in shock in a collaborative setting. E. Discusses the nursing implications of using multiple drug therapies in shock. F. Identifies a type of complication of shock that can occur multiple organ dysfunction syndrome (MODS), and systemic inflammatory response syndrome (SIRS). G. Discusses the nursing management of the client in shock.	A. Etiology of Shock B. Classification of Shock • Distributive - Anaphylactic - Neurogenic - Septic • Cardiogenic • Hypovolemic C. Stages of Shock • Compensatory, Progressive, Refractory D. Collaborative • Oxygen therapy • Fluid resuscitation - Crystalloids - Colloids - Blood E. Therapeutic Management • Drug therapy - Inotropes - Vasoconstrictors - Antihistamines - Corticosteroids • Nutrition therapy F. Complications • MODS • SIRS • ARDS G. Nursing Management/Strategies • Respiratory • Fluids • Vasoactive Medications • Nutrition	**Required Reading**: Hinkle / Cheever: (14th ed.) Ch. 14: pp. 296 – 321 Chart 14-3 Figure 14-2 Table 14-2 Table 14-3 Ch. 23: pp. 611 - 612 Ch. 37: pp. 1061 1064 – 1065 **Required Activity:** ♥ Complete assigned Lippincott Course Point quiz. The quiz will be available until 2200 the night before the lecture is given.

Unit Title: Problems of Oxygenation: Upper Respiratory Problems (part 1)		
Objectives	**Content Outline**	**Student Activities**
A. Analyzes the implementation of the nursing process in the promotion and maintenance of system stability for individuals with oxygenation problems involving the upper respiratory tract. 1. Discusses the etiology, pathophysiology, and clinical manifestations of structural and traumatic nose disorders. 2. Discusses the etiology, pathophysiology, and clinical manifestations of problems of the nose and paranasal sinuses. 3. Define polyps. 4. Discusses the etiology, pathophysiology, and clinical manifestations of problems of the pharynx. 5. Describes the nursing management of the client with problems of the nose and paranasal sinuses. B. Analyzes the implementation of the nursing process in the promotion and maintenance of system stability for individuals with cancer of the larynx.	A. The nursing process in the promotion and maintenance of system stability for individuals with upper respiratory problems. 1. Structural and Traumatic Disorders of the Nose • Deviated septum • Fractures • Epistaxis 2. Infections and Inflammation of the Nose and Paranasal Sinuses • Rhinitis • Influenza (covered in lecture) • Rhinosinusitis 3. Obstructive Disorders • Polyps 4. Pharynx Disorders • Pharyngitis • Peritonsillar abscess • Sleep apnea 5. Nursing management • Assessment and diagnostic findings • Interventions - First aid for bleeding - Environmental/irritants - Activity/rest/sleep - Airway clearance - Pain control B. Cancer the Larynx • Demographics • Etiology • Pathophysiology • Diagnostic findings	**Required Reading**: Hinkle et.al. (14th ed.) Ch. 20 text (review) Ch. 21 text(review) Ch. 22 text pp. 553-581 pp. 2135 (Influenza)

	• Clinical Manifestations • Treatment - Tracheostomy - Neck surgeries - Radiation - PEG	

Unit Title: Problems of Oxygenation: Respiratory Failure, ARDS, COPD (part 2)		
Objectives	**Content Outline**	**Student Activities**
A. Analyzes the implementation of the nursing process in the promotion and maintenance of system stability for individuals with oxygenation problems of the lower airway 1. Defines respiratory failure 2. Differentiates between hypoxemic and hypercapnia respiratory failure 3. Identifies the clinical manifestations of clients with respiratory failure 4. Describes the nursing management of the client with respiratory failure 5. Discusses awareness of diversity, equity, and integration (DEI) when caring for individuals with respiratory failure. 6. Defines acute respiratory distress syndrome (ARDS) 7. Describes the nursing and collaborative management for clients with ARDS	A. The nursing process in the promotion and maintenance of system stability for individuals with lower respiratory problems 1. Acute Respiratory Failure • Etiology - V/Q mismatch - Shunt - Ventilatory Failure - Oxygenation Failure 2. Pathophysiology • Hypoxemia • Hypercapnia 3. Clinical manifestations • Hypoxemia • Hypercapnia 4. Collaborative management • Oxygen therapy • Mobilization of secretions • Mechanical ventilation • Drug therapy 5. Geriatric/cultural considerations in respiratory failure 6. Acute Respiratory Distress Syndrome • Etiology • Pathophysiology • Clinical manifestations 7. Therapeutic management • Respiratory Support • Medications • Proning • Complications (covered in lecture) - Pneumonia - Barotrauma	**Required Reading**: Hinkle et.al. (14th ed.) Ch. 20 text pp. 485 Ch. 23 text pp. 609-610, 1867 Ch. 23 text pp. 610-612, 1867

8. Discusses the etiology, pathophysiology, diagnostic findings, clinical manifestations, complications and nursing management of chronic obstructive pulmonary disease (COPD)	- Stress ulcer - Renal failure 8. Chronic Obstructive Lung Disease • Etiology - Cigarette smoking - Infection - Air pollution - Genetic abnormalities - Aging • Pathophysiology - Emphysema - Chronic bronchitis - Adult onset asthma • Clinical manifestations • Treatments - Oxygen therapy - Drug therapy - Respiratory therapy • Nutritional therapy • Surgery • Complications • Ambulatory care considerations	**Required Reading**: Hinkle et.al. (14th ed.) Ch. 24 text pp. 634-664 ***Please view lecture posted on MS Teams in Week 12 Folder prior to coming to class. Only by previewing the lecture will the student be able to participate in class discussion and an activity.**

Unit Title: Problems of Oxygenation: Respiratory Failure, ARDS, COPD (part 3)		
Objectives	**Content Outline**	**Student Activities**
A. Analyzes the implementation of the nursing process in the promotion and maintenance of system stability for individuals with chest trauma and thoracic injuries. 1. Differentiates between the different types of chest trauma. 2. Discusses the clinical manifestations, diagnostic findings, and nursing management of individuals with thoracic injuries. 3. Describes the nursing responsibilities in management of a chest tube.	A. The nursing process in the promotion and maintenance of system stability for individuals with chest trauma and thoracic injuries. 1. Chest Trauma • Etiology - Blunt - Penetrating 2. Thoracic injuries and nursing considerations • Simple pneumothorax • Traumatic pneumothorax • Hemothorax • Open pneumothorax • Tension pneumothorax • Rib fracture • Flail chest • Pulmonary contusion • Cardiac tamponade 3. Therapeutic treatment • Pleural drainage - Chest tube - Heimlich valves	**Required Reading:** Hinkle et.al. (14th ed.) Ch. 23 text pp. 625-632 **Required Reading:** Hinkle et.al. (14th ed.) Ch. 23 text pp. 620-625 ***Please view lecture posted on MS Teams in Week 13 Folder prior to coming to class. Only by previewing the lecture will the student be able to participate in class discussion and an activity.**
B. Analyzes the implementation of the nursing process in the promotion and maintenance of system stability for individuals experiencing lung cancer. 1. Defines risk factors of lung cancer. 2. Discusses the differentiation of four primary types of lung cancer. 3. Discusses the nursing process in relation to the management of clients with lung cancer.	B. The nursing process in the promotion and maintenance of system stability for individuals with lung cancer. 1. Risk factors • Smoking • Environmental 2. Types of primary lung cancer • Non-small cell lung cancer - Squamous cell carcinoma - Adenocarcinoma - Large cell carcinoma • Small cell lung cancer 3. Treatment • Chemotherapy • Surgical intervention - Lobectomy	

	- Pneumonectomy • Radiation therapy	

12/06/2022 N. Arquell