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

Nursing 113:

INTRODUCTION TO MEDICAL/SURGICAL NURSING

Spring 2013

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N113: INTRODUCTION TO MEDICAL SURGICAL NURSING
Semester 1

WEEK	TOPIC	HOURS	DATE
1	Course Orientation	1	01/14/13
	Vital Signs	4	
2	**HOLIDAY**		01/21/13
3	Cultural Practices Affecting Health Assessments	2	01/28/13
	Health Assessment	1.5	
	Integument/HEENT	1.5	
4	Breast, Lung/Thorax	3	02/04/13
	Cardiovascular/Peripheral Vascular/ Gastrointestinal (Part 1)	2	
5	**EXAM #1**	1	02/11/13
	Cardiovascular/Peripheral Vascular/Gastrointestinal (Part 2)	1	
	Genitourinary/Musculoskeletal/Neurological	3	
6	**HOLIDAY**		02/18/13
7	Assessment Video and Systems Review	1	02/25/13
	Nursing Process	4	
8	**CUMULATIVE EXAM #1 (Weeks 2-7)**	2	03/04/13
9	Pain	4	03/11/13
	SPRING BREAK		03/18/13
10	Inflammation, Infection and Wound Healing	5	03/25/13
11	**EXAM #2**	1	04/01/13
	Musculoskeletal Disorders	4	

N113: INTRODUCTION TO MEDICAL SURGICAL NURSING			
WEEK	**TOPIC**	**HOURS**	**DATE**
12	Musculoskeletal Disorders	3	04/08/13
	Hypertension	2	
13	Hypertension	2	04/15/13
	Oxygenation	3	
14	**EXAM #3**	1	04/22/13
	Oxygenation	2	
	Fluid, Electrolyte, Nutritional Imbalances	2	
15	Fluid, Electrolyte, Nutritional Imbalances	2	04/29/13
	Perioperative	3	
16	**EXAM #4**	1	05/06/13
	Perioperative	2	
	Palliative Care/Cancer	2	
17	Cancer Course Evaluation	4	05/13/13
18	**CUMULATIVE EXAM #2 (Weeks 9-17)**	2	05/20/13

COURSE TITLE:	**N113 INTRODUCTION TO MEDICAL SURGICAL NURSING**
PRE-REQUISITES:	Acceptance into the Nursing Program
UNITS:	4 Units
HOURS:	4-5 Hours per week
LENGTH:	18 Weeks
PLACEMENT:	Level I: Semester I
CONCURRENCY:	All courses must be taken concurrently.
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, 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:

1. Utilizes the nursing process to include identifying physiological variations, based on health assessment findings, in the care of individuals with common health problems.

2. Selects therapeutic communication techniques appropriate to use when performing a health assessment and rendering care to an individual with common health problems.

3. Identifies issues for collaboration, when caring for individuals with common health problems.

4. Identifies legal-ethical behaviors, which reflect accountability for individuals with common health problems.

5. Selects the nursing care appropriate for individuals with common health problems.

6. Identifies areas of health teaching, which will facilitate health promotion and meets the educational needs of individuals with common health problems.

7. Discusses sociocultural factors that impact adults 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 patients with common adult health problems.

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

Grade is calculated from :

Six exams of which
- 4 exams = 15% each
- 2 cumulative exams = 20% each

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.)

TEACHING METHODS: Discussion, computer-assisted instruction, videos, handouts, demonstrations, lectures, case studies.

REQUIRED READING:

Alfaro-LeFevre, R. (2010). *Applying nursing process – a tool for critical thinking (7th ed).* Philadelphia: Lippincott, Williams & Wilkins

Berman, A., Snyder, S. Kozier, B. (2011). *Kozier & Erb's Fundamentals of nursing: Concepts, process and practice* (9th ed.). New Jersey: Prentice-Hall, Inc.

Lewis, S.M., et.al. (2010). *Medical surgical nursing - Assessment and management of clinical problems* (8th ed.) St. Louis: Elsevier.

Lewis, S.M., O'Brien, P. (2010). *Study guide for medical surgical nursing* (8th ed.). St. Louis: Mosby-Year Books.

COMPUTER PROGRAMS- FROM COMPUTER LAB:

"Nursing Concepts"- Selected case studies. Specific case study assignments under "Student Activities" section of syllabus.

VIDEOS: ***(On Reserve in the Library)***

Assessing Fluid and Electrolyte Imbalances (1989) Springhouse.

Assisting With Casts and Traction (1993). Dade Community College.

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

Pain in the Elderly. M. McCaffery

RECOMMENDED READINGS/CDs/DVDs

Acello, B. (2000). Meeting JCAHO standards for pain control. *RN* (30)3. March, pp 52-54.

Ackley, B. & Ladwig, G. (2010). *Nursing diagnosis handbook: A evidenced-based guide to planning care* (9th ed.). St. Louis, MO: Mosby.

Carpenito-Moyet, L.J. (2009). *Nursing diagnosis: Application to clinical practice (13th ed.).* Philadelphia: Lippincott, Williams & Wilkins

Kee, J.L., Paulanka, B.J., Polek. (2010). *Fluid and electrolytes: A programmed approach. (8th ed.). New York: Delmar*

Metheny, N. (2012. *Fluid and electrolyte balance: Nursing considerations (5th ed.).* St. Louis: Joes & Bartlett.

VIDEOS *(On reserve in the Library)*

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

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

WEBSITES

- www.nhlbi.nih.gov/health
- www.americanheart.org
- www.arthritis.org
- www.fda.gov/fdac
- www.nih.gov/nia (National Institute of Aging)
- www.americandiabeticassociation.org
- www.who.int/home/mapht.html (World Health Organ)
- www.quackwatch.com
- www.nih.gov. (National Institute of Health)
- www.WebMD.com
- www.Consumerlab.com
- www.nccam.nih.gov (National Center for Complementary and Alternative Health)
- www.BoneCouncil.org
- www.nhchc.org (excellent website for health/homelessness)
- www.nwcr.ws (National Weight Loss Registry)
- www.npuap.org (National Pressure Ulcer Advisory Panel)
- www.cdc.gov/ncidod/91-isolation (Guidelines for Isolation)

All academic policies are strictly enforced.

Unit Title: Vital Signs		
Objectives	**Content Outline**	**Student Activities**
A. Discusses the significance of vital signs in relation to health status. 1. States the definition of vital signs. 2. Identifies the reasons why vital signs are obtained. 3. Lists circumstances when vital signs should be assessed. 4. Discusses the nurses role in relation to vital signs 5. Identifies basic guidelines for obtaining accurate vital signs measurement. 6. Identifies normal ranges for each vital sign	A. Introduction • Definition of vital signs • Importance of vital signs measurements B. Circumstances when vital signs are obtained • Nurses' role - Monitoring - Collaboration - Patient teaching • Guidelines for obtaining accurate measurements C. Normal ranges of vital signs (adult, older adult) • Temperature • Pulse • Respirations • Blood pressure * What is "normal" for an individual?	**<u>Required Reading</u>**: Berman: Chapter 29, pp 1250-1282.
B. Discusses the key elements related to body temperature 1. States the ways the body produces and loses heat. 2. Describes regulation of body temperature. 3. Compares methods of measuring body. temperature to include advantages, disadvantages, contra-indications for these methods.	D. Introduction - temperature • Temperature definition/terminology • Heat production/heat loss • Regulation of body temperature • Methods of measuring body temperature - Oral - Rectal - Tympanic - Axillary - Vascular access	

Unit Title: **Vital Signs** (Cont'd)

Objectives	Content Outline	Student Activities
4. Identifies factors influencing body temperature. 5. Explains alterations in body temperature. 6. Discusses nursing care rendered when alterations in body temperature occur.	E. Factors influencing body temperature F. Alterations in body temperature • Fever • Heat Stroke • Heat Exhaustion • Hypothermia G. Nursing care guidelines for temperature alterations	
C. Discusses the key elements related to pulse 1. Explains basic physiology related to pulse regulation.	H. Introduction - pulse • Basic physiology • Basic definitions and terminology	
2. States the nine sites used to assess the pulse and reason(s) for their use.	I. Nine pulse sites • Peripheral • Apical	
3. Lists the basic characteristics included when assessing pulses.	J. Characteristics of pulse • Rate • Rhythm • Strength • Equality	
4. Identifies factors affecting the pulse.	K. Factors affecting the pulse	
5. Explains alteration in pulse which impact the health status of a patient	L. Alterations in the pulse • Pulse increase • Pulse decrease • Dysrhythmias	

Unit Title: **Vital Signs** (Cont'd)

Objectives	Content Outline	Student Activities
D. Discusses key elements regarding respirations 1. Describes the mechanisms of breathing and mechanisms that control respirations.	M. Introduction - respiration • Mechanism of breathing • Mechanisms controlling respirations	
2. Identifies the basic characteristics of respiration.	N. Basic characteristics of respiration • Rate • Rhythm • Depth • Quality	
3. Lists factors affecting respiration.	O. Factors affecting respiration	
4. States terms related to alterations in respiration.	P. Terms related to alterations in respiration	
5. Identifies patients at risk for respiratory alterations.	Q. Patients at risk for respiratory alteration	
E. Discusses key elements related to blood pressure 1. Defines basic blood pressure terminology. 2. States the determinants of blood pressure.	R. Introduction - blood pressure • Definition of blood pressure - Systolic - Diastolic - Pulse pressure - Korotokoff ‘s sounds - Auscultatory gap • Determinants of blood pressure - Cardiac output - Peripheral vascular resistance - Blood volume - Blood viscosity	

Unit Title: **Vital Signs** (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
3. Describes factors affecting blood pressure.	S. Factors affecting blood pressure	
4. Identifies alterations in blood pressure.	T. Alterations in blood pressure • Hypotension - Orthostatic hypotension • Hypertension	
5. Discusses common methods used to obtain blood pressure readings	U. Methods to obtain blood pressure measurement • Invasive • Cuff • Automatic devices • Contraindications for a specific limb	
6. Lists common mistakes in blood pressure assessment	V. Common mistakes in blood pressure assessment	

Unit Title: **Vital Signs** (Cont'd)

Objectives	Content Outline	Student Activities
F. Discusses importance of obtaining height/ weight, body fat measurements	W. Introduction – Importance of Height/Weight Assessment	
1. Identifies factors causing weight gain/loss.	X. Factors causing weight gain/loss • Gradual/rapid • Underweight/overweight	
2. Identifies factors affecting height	Y. Factors affecting height	
3. Interprets significance of certain measurements used to assess height, weight, and body fat	Z. Measurements to assess height, weight, and body fat. 1. BMI: • Definition • Method and meaning of measurement • Limitations of using BMI 2. Waist Size: • Guidelines • Ethnic considerations 3. Size of Abdomen 4. Waist-to Hip ratio	
4. States nursing/collaborative interventions to promote optimal height, weight, body fat	AA. Nutritional considerations: adult/older adult • Macro/micro nutrients • Factors affecting nutrition • Dietary guidelines 2011 • Altered nutrition	

Unit Title: **Cultural Practices Affecting Health Assessments**		
Objectives	**Content Outline**	**Student Activities**
A. Summarizes the cultural behaviors that can influence the health assessment 1. Explains cultural variations that will influence physical assessment. 2. Discusses the various techniques of communication that can inhibit or enhance a health assessment. 3. Describes the nursing implications when interviewing a patient from a different cultural background.	A. Cultural considerations in health assessment • Nursing and culture • Major variables on culturologic assessment • Cultural groups • Communication • Health and illness behavior • Health and diet practices • Family relationships • Religious/spiritual practices • Alternative and complementary therapies B. Nursing implications	**Required Reading**: Berman, Chapters 18, 19, 41. **Video**: Cultural Assessment (in class).

Unit Title: **Health Assessment Status**		
Objectives	**Content Outline**	**Student Activities**
A. Discusses the structure and the purpose of nursing health assessment 1. States the purpose of nursing health assessment. 2. Explains the components of a nursing health history. 3. Describes techniques for collecting assessment data.	A. Introduction • Major component of nursing care • Nursing health history • Physical health assessment B. Nursing health history • Components of a nursing health history. • Biographic data • Chief complaint or reason for visit • History of present illness • Past history • Family history of illness • Lifestyle • Social data • Psychological data/mini-mental status • Patterns of health care C. Collecting data • Data collection • Types of data • Sources of data D. Data collection methods • Observation • Interview • Examination • Organize data	**Required Reading**: Berman, Chapter 11, pp. 177-197 Alfaro, Chapter 2, pp. 44-89.

Unit Title: **Health Assessment Status (Cont'd)**		
Objectives	**Content Outline**	**Student Activities**
	E. Develop a system • Neuman model • LAC+USC healthcare network • Body systems • Maslow • Developmental (Erikson) F. Validate data • Cues • Inferences G. Document data H. Record the physical findings	

Unit Title: **Health Assessment Status (Cont'd)**		
Objectives	**Content Outline**	**Student Activities**
B. Discusses the purpose of the physical health assessment 1. Identifies the purpose of the physical health examination. 2. Explains the techniques and/or methods of examination. 3. Describes the equipment needed to perform a physical examination. 4. Discusses the significance of selected physical findings. 5. Explains expected outcomes of the health assessment. 6. Summarizes the suggested sequencing to conduct a physical health assessment. 7. Enumerates differences in assessment techniques appropriate for the young, middle and older adult.	I. Physical Health Assessment • Purposes of the physical examination approach • Types of physical assessment • Prepare the patient - Age specific approach • Prepare the environment - Positioning/Draping - Instrumentation/equipment preparation • Methods of examination - Inspection - Palpation - Percussion - Auscultation • General survey - Appearance and behavior - Vital signs - Height and weight • Record screening/physical examination • Adaptation in physical assessment techniques - Specific client situation - Gerontological differences in assessment	**Required Reading**: Berman, Chapter 30, pp. 575-585.

Unit Title: **The Integument (skin, hair, nails)**		
Objectives	**Content Outline**	**Student Activities**
A. Explains the significance of selected findings in the integument system 1. Identifies questions when assessing the integument. 2. Discusses two methods utilized for the assessment of the skin. 3. Describes the normal and abnormal skin assessment. 4. Identifies cultural variations in skin assessment. 5. Discusses integument variations in the older adult. 6. Identifies integumentary health promotion and associated patient/family teaching.	A. Nursing history focus for the integument B. Inspect and palpate for the following: 1. Skin • Color • Lesions • Scars • Bruises/edema • Moisture • Texture • Temperature • Turgor • Vascularity • Eczema • Psoriasis 2. Hair • Color • Thickness • Texture 3. Nails • Color • Shape • Angle • Texture	**Required Reading**: Berman, Chapter 30, pp. 585-594. Lewis, pp. 459-461. **Student Activities**: Assessment of the integumentary system **Recommended Video**: The Integumentary System. #1116 MedCom *(on reserve in the Library)*

Unit Title: **The Integument (skin, hair, nails) (Cont'd)**		
Objectives	**Content Outline**	**Student Activities**
	C. Deviations from normal 1. Skin • Pallor • Cyanosis • Jaundice • Erythema • Vitiligo • Edema • Primary skin lesions/secondary skin lesions 2. Hair • Alopecia • Hirsutism • Brittle hair 3. Nail • Clubbing • Beau's line • Selected nail variations D. Cultural variations related to the integument E. Integumentary variations in the older adult F. Promote health screening, health maintenance including self care and associated teaching/education	

Unit Title: **The HEENT**		
Objectives	**Content Outline**	**Student Activities**
A. Explains the significance of selected findings in the head, eyes, ears, nose, throat (HEENT) 1. Identifies questions when assessing the HEENT. 2. Describes the various characteristics in assessing the HEENT. 3. Explains the significance of selected findings when assessing the HEENT. 4. Identifies cultural variations related to the HEENT. 5. Discusses the HEENT variations in the older adult. 6. Identifies HEENT health promotion activities and associated patient/family teaching.	A. Nursing history focus for the HEENT B. Inspect and palpate the following: 1. Head • Shape and symmetry of skull • Masses • Tenderness 2. Eyes • Symmetry • Shape • Color • Pupillary response • Visual acuity • Eyebrows 3. Ears • Color • Symmetry • Position • Tenderness 4. Nose and sinuses • Shape • Size • Color • Patency • Discharge • Tenderness	**Required Reading**: Berman, Chapter 30, pp. 595-614. **Student Activities**: Assessment of the HEENT

Unit Title: **The HEENT (Cont'd)**		
Objectives	**Content Outline**	**Student Activities**
	5. Mouth • Lips symmetry • Teeth • Gums • Tonsils • Moisture • Texture • Presence of lesions • Color • Gag reflex 6. Neck • Head movement • Lymph nodes C. Deviations from normal 1. Head • Lack of symmetry • Moon face • Drooping • Involuntary facial movements 2. Eyes • Redness • Discharge • Lesions • Pain • Jaundice sclerae (icteric)	

Unit Title: **The HEENT (Cont'd)**		
Objectives	**Content Outline**	**Student Activities**
	3. Ears • Lesions • Tenderness • Redness • Discharge 4. Nose • Asymmetry • Discharge • Tenderness • Presence of lesions • Septal deviation 5. Mouth • Pallor • Lesions • Missing teeth • Swelling • Inflamed tonsils 6. Throat • Swelling • Stiffness • Limited ROM • Pain • Enlarged lymph nodes	

Unit Title: **The HEENT (Cont'd)**		
Objectives	**Content Outline**	**Student Activities**
	D. Cultural variation related to HEENT E. HEENT variations in the older adult F. Promote health screening, health maintenance including self care and associated teaching/education	

Unit Title: **Breast/Lung and Thorax**		
Objectives	**Content Outline**	**Student Activities**
A. Explains the significance of selected findings in the thorax, lungs, and breast. 1. Identifies questions when assessing the thorax, lung and breast. 2. Discusses the four methods utilized for the assessment of the thorax, lung and breast. 3. Describes the various characteristics associated with the thorax, lung and breast. 4. Identifies cultural variations related to the thorax, lung and breast. 5. Discusses thorax, lung, and breast variations with the older adult. 6. Identifies thorax, lung, and breast health promotion and associated patient/family teaching	A. Nursing history focus for thorax, lung and breast B. Inspect/palpate thorax for the following 1. Breast • Symmetry • Nipple discharge • Nipple integrity • Tenderness • Masses 2. Thorax • Symmetry • Vital signs: respiratory rate, rhythm, depth • Sputum (color) • Respiratory movement • Tenderness • AP diameter approximation C. Auscultate lungs for the following • Breath sounds	**Required Reading**: Berman, Chapter 30, pp., 618-626, 635-639. **Student Activities**: Assessment of thorax, lung, and breast. **Recommended Videos** Assessment of the Lungs. #1000 MedCom (*on reserve in the Library)* Respiratory System #1092

Unit Title: **Breast/Lung and Thorax (Cont'd)**		
Objectives	**Content Outline**	**Student Activities**
	D. Deviations from normal • Breast symmetry • Presence of discharge/tenderness • Chest asymmetry • Barrel chest • Exaggerated spinal curvature • Skin lesions • Breath sounds: Noncongested, congested, absent, wheeze E. Cultural variations of the thorax, lung and breast F. Thorax, lung and breast variations in the older adult G. Promotion of health screening, health maintenance including self care and associated teaching/education	

Unit Title: **Cardiovascular and Peripheral Vascular**		
Objectives	**Content Outline**	**Student Activities**
A. Explains the significance of selected findings in cardiovascular and peripheral vascular systems. 1. Identifies questions when assessing cardiovascular and peripheral vascular systems. 2. Discusses the four methods utilized for the assessment of cardiovascular and peripheral vascular systems. 3. Describes the various characteristics associated with cardiovascular and peripheral vascular systems. 4. Identifies cultural variations related to cardiovascular and peripheral vascular systems. 5. Discusses cardiovascular and peripheral vascular systems variations in the older adult. 6. Identifies appropriate health promotion and associated patient/family teaching for the cardiovascular and peripheral vascular systems.	A. Nursing history focus for cardiovascular and peripheral vascular systems B. Inspect the cardiovascular and peripheral vascular systems for the following • Presence/absence of pulsations C. Palpate the cardiovascular system for the following • Vital signs • Presence or absence of pulsations: Apical and epigastric areas • Presence of peripheral pulses (temporal, carotid, radial, brachial, femoral, popliteal, dorsalis pedis, posterior tibial) • Symmetry and intensity of peripheral pulses D. Auscultate the heart for the following: (aortic, pulmonic, tricuspid, apical, Erb's point) • Vital signs: rate, rhythm • S1, S2 E. Deviations from normal • Presence of pulsations • Jugular vein distention • Asymmetrical pulses, temperature, color • Edema • Signs of phlebitis • Poor capillary refill • Homan's sign	**Required Reading**: Berman, Chapter 30, pp. 614-618, 626-634. **Student Activities**: Assessment of the cardiovascular and peripheral vascular systems **Recommended Video**: Heart Sounds #1081

Unit Title: **Cardiovascular and Peripheral Vascular (Cont'd)**		
Objectives	**Content Outline**	**Student Activities**
	F. Cultural considerations related to cardiovascular and peripheral vascular system G. Cardiovascular and peripheral vascular variations in the older adult H. 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 1. Identifies appropriate questions when assessing the gastrointestinal system. 2. Discusses the four methods utilized for the assessment of the gastrointestinal system. 3. Describes the various characteristics associated with the gastrointestinal system. 4. Identifies the cultural variations related to the gastrointestinal system. 5. Discusses gastrointestinal variation in the older adult. 6. Identifies appropriate health promotion and associated patient/family teaching for the gastrointestinal system.	A. Nursing history focus for the gastrointestinal system B. Inspect the abdomen for the following: • Shape • Scars • Symmetry • Lesions • Abdominal movement C. Inspect the rectum and anus for the following: • Color • Integrity • Skin lesions D. Auscultate the abdomen for the following: • Peristalsis E Palpate the abdomen for the following: • Tenderness • Muscle guarding • Masses F. Deviations from normal • Distention • Tenderness • Visible venous pattern • Absence of bowel sounds • Mobile or fixed masses	**Required Reading**: Berman, Chapter 30, pp., 635-645. **Student Activities**: Assessment of the gastrointestinal system. **Recommended Videos** The Abdomen, MedCom #1001 (*on reserve in the Library*) Gastrointestinal System #1091

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

Unit Title: **Genitourinary**		
Objectives	**Content Outline**	**Student Activities**
A. Explains the significance of selected questions when assessing the genitourinary system 1. Identifies appropriate questions when assessing the genitourinary system. 2. Discusses the two methods utilized for the assessment of the genitourinary system. 3. Describes the various characteristics associated with the genitourinary assessment. 4. Identifies the cultural variations pertinent to the genitourinary assessment. 5. Discusses genitourinary variations the older adult. 6. Identifies appropriate health promotion and associated patient/family teaching.	A. Nursing history focus for the genitourinary system B. Inspect the genitourinary system for the following: 1. Male • Hair distribution • Lesions • Discharge 2. Female • Hair distribution • Lesions • Discharge C. Palpate the genitourinary system for the following: 1. Male • Scrotum • Inguinal area 2. Female • Labia • Inguinal area D. Deviations from normal • Scant or absence of hairs • Presence of lesions/masses • Swelling • Discharge	**Required Reading**: Berman, Chapter 30, pp., 658-665. **Student Activities**: Assessment of the genitourinary system **Recommended Videos**: The Male Reproduction System #1003

Unit Title: **Genitourinary (Cont'd)**		
Objectives	**Content Outline**	**Student Activities**
	E. Cultural variations in the assessment of the genitourinary system F. Genitourinary variations in the older adult G. Promotion of health screening, health maintenance including self care and associated teaching/education	

Unit Title: **Musculoskeletal System**		
Objectives	**Content Outline**	**Student Activities**
A. Explains the significance of selected findings in the musculoskeletal system. 1. Identifies questions when addressing the musculoskeletal system. 2. Discusses methods utilized for assessment of the musculoskeletal system. 3. Describes the various characteristics associated with musculoskeletal findings. 4. Identifies cultural variations related to musculoskeletal assessment. 5. Discusses the musculoskeletal variation in the older adult. 6. Identifies musculoskeletal health promotion and associated patient/family teaching.	A. Nursing history focus for musculoskeletal system B. Inspect and palpate for the following • Range of motion • Joint pain • Swelling • Fluid • Muscle development • Coordination (heel to shin) • Proprioception C. Deviations from normal • Hypertrophy • Flaccidity • Spasticity • Presence of tenderness • Swollen joints • Atrophy D. Cultural variations in the musculoskeletal assessment E. Musculoskeletal variations in the older adult F. Promotion of health screening, health maintenance including self care and associated teaching/education	**Required Reading**: Berman, Chapter 30, pp., 645-648. **Student Activities**: Assessment of the musculoskeletal system **Recommended Videos** The Musculoskeletal, MedCom (*on reserve in the Library*) (#1002)

Unit Title: **Neurological System**		
Objectives	**Content Outline**	**Student Activities**
A. Explains the significance of selected findings in the neurological system. 1. Identifies appropriate questions when addressing the neurological system. 2. Discusses methods utilized for assessment of the neurological system. 3. Describes the various characteristics associated with neurological findings. 4. Identifies cultural variations related to neurological assessment. 5. Discusses neurological variations in the older adult. 6. Identifies appropriate health promotion and associated patient/family teaching.	A. Nursing history focus for neurological system B. Assess the 12 cranial nerves • Olfactory • Optic • Oculomotor • Trochlear • Trigeminal • Abducens • Facial • Auditory • Glossopharyngeal • Vagus • Accessory • Hypoglossal C. Deviations from normal • Impaired verbal communication • Presence of seizures • Paralysis • Paresthesia • Tremors • Loss of coordination • Disorientation D. Assess fine and gross motor	**Required Reading**: Berman, Chapter 30, pp., 648-657 **Student Activities**: Assessment of the neurological system *(Video may be available in the Library) (#1159)*

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

Unit Title: **Nursing Process**

Objectives	Content Outline	Student Activities
A. Examines the steps of the nursing process utilized to manage individualized patient care. 1. Defines nursing process. 2. Describes the characteristics of the nursing process. 3. States the professional implication of the nursing process and how the process impacts management of patient care. 4. States the five steps of the nursing process. 5. Identifies the activities involved in each phase of the nursing process. 6. Explains the difference between subjective and objective data. 7. States nursing diagnoses using PES/PRS, RF, wellness, syndrome, and collaborative formats. 8. Discusses a framework for decision-making in prioritizing nursing diagnoses. 9. Differentiates between short-term and long-term goals. 10. Explains how outcome criteria are used to evaluate goals. 11. Differentiates between nursing orders and medical orders. 12. Explains the difference between independent, interdependent and dependent nursing actions	A. Steps in nursing process ▪ Professional implication - BRN mandated use of nursing process incorporated in standards of nursing practice - American Nursing Association Standard of Practice ▪ ADPIE - assessment - diagnosis - planning - implementation - evaluation ▪ Formats - PES/PRS or RF - critical pathways/care maps - standards of care	**Required Reading** Alfaro-LeFevre, all chapters. **Bring book to class.** **Recommended Reading:** Berman, Chapters 11-14, pp. 178-249.

Unit Title: **Nursing Process (**Cont'd)

Objectives	Content Outline	Student Activities
B. Applies the five steps of the nursing process and formulate a plan of care. 1. Obtains patient data and categorize the information under the appropriate five variables used in Neuman's model. 2. Describes the patient's developmental stage according to Erikson. 3. Interprets patient information and form a prioritized list of problems using Maslow's Hierarchy of Needs. 4. Develops a physiological and psychological nursing diagnosis. 5. Formulates observable, measurable goals. 6. Constructs interventions that will prevent, reduce, and/or eliminate the patient problem. 7. Evaluates the patient's achievement of goals/outcomes to specific plans of care.	B. Nursing process used in acute and ambulatory care settings ▪ Write LAC-CON nursing care plan - assessment > data collection > cluster data > pattern identification - diagnosis > identifies strengths and problems > NANDA list > write diagnostic statements - planning > determine priorities, goals, interventions > basic principles of priority setting > outcome criteria and nursing goals > determine nursing interventions for nursing diagnosis documenting the nursing care plan - implementing > focus on what the student nurse did and the patient's response > assessing and reassessing > performing interventions and making necessary changes - evaluating > determining goal achievement > identifying variables affecting achievement > deciding whether to continue, modify or terminate plan	

Unit Title: Pain

Objectives	Content Outline	Student Activities
A. Identifies the legal/ethical responsibilities for patients in pain. 1. Discusses legal/ethical responsibilities of the nurse. 2. Describes the nurse's role with regulatory agencies in regards to pain.	A. Introduction - - concepts of pain B. Legal requirement of registered nurse regarding pain assessment • Legal pain assessment requirements of registered nurse • JCAHO pain standard • Advocacy	**Required Reading** Lewis, et.al. Chapter 10 Video: "Pain in the Elderly" (McCaffery, Margo).
B. Discusses the magnitude of problems with pain and ABCs of pain. 1. Defines pain. 2. Describes neurophysiology mechanisms of pain. 3. Lists types of pain.	C. Magnitude of pain problems in nursing • ABCs of pain - Affective - Behavioral - Cognitive	
C. Discusses the physiological basis of pain (see module) 1. Discusses structure and function of the nervous system 2. Defines the common terms associated with neurophysiology of pain 3. Applies the concepts of transduction, transmission of pain impulse of acute (nociceptive) pain. 4. Discusses the body's response to unrelieved pain. 5. States how the body is able to modulate the nociceptive pain impulses with in the cerebral cortex.	D. Physiological basis of pain 1. Common terms 2. Parts of the nervous system as it applies to pain 3. Nociceptive neuropathways 4. Modulation of pain response 5. Differences between physiological and psychological aspects of pain	

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

Objectives	Content Outline	Student Activities
6. Defines types of pain and differentiate between nociceptive pain and neuropathic pain. 7. Recognize the difference between physical and psychological aspects of pain. D. Applies the nursing process when caring for a patient in pain 1. Utilizes therapeutic communication techniques when conducting a pain assessment. 2. Utilizes observational skills to assess patients in pain. 3. Cites common nursing diagnoses used in pain. 4. Identifies the independent/collaborative nursing interventions for patients in pain to include pharmacological interventions.	E. Nursing process 1. Subjective assessment/patient pain expert 2. Objective assessment 3. Formulating nursing diagnoses • Pain • Chronic pain • Hopelessness 4. Independent/collaborative interventions • Independent - Guided imaging - Relaxation breathing - Reframing - Distraction - Anticipatory guidance - Use of heat and cold - Rest/comfort measures • Collaborative - Pharmacological management - WHO analgesic ladder - Types of medications « Non-opiods « Opiods « Adjuvant - Complementary/Alternative Medicine (CAM)	

Unit Title: **Pain** (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
	- Titration of drugs « Preemptive analgesia « Use of placebos	
5. States role of allied health care disciplines to assist in the management of patients in pain to include Physical Therapy, Occupation/Recreational Therapy, Psychologist/Medical Social Worker, and Spiritual Counselor. 6. Identifies methods used to evaluate pain interventions.	F. Collaborative nursing actions with other health professionals: 1. Physical Therapy • TENS • Heat/cold • Ultrasound 2. Occupation/Recreational Therapy • Music therapy • Recreational therapy 3. Psychologist/Medical Social Worker, i.e., cognitive therapies 4. Spiritual Counselor	
E. Explains the role of the nurse in pain management in the elderly. 1. Lists the special considerations when assisting elderly patient in pain. 2. Describes the special tools used when completing a pain assessment of elderly in a variety of health care environments. 3. Lists common nursing strategies when caring for elderly patients in pain. 4. Contrasts the different pharmacological management between well elderly and frail elderly patients.	G. Evaluate effectiveness of independent and dependent interventions 1. Wong-Baker Scale 4 or below 2. Observation subjective/objective data H. Nursing care associated with the management of pain in the elderly 1. Associated health problems 2. Losses of independence 3. Titration of medications	

Unit Title: **Pain** (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
F. Discusses the difference in pain perceptions among selected ethnic groups. 1. Identifies different cultural interventions for pain. 2. States how selected cultural groups deal with the pain experience. 3. Lists common care providers and health practices used in pain management practices in selected ethnic group.	I. Traditional perceptions of pain among selected sociocultural groups: 1. Traditional perceptions of pain in: • Anglo Europeans • Hispanic Americans • Jewish Americans • Native Americans • African Americans • Asian Americans 2. Traditional health providers/treatments for pain	

Unit Title: Inflammation/Infection/Wound Healing		
Objectives	**Content Outline**	**Student Activities**
A. Identifies essential aspects of inflammation, infections, and wound healing processes. **Inflammation:** 1. Discusses the body's response to cell injury 2. Explains local and systemic manifestations of inflammation and their physiological basis. 3. Describes the inflammatory response including vascular and cellular responses and exudate formation. 4. Identifies signs and symptoms of inflammation. 5. States nursing diagnoses used for patients with an inflammatory response. 6. Lists the common interventions for patients with inflammatory response **Infection:** 7. Describes the infectious disease process including the chain of infection. 8. Names common signs and symptoms of infection. 9. Lists common diagnostic tests seen in patients with infection. 10. States nursing diagnoses for patients with infectious process.	A. Inflammation • Definition • Causes • Signs and symptoms - Local - Systemic B. Inflammatory Response • Vascular • Defensive cell response • Inflammatory exudate C. Management • Nursing • Dietary • Pharmacological (antibiotics) D. Infection • Historical background • Pathogenesis • Chain of infection - Pathogen - Reservoir - Portal of exit - Mode of transmission - Portal of entry - Susceptible host	**Required Reading**: Lewis, et.al., Chapter 13, pp 186-204 with CS/ Chapter 15, pp 235-41 Berman, et.al, Chapter 36 Lewis Study Guide: Chapter 13

Unit Title: **Inflammation/Infection/Wound Healing** (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
11. States nursing diagnosis for patients with infectious process. 12. Discusses the collaborative and nursing care associated with infectious disease process.	• Signs and symptoms of infections • Immunization • Standard Precautions/handling of infectious materials - Scabies/Impetigo • Types of Isolation • Diagnostic Testing - Laboratory exam « WBC with differential « Culture and sensitivity - X-rays • Common nursing diagnoses • Infection control/prevention - Immunizations - Standard precautions - Isolation precautions • Nursing role/collaborative care	
Wound Healing: 13. Discusses the process involved in wound healing. 14. Identifies types of wounds. 15. Differentiates among healing by primary, secondary, and tertiary intention. 16. Describes the factors that delay wound healing and common complications of wound healing. 17. Discusses common nursing diagnosis associated with wound healing.	E. Wounds • Definition • Types - Incision - Contusion - Laceration - Puncture - Abrasion - Decubitus « Stages	

Unit Title: **Inflammation/Infection/Wound Healing** (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
18. Lists collaborative and nursing strategies, which will foster wound healing.	F. Types of Wound Healing • Primary intention • Secondary intention • Tertiary intention G. Factors Affecting Wound Healing H. Complications of Wound Healing • Dehiscence • Hemorrhage • Infection I. Common nursing diagnoses associated with wound healing. J. Collaborative/nursing strategies fostering wound healing	
B. Identifies the educational needs of individuals with problems of inflammation, infection, and wound healing. 1. Discusses patient education for prevention of infection and promotion of wound healing. 2. Identifies education needs for patients undergoing wound management in the home setting.	• Comparing practices of Medical Asepsis and Surgical Asepsis	

Unit Title: Musculoskeletal Disorders		
Objectives	**Content Outline**	**Student Activities**
A. Identifies general areas of focus related to musculosketal disorders. 1. Identifies risk factors affecting the musculoskeletal system. 2. States signs/symptoms which indicate problems with the musculoskeletal system 3. Lists common terminology used to describe assessment abnormalities 4. Discusses effects of aging on the musculoskeletal system.	A. Introduction • Settings musculoskeletal disorders are seen alone or in combination with other disorders • Risk factors affecting the musculoskeletal system • Signs/symptoms and diagnostic tests indicating musculoskeletal problems • Common assessment abnormalities • Gerontological consideration related to musculoskeletal system - Muscle - Joints - Bones	**<u>Required Reading</u>**: Lewis, et.al.: pp 1583-1619, 1620-1625, 1626-1632, 1634-1637, 1638 – case study, 1641-1645, 1648-1649, 1651 (Table 65-6 only) Lewis Study Guide: Chapter 63, items 1-26 Chapter 64, items 1-5, 9-11, 15-17 Chapter 65, items 3-7 *Computer Program: Nursing Concepts Case Studies in Musculoskeletal Disorders - "Kevin Flynn: Fractures" - "Mrs. Morgan: Hip Athroplasty" **Learning Resource Center Computer Lab* Be prepared to discuss case study on page 1638 "Osteoporosis" (Lewis, et al). **Review: Chapter 62**
B. Discusses the joint disorder of osteoarthritis 1. Explains the epidemiology and causes associated with osteoarthritis.	B. Osteoarthritis - overview • Epidemiology • Causes/risk factors • Impact on society	
2. Describes the pathophysiology, clinical manifestations and diagnostic findings of osteoarthritis.	C. Pathophysiology, clinical manifestations, and diagnostic testing	

Unit Title: Musculoskeletal Disorders (Cont'd)		
Student Activities		
3. Applies the nursing process in caring for patients with osteoarthritis.	D. Nursing Process • Goals of treatment • Common nursing diagnoses • Primary/secondary/tertiary interventions - Disease Prevention/Screening - Pain Control: Non-Medicinal Medicinal (to include COX 1&2 and COX 2 inhibitors) - Joint Care - Weight Control - Surgeries - Non –Traditional Approaches	
C. Discusses three bone disorders: Osteoporosis, Osteomyelitis, Selected Bone Tumor (osteosarcoma) 1. Explains the epidemiology and causes/risk factors of these bone disorders	E. Overview: Osteoporosis, Osteomyelitis, Osteosarcoma • Epidemiology • Causes/risk factors • Impact on society	**Recommended Reading:** ArthritisUSA.net "Anatomy of a Joint"
2. Describes the pathophysiology, clinical manifestations, diagnostic findings of these bone disorders.	F. Pathophysiology, clinical manifestations, and diagnostic tests (to include BMD)	

Unit Title: Musculoskeletal Disorders (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
3. Applies the nursing process in caring for patients with these bone disorders	G. Nursing Process • Goals of treatment • Common nursing diagnoses • Primary/secondary/tertiary interventions for Osteoporosis - Exercise/Healthy food choices - Home Safety/Fall prevention - Medications (to include Biphosphonates, "SERMS", analgesics, "HRT", Calcium/Vitamin D supplements) - Fracture repairs/joint replacements • Primary/secondary/tertiary interventions for Osteomyelitits - Prevention strategies (to include healthy lifestyle choices, management of chronic diseases, antibiotic prophylaxis if implants present) - Medications (antibiotics/analgesics) - Nutrition - Asepsis practices - Careful handling of site - Surgery: (to include grafting, I&D) - Self- Care practices • Primary/secondary/tertiary interventions for Osteosarcoma - Early detection/injury prevention - Chemotherapy/radiation - Surgery	

Unit Title: Musculoskeletal Disorders (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
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) 1. Explains the epidemiology and causes/risk factors of these selected types of musculoskeletal trauma	H. Overview • Epidemiology of selected types of musculoskeletal trauma • Causes/risk factors • Impact on society • Nurses' Role in Injury Prevention	
2. Describes the pathophysiology, clinical manifestations, diagnostic findings for these selected types of trauma (as applicable). 3. Applies the nursing process in caring for patients with musculoskeletal trauma	I. Pathophysiology, clinical manifestations, and diagnostic tests for musculoskeletal traumas J. Nursing Process • Goals of treatment • Common nursing diagnoses • Primary/secondary/tertiary interventions - Safety Practices (e.g.: home/sports/ driving. - Emergency treatment - Medications (e.g.: antibiotics, analgesics) - Monitoring for complications caused by trauma or treatment - Specific treatments per type of injury (See "K" under Specific Treatment) - Rehabilitation/Referrals	

Unit Title: Musculoskeletal Disorders (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
.	- Psychological support: (to include for unanticipated body changes, e.g. amputations) • Discharge planning • Addressing effects of immobility	
4. Identifies the specific treatments utilized for each of these traumas to include safe use of equipment as applicable.	K. Specific treatment for each type of trauma • RICE • Closed and Open Reductions (ORIF) • Immobilizers (non invasive and invasive) • Crutches/Walkers • Casts/tractions (skin and skeletal traction) • Prosthesis for limbs • Replantation • Arthroscopic surgery • Joint replacements/Joint Repairs	
5. Describes complications and treatment of complications for these musculoskeletal traumas to include medical emergencies.	L. Complications of musculoskeletal trauma • Joint necrosis • Compartment syndrome • Fat emboli • Thromboemboli • Infection • Hemorrhage • Non-union of fracture • Joint displacement after joint replacement surgery • Cast Syndrome	

Unit Title: Musculoskeletal Disorders (Cont'd)

Objectives	Content Outline	Student Activities
E. Describes essential elements associated with occupation-related disorders (carpal tunnel syndrome, repetitive strain injury) 1. Explains epidemiology and causes/risk factors of these disorders	M. Overview • Epidemiology • Causes/risk factors • Impact on society	
2. Describes the pathophysiology, clinical manifestations, and diagnostic findings of both of these bone disorders.	N. Pathophysiology, clinical manifestations, and diagnostic tests	
3. Applies the nursing process in caring for patients with these disorders.	O. Nursing Process • Goals of treatment • Common nursing diagnoses • Primary/secondary/tertiary interventions - Sound ergonomic practices - Rest periods - Medications - Protective gear - Surgery	

Unit Title: Musculoskeletal Disorders (Cont'd)

Objectives	Content Outline	Student Activities
F. Describes essential elements associated with the problem of back pain 1. Explains the epidemiology and causes/risk factors of these selected types of back pain.	P. Overview: back pain • Epidemiology • Causes/risk factors - Lumbar-sacral strain - Herniation of Disc - Instability of LS bony mechanism - Disc Degeneration - Spinal Stenosis - "Whiplash" • Impact on society	
2. Describes the pathophysiology, clinical manifestations, diagnostic findings associated with back pain.	Q. Pathophysiology, clinical manifestations, and diagnostic tests	
3. Applies the nursing process when caring for a patient with back pain to include care of patients in traction and those having spinal surgery.	R. Nursing Process • Common nursing diagnosis • Primary: - Screenings - Patient Education to promote back health • Secondary - Medications (analgesics, steroid injections) - Physical Therapy - Complementary/Alternative Treatments - Spinal surgery • Tertiary interventions: - Patient education - Physical Therapy as ordered	

Unit Title: Hypertension: "The Silent Killer"		
Objectives	**Content Outline**	**Student Activities**
A. Discusses the impact of hypertension on individuals in our society 1. Explains the scope of hypertension as a problem in today's society. 2. Defines hypertension and its classifications 3. Identifies the pathophysiological mechanisms related to hypertension 4. States the risk factors contributing to the development of hypertension 5. Discusses the complications, which can result from hypertension.	A. Overview • Demographics/incidence • Definitions - Essential - Secondary B. Pathophysiological mechanisms C. Predisposing/risk factors • Gender • Age • Race • Lifestyle • Family history	**Required Reading** Lewis, Chapter 33 **Recommended:** Student CD-ROM for Lewis, et. al. (2010). *Medical surgical nursing* (8th ed.). Text: Case Study: "Patient with Hypertensive Heart Disease"
B. Applies the nursing process in the care of individuals with hypertension. 1. Describes the clinical manifestations/diagnostic testing associated with hypertension, to include hypertensive crisis. 2. Identifies common nursing diagnoses associated with hypertension. 3. Discusses the nursing/collaborative interventions utilized in the treatment of hypertension, to include hypertensive crisis.	D. Complications associated with hypertension • Hypertensive heart disease • Cerebrovascular disease • Peripheral vascular disease • Nephrosclerosis • Retinal damage E. Nursing process 1. Assessment • Patient history • Physical examination findings • Diagnosis studies 2. Common nursing diagnoses	**Class Discussion**: Be prepared to discuss answers to Critical Thinking Questions for Case Study "Primary Hypertension" pp. 758 (Lewis, et.al.)

Unit Title: **Hypertension: "The Silent Killer"** (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
	3. Nursing/collaborative strategies • Risk factor stratification and treatment • Independent nursing intervention - Role of nurse in hypertension screening and teaching • Secondary interventions - Drug therapy: ➢ Monitoring for effectiveness, contraindications, and adverse effects ➢ Commonly used drugs categories	
C. Identifies areas of health teaching/health promotion when caring for individuals with hypertension 1. Discusses teaching guidelines to follow when instructing patients about hypertension. 2. Describes the lifestyle modification teachings necessary to address when caring for patients with hypertension.	F. Teaching guidelines for: • Disease Process/Disease Prevention • Misconceptions • Consequences of untreated hypertension • Medications • Home B/P monitoring G. Lifestyle modifications – areas of focus: • Dietary (DASH diet) • Exercise • Smoking cessation • Modification of alcohol consumption • Stress management	

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. 1. Discusses the pathophysiology, etiology, incidence and prevention of pneumonia, tuberculosis and asthma. 2. Identifies significant subjective and objective data related to the respiratory system that should be obtained when assessing a patient with oxygenation problems. 3. Identifies the methods of diagnosing pneumonia, tuberculosis and asthma. 4. Utilizes the nursing process to describe the nursing responsibilities in the collaborative management of pneumonia, tuberculosis and asthma. 5. Discusses the types, etiology, pathophysiology, clinical manifestations and therapeutic and pharmacological management of pneumonia, tuberculosis and asthma. 6. Utilizes the nursing process to describe the nursing role in management of the client with pneumonia, tuberculosis and asthma. 7. Discusses elderly considerations related to respiratory infections.	A. Pneumonia • Demographics/Incidence • Predisposing factors • Types: causes • Pathophysiology • Prevention • Collaborative management • Assessment - History - Physical: clinical manifestation - Psychosocial - Dx Studies « Laboratory « Radiographics • Analysis - Nursing Dx - Collaborative Dx • Planning and Implementation • Management - Antibiotics - Nutrition - Vaccines - Health promotion/teaching • Evaluation of outcomes • Geriatric consideration in respiratory infections	**Required Reading:** Lewis, et.al: Chapter 28, TB and Pneumonia pp 546-553, 553-557 Chapter 29: Asthma – pp. 588-609 Lewis, et.al.: pp 497-518. Computer Programs: Nursing Concepts “Pneumonia Case Study” **Recommended Reading:** Berman, Oxygenation, pp 1379-1402 **Video:** "Tuberculosis in America: The People's Plague" (Parts I & II)

Unit Title: Problems of Oxygenation (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
B. Identifies areas of health teaching/promotion for individuals with problems of pneumonia, TB and asthma.	B. Tuberculosis • Demographics/incidence • Predisposing factors • Cause • Pathophysiology • Prevention • Collaborative management • Assessment - History - Physical: clinical manifestations - Psychosocial - Dx Studies « Skin testing « Laboratory « Radiographics • Analysis - Nursing Dx - Collaborative Dx • Planning & Implementation • Management - Antimicrobial drugs - Health promotion/teaching - Evaluation of outcomes	

Unit Title: Problems of Oxygenation (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
	C. Asthma • Demographics/Incidence • Predisposing factors • Causes • Pathophysiology • Prevention • Collaborative management • Assessment - History - Physical: clinical manifestations - Psychosocial - Dx Studies « Skin testing « Laboratory « Radiographics • Analysis - Nursing Dx - Collaborative Dx • Planning & implementation • Management - Drug therapy - Oxygen therapy - Fluid therapy - Health promotion/teaching • Evaluation of outcomes	

Unit Title: Fluid and Electrolyte Imbalances		
Objectives	**Content Outline**	**Student Activities**
A. Discusses the nursing process in relationship to promoting systems stability in patients with nutritional, fluid and electrolyte imbalances. 1. Describes the mechanisms of intracellular/ extracellular fluid shift imbalances. 2. Applies the nursing process in the care of individuals with fluid and electrolyte imbalances. • Identifies significant assessment findings of fluid volume deficit/excess, third spacing, and electrolyte imbalances. • Identifies common causes, treatment, and nursing management for fluid and electrolyte imbalances. 3. Discusses pediatric and geriatric developmental considerations related to fluid and electrolyte imbalances. 4. Describes basic characteristics and functions of essential nutrients in promoting and maintaining systems stability.	A. Nursing Assessment, Diagnosis, Planning, Intervention, and Evaluation of Patients with Nutritional, fluid and electrolyte imbalances 1. Fluid Volume Imbalances • Fluid volume deficit • Fluid volume excess • Third-spacing of body fluid 2. Electrolyte Imbalances • Sodium imbalances - Hypo/hypernatremia • Chloride imbalances - Hypo/hyperchloremia • Potassium imbalances - Hypo/hyperkalemia • Calcium imbalances - Hypo/hypercalcemia • Magnesium imbalances - Hypo/hypermagnesemia • Phosphate imbalances - Hypo/hyperphosphatemia 3. Developmental Considerations • Geriatric patients • Pediatric patients	**Required Reading:** Berman, , et al.: pp. 1449-1467, 1470-1481 (omit Table 52-9 and Box 52-6 on page 1475) pp. 1509 “Concept Map” pp 1507-08 “Nursing Care Plan” pp 1511 – Knowledge Questions: 1-3, 5-7, 9, 10 pp. 1289, 1296 (T 47-5), 1297 TPN **Review:** Berman, et al.: pp. 1250-60

Unit Title: Fluid and Electrolyte Imbalances (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
5. Discusses how gender and the developmental variable affect nutritional needs. • Identifies how nutritional needs differ among males, females, children, young adults and elderly. 6. Discusses how common pathophysiological alterations affect nutritional requirements. B. Identifies the educational needs of individuals with fluid and electrolyte imbalances. C. Describes the significance of the sociocultural and spiritual variables in regard to nutrition.	4. Basic Characteristics and Functions of Carbohydrates, Proteins, Lipids, and Micronutrients in Nutrition 5. Gender, Developmental Status, and Nutritional Needs 6. Pathophysiological Alterations and Nutritional Requirements a. Receiving Enteral Feedings and Diet Therapy B. Areas of Focus for Client Teaching • Risk factors identification • Signs and symptoms of imbalances • Preventive strategies C. 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. 1. Defines the perioperative phases of surgery. 2. Describes the categories/purposes of surgery. 3. Identifies the roles of the surgical team. B. Identifies legal/ethical behaviors, which reflect accountability for individuals with problems of the pre-operative, intra-operative, and post-operative phases. 1. Explains the components and purpose of informed consent for surgery. 2. Discusses advanced directives. C. Identifies the educational needs of individuals for the perioperative experience. 1. Describes the nursing role in the educational preparation of the surgical patient. 2. Identifies the information needed by the post-operative patient in preparation for discharge.	A. Perioperative Nursing Definition Three Phases • Pre-operative • Intra-operative • Post-operative B. General classification of surgery based on • Urgency • Risk • Purpose C. Role of surgical team • Universal Protocol D. Informed consent • Advocacy and Client Rights • Four elements - Disclosure/confidentiality - Comprehension - Competence - Voluntary E. Advanced Directives F. Pre-operative teaching • TCDB, incentive spirometer • Turning/positions • Leg exercises • Progressive ambulation • Pain relief	**Required Reading**: Lewis: Pages 334-347, 350-364, 366-380 Page 342, Table 18-5 Page 343, Table 18-7 Page 356, Table 19-3 Page 367, Table 20-2 & 20-3 Page 368, Figure 20.1 Page 379, Table 20-8 & 20-9 Page 348, 364, 381 for NCLEX questions Berman: Pages 966-968, Skill 37-1

Unit Title: Problems of Perioperative Clients (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
	G. Pre-Operative Work-Up (72 hours before surgery) H. Physiological • GI, G.U. • Integumentary (skin preparation) • Sleep and rest (hypnotics) • Pre-operative medications I. Anesthesia • General Phases - Induction - Maintenance - Emergence • Regional • Procedural Sedation (conscious sedation) J. Post-Operative Phases • Immediate recovery phase (PAR) • Ongoing post-operative phase	

Unit Title: Problems of Perioperative Clients (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
C. Applies the nursing process in the care of individuals in the pre-operative, operative, and post-operative stages. 1. Describes the purpose and components of a pre-operative assessment. 2. Discusses the day of surgery preparation for the surgical patient. 3. Identifies the nursing responsibilities in admitting patient to PAR/PACU. 4. Explains the etiology and management of potential problems during the post-operative period. 5. Differentiates between general and regional or local anesthesia, including advantages and disadvantages and rationale for choice of anesthetic technique. 6. Discusses common nursing diagnoses and complications during the perioperative phases.	K. Common Post-Operative Complications • Respiratory • Neurological • GI • G.U. • Cardiovascular • Fluid and electrolytes • Integumentary (SSI) • Psychosocial L. Nursing Diagnoses • Anxiety • Ineffective Airway Clearance • Acute Pain • HR for Fluid Volume Deficit • Anxiety • HR for Infection • Collaborative Problems - PC: Hemorrhage - PC: Hypovolemic Shock - PC: Thrombophlebitis	

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. 1. Explains the prevalence and incidence of cancer using healthy person 2020. 2. States the prevalence, incidence and classification of cancer within different cultural groups in the United States. 3. Discusses how cultural beliefs may affect cancer prevention and treatment. 4. Cites examples of the role of the nurse in cancer prevention.	A. Educational strategies to reduce cancer in the U.S. 1. Prevention of cancer and healthy person 2020 • Prevalence, incidence of cancer in the U.S. • Types of cancers seen within different cultural group within the U.S. • Barriers which prevent early detection with selected cultural groups to include quackery 2. Role of the nurse in early detection and prevention of cancer • Community outreach - Early warning signs precaution • Occupational surveillance programs • Role of the nurse in implementing strategies to prevent cancer - Annual physical examination - Common nursing diagnoses « Rf alteration in health maintenance « Health seeking behaviors	**Required Reading**: Lewis, Chapter 16

Unit Title: Cancer (Cont'd)

Objectives	Content Outline	Student Activities
B. Describes the biology of cancer 1. Identifies agents and factors that have been found to be promoters of cancer. 2. Defines common terms used in cancer.	B. Biology of cancer: identify agents and factors than promote cancer growth 1. Definition of common terms used in cancer • Oncology • Neoplasm • Carcinogen • Carcinogenesis • Oncogenesis • "Cancer families" • Proto-oncogenesis • Antibodies • Antigen • Tumor associated antigen • Contact inhibition • Mitosis • Immunological surveillance - T-cytotoxic cells - Natural killer cells - Monocytes/macrophage - B-lymphocytes • Immunological surveillance escape • Benign • Malignant	
3. Lists the properties of stem cells 4. Describes the normal cell cycle	2. How stem cells become differentiated tissue 3. Stages of cell cycle	

Unit Title: Cancer (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
5. States how normal cells and cancerous cells differ 6. Identifies common chemical and physical carcinogens. 7. Explains how the immune system's failure promotes cancer development. 8. States how the genetic connection is linked to cancer. 9. Differentiates the three phases of the development of cancer i.e. Initiation, promotion and progression. 10. Lists common screening tests used to detect cancer.	4. Normal cells are changed into cancer cells • Normal cells differentiated • Cancer cells de-differentiated 5. Identification of cancer promoters • Chemical • Physical 6. Explain how the immune system failures leads to cancer development 7. Genetic link in "cancer families" 8. Progression of cancer • Initiation • Promotion • Progression • Metastasis	
C. Applies the steps of the nursing process when providing independent/collaborative interventions when caring for cancer patients including the elderly. 1. Compares the common laboratory/ radiological/and histological tests used to diagnosing cancer. 2. Describes the nursing care during the diagnostic period of cancer.	C. Steps of the nursing process when providing care for patients with cancer 1. Diagnostic phase • Common screening tests used detect cancer • Nursing care of patient's during the diagnostic phase of a cancer workup	

Unit Title: Cancer (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
3. Discusses independent and/or collaborative care for cancer patients 4. Indicates the goals under each phase of cancer treatment I.e. cure/remission, control, rehabilitation and palliation 5. Explains the steps of the nursing intervention for each of the phase of collaborative interventions • Surgical intervention • Radiation • Chemotherapy • Biological therapies • Current trends i.e./bone marrow transplantation+ stem cell and gene therapies	2. Independent and/or collaborative care for patients with cancer • Initial cancer decision tree treatment options - Cure/remission - Control - Palliative/rehabilitation • Oncological multi-discipline treatment team-members - Advocacy/Client Rights - Confidentiality • Common nursing intervention for each type of cancer treatment modality - Surgery - Radiation « Skin care « Fatigue « Nutrition « Teletherapy patient care - Chemotherapy « Side effects, adverse effects, and contraindications of therapy. « Alteration in self concept « Nutrition	

Unit Title: Cancer (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
	« Occupational precautions when caring for chemotherapy patient and handling of hazardous materials - Biological modifiers - Current trends « Bone marrow transplantation « Stem cell » Stem cell banking at birth » Peripheral stem cell banking « Gene therapy	
6. Names different levels of nursing care available to patients with cancer	• Levels of care - Critical care - Acute care - Medical-surgical unit - Hospice	
7. Discusses unique needs of elderly patients with cancer.	• Elderly cancer patient - Reduced immune response - Key assessments « Medical evaluations « Cognitive assessments « Loss of self-sufficiency « Access to personal and medical services	

Unit Title: Cancer (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
8. States the role of the nurse when providing psychological and educational support of patients/family with cancer	• Family and patient support groups - American Cancer Society - Palliative Care Consult Services (LAC-USC Healthcare Network) www.cancer.org (Conditions and Disease) www.ntc.nclvy.mil/bulletin/w www.oncocmat www.americancancer society/ support groups	

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