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

Nursing 123:

MEDICAL SURGICAL NURSING

Spring 2013

N123 – MEDICAL SURGICAL NURSING
Spring 2013 – Semester 2 / Thursdays, 0915 – 1115
ROOM 122

WEEK	TOPIC	HOURS	INSTRUCTOR	DATE
1	Genitourinary	2	Mwangi	01/17/13
2	Genitourinary	2	Mwangi	01/24/13
3	Genitourinary	1	Mwangi	01/31/13
	Gastrointestinal	1	Trongone	
4	Gastrointestinal	2	Trongone	02/07/13
5	Gastrointestinal	2	Trongone	02/14/13
6	**EXAM #1**	1		02/21/13
	Diabetes Mellitus	1	Najera	
7	Diabetes Mellitus	2	Najera	02/28/13
8	Diabetes Mellitus ***All Case Studies Are Due***	2	Najera	03/07/13
9	Sexually Transmitted Infections	2	Mwangi	03/14/13
SPRING BREAK – WEEK of 3-18-13				
10	Gynecological Disorders	2	Mwangi	03/28/13
11	Gynecological Disorders	2	Mwangi	04/04/13
12	Gynecological Disorders	1	Mwangi	04/11/13
	Blood Disorders	1	Kohl	
13	**EXAM #2**	1		04/18/13
	Blood Disorders	1	Kohl	
14	Blood Disorders	2	Kohl	04/25/13
15	Blood Disorders	1	Kohl	05/02/13
	Hematology	1	Najera	
16	Hematology	2	Najera	05/09/13
17	Hematology	2	Najera	05/16/13
18	**Cumulative Final Exam**	2		05/23/13

COURSE TITLE:	**N123 Medical Surgical Nursing**
PRE-REQUISITE:	Completion of Semester 1 Requirements
UNITS:	2 Units
HOURS:	2 hours per week
LENGTH:	18 Weeks
PLACEMENT:	Level I: Semester 2
CONCURRENCY:	All courses must be taken concurrently.
COURSE DESCRIPTION:	This course consists of content related to common health problems affecting the adult client. Medical/surgical and nursing management of clients with fluid and electrolyte imbalance, diabetes mellitus, gastrointestinal disorders, genitourinary disorders, hematological disorders, and selected gynecological disorders will be presented. Nursing process, collaboration, accountability, communication, education, decision making, and social cultural sensitivity are utilized as the basis for content presentation.
COURSE OBJECTIVES:	Upon satisfactory completion of the course, the student:

1. Applies the nursing process in the care of individuals with selected common health problems.
2. Utilizes therapeutic communication in the care of individuals with selected common health problems.
3. Identifies methods of developing collaborative relationships in the care of individuals with selected common health problems.
4. Describes legal/ethical behaviors which reflect accountability in the care of individuals with selected common health problems.
5. Applies a systematic method of making a choice regarding the care of individuals with selected common health problems.
6. Describes the educational needs of individuals with selected common health problems.
7. Applies sociocultural variations of individuals with selected common health problems.

STUDENT LEARNING OUTCOMES:	Students competently identify the application and implementation of appropriate medical/surgical interventions needed to provide care to adult clients with common health problems in a variety of health care settings.
TEACHING METHODS:	Class discussions, case studies, computer-adaptive instructions, videos, handouts, modules, lectures, and power-point presentations.
METHOD OF EVALUATION:	Students attain an overall cumulative score of 70% or higher on exams, quizzes, case studies, and computer assignment. A passing score indicates attainment of the student learning outcome. <u>Grade is calculated from:</u> • 3case studies, 3% each, worth 9% of the grade • 3 quizzes, 5% each, worth 15% of the grade • 2 exams, 50 questions each, 20% each, worth 40% of the grade • Final exam, 100 questions, worth 36% of grade
GRADING SCALE:	The percentage grading scale is used as the method of scoring and determining the final grade in the course. (see your Student Handbook on grading policy).
REQUIRED READINGS:	Alfaro-LeFevre, R. (2010). *Applying nursing process – a tool for critical thinking (7TH ed.)*.. Philadelphia: J.B. Lippincott. Kee, J.L., Hayes, E., & McCuistion, L.E. (2012). *Pharmacology A nursing process approach (7th ed.).* St. Louis: Elsevier. Berman, A., et. al. (2012) . *Fundamental of nursing: concept, process, and practice (9th ed.)*. Upper Saddle River, NJ: Prentice Hall Health. Lewis, S., Heitkemper, M., Dirksen, S. (2011) . *Medical Surgical Nursing. (8h ed.).* St. Louis: Mosby-Year Books Inc. McKinney, E. James, S.R., Ashwill, J.W., Murray, S. (2013). *Maternal-child nursing* (4th ed.). St. Louis: Elsevier Saunders. Pickar, G. D. (2013). *Dosage Calculations* (9th ed.). New York: Thomson Delmar Learning.

RECOMMENDED READING:

Ackely, B.J., & Ladwig, G.B. (2011) *Nursing diagnosis handbook: An evidenced-based guide to planning care (9th ed.) St. Louis: Elsevier*

Carpenito-Moyet, L.J. (2010). *Nursing diagnosis: Application to clinical practice. (13th ed.)* Philadelphia: Lippincott, Williams & Wilkins

McKinney, E., et. al. (2013) Study guide to accompany *Maternal child nursing.* St. Louis: Elsevier.

Krumberger, J. M. (2005, March 1). *How to manage an upper GI bleed.* 68(3). Retrieved June 14, 2007, from http://www.rnweb.com

Movius, M. (2006, July 1). *What's causing that gut pain?* 69(7). Retrieved June 14, 2007, from http://www.rnweb.com

INSTRUCTIONAL REFERENCES:

Gastroenterology Nursing: A Core Curriculum, 4th ed (2008). The Society of Gastroenterology Nurses and Associates, Inc.

www.aadenet.org
www.diabetes.org
www.healthy people.gov
www.urologychannel.com
www.emedicine.medscape.com
www.cdc.gov
www.emedicine.com
www.niddk.nih.gov
www.ameripros.org
www.daveproject.org

All academic policies are strictly enforced.

LOS ANGELES COUNTY COLLEGE OF NURSING AND ALLIED HEALTH
SCHOOL OF NURSING
NURSING 123
RUBRIC: CASE STUDY

Student Name: _____ **Date: _____**

Criteria	**25**	**20**	**15**	**0**	**Points**
Completion and comprehension of data being asked	Clearly and precisely provide information and assessment data	Information and assessments are superficially presented	Provides some but not all key information and/or assessments	Unable to provide accurate information and assessments	
Able to draw reasonable conclusions and provides accurate rationale based on evidence	Completely describes pertinent relationships of data and draws conclusions based on understanding of content and utilization of critical thinking	Describes conclusions from data but not demonstrating critical thinking	Superficially describes pertinent relationships of data	The conclusions are not based on data provided and unable to justify conclusions	
Assessment of data and draw conclusions utilizing the nursing diagnoses	Describes pertinent and complete nursing diagnoses utilizing correct terms and demonstrating an understanding of prioritization based on nursing theory and knowledge	Describes complete nursing diagnoses but unable to prioritize based on nursing theory and knowledge	Describes superficial and incomplete nursing diagnoses	Unable to choose nursing diagnoses that are pertinent to the patients and on nursing theory and knowledge	
Case Study presentation	Full participation during discussion with accurate information	Participation during discussion with missing information	Some participation during discussion	No participation during discussion	

TOTAL POINTS: _____
POSSIBLE POINTS: 100

Instructor Comment:

Unit Title: **Problems of Genitourinary and Male Reproductive Organs**		
Objectives	**Content Outline**	**Student Activities**
A. Describes the nursing process in the care of individuals with problems of reproductive and genitourinary organs. 1. Discusses the etiology, pathophysiology, clinical manifestations, treatment modalities, and nursing interventions of individuals with problems of urinary tract/renal calculi. 2. Identifies the etiology, pathophysiology, clinical manifestations, treatment modalities, and nursing interventions of individuals with problems of male congenital anomalies. 3. Discusses the etiology, pathophysiology, clinical manifestations, treatment modalities, and nursing interventions of individuals with problems of Benign Prostatic Hyperplasia, Prostate Cancer and testicular cancer. 4. Identifies the educational needs for patients with genitourinary and reproductive disorders. 5. Discusses cultural and ethnic considerations when caring for patient with genitourinary and reproductive disorders; including human sexuality.	A. Urinary / Renal tract calculi 1. Etiology 2. Pathophysiology 3. Diagnostic tests, including potential complications - IVP - Cystoscopy 4. Clinical manifestations 5. Medical / Surgical Interventions 6. Nursing Interventions B. Male congenital anomalies 1. Hypospadias 2. Epispadias 3. Cryptorchidism 4. Testicular torsion 5. Penile problems C. Benign Prostatic Hyperplasia, Prostate Cancer, Testicular Cancer and Erectile Dysfunction (ED) 1. Etiology/incidence 2. Pathophysiology 3. Diagnostic tests - DRE - PSA / PAP 4. Clinical manifestations 5. Medical / Surgical Interventions - Invasive vs. Non-invasive - TURP and ED 6. Nursing Interventions	**Required Readings:** Lewis, et. al. - Urinary Assessment: 1104-1120 Chapter 45 - Renal Problems: 1121-1163 Chapter 46 - Male Reproductive Problems 1287-1305 Chapter 51 1377-1403 Chapter 55 McKinney - Hypospadias/Epispadias 1127-1128 - Cryptorchidism 1126-1127 **Discussion Topic**: Prepare to discuss the patient with 1. BPH 2. Prostate Cancer 3. Testicular Cancer 4. TURP

Unit Title: **Problems of Genitourinary and Male Reproductive Organs (Cont'd)**

Objectives	Content Outline	Student Activities
B. Discusses the etiology, manifestations, and nursing and medical management of sexually transmitted diseases (STDs).	D. STDs (Sexually Transmitted Diseases) 1. STDs caused by; • Bacteria Bacterial Vaginosis (BV) Gonorrhea Chlamydia • Viruses- genital herpes/warts • Protozoa- trichomoniasis • Fungi- candidiasis • TORCH: Taxoplasmosis, Rubella Cytomegalovirus, Herpes 2. Disease prevention 3. Health screening 4. Treatment	**Required Readings:** McKinney STD Ch 26: 624-630 Ch 32: 796-803 Ch 41: 1032-1037 Lewis STD Ch 53: 1330-1344 **Recommended:** Google: http://www2a.cdc.gov/stdtraining/ready-to-use Division of STDs Program and training Branch; Ready to Use Modules Look for Ready-To-Use STD Curriculum for Clinical Educator

Unit Title: **Problems of Gastrointestinal System**		
Objectives	**Content Outline**	**Student Activities**
A. Applies the nursing process in the care of individuals with selected upper gastrointestinal problems. 1. Describes the, pathophysiology, clinical manifestations and complications of upper gastrointestinal problems. 2. Describes the purpose, significance of results, and appropriate nursing care for diagnostic tests. 2. Formulates collaborative and independent nursing plans for selected upper gastrointestinal problems. B. Describes the educational needs of individuals with selected upper gastric problems	A. Upper gastrointestinal problems 1. Pathophysiology, clinical manifestations and complications of: • Gastritis • Hiatal Hernia • Peptic Ulcer • Upper Gastrointestinal Bleeding • Gastric Cancer 2. Diagnostic tests 3. Formulates collaborative and independent nursing plans • Applies systematic method of making choices regarding care of individuals 3. Gerontological considerations B. Educational Needs 1. Medical/lifestyle modification 2. Preprocedural, preoperative, postoperative and home care management 3. Pharmacological management 4. Nutritional management	**Required Readings:** Lewis, et.al.: 929-940 963-1005 905 Table 39-5 909 Table 39-9 912 Table 39-11 913-916 Table 40-10 923-929 Malnutrition **Assignment:** Review and be prepared to discuss pre and postoperative care from N113. Review A & P of the gastrointestinal system. Review cancer and antineoplastic medications that affect the immune system from N111 and N113.

Unit Title: **Problems of Gastrointestinal System (cont'd)**		
Objectives	**Content Outline**	**Student Activities**
C. Applies the nursing process in the care of individuals with selected gastrointestinal accessory problems. 1. Describes the, pathophysiology, clinical manifestations and complications of accessory gastrointestinal problems. 2. Describes the purpose, significance of results, and appropriate nursing care for diagnostic tests. 3. Formulates collaborative and independent nursing plans for selected pancreatic and biliary problems.	C. Gastrointestinal accessory organs 1. Pathophysiology, clinical manifestations and complications of gastroaccessory system • Gallbladder disorders - Choleliathasis - Cholecysitis • Pancreatitis - Acute pancreatitis - Chronic pancreatitis 2. Diagnostic tests 3. Formulates collaborative and independent nursing plans • Applies systematic method of making choices regarding care of individuals 4. Gerontological considerations	**<u>Required Readings</u>**: Lewis, et.al.: 1088-1102
D. Describes the educational needs of individuals with selected pancreatic and biliary problems.	D. Educational Needs 1. Lifestyle modification 2. Preprocedural, preoperative, postoperative and home care management 3. Pharmacological management 4. Nutritional management	

Unit Title: **Problems of Gastrointestinal System** (cont'd)		
Objectives	**Content Outline**	**Student Activities**
E. Applies the nursing process in the care of individuals with selected lower gastrointestinal problems. 1. Describes the causes, pathophysiology, clinical manifestations, complications, nursing/collaborative management for patients with intestinal obstruction (mechanical, neurogenic), appendicitis, peritonitis, diverticulitis, hemorrhoids 2. Compares and contrasts inflammatory bowel such as ulcerative colitis and Crohn's disease, Include causes, pathophysiology, clinical manifestations, complications, and nursing/collaborative management of these disorders F. Describes the educational needs of individuals with selected lower gastrointestinal problems. 1. Discusses the preparation of a patient who is to undergo a diagnostic procedure (e.g. colonoscopy) 2. Discusses nutritional and other lifestyle strategies that promote optimal wellness for patients with inflammatory bowel disease. 3. Discusses the teaching needs a patient who is going home with a colostomy/ileostomy	E. Lower G.I. problems 1. Pathophysiology, clinical manifestation and complications of: • Irritable Bowel Syndrome • Diverticulitis • Inflammatory Bowel Disease (Ulcerative Colitis and Crohn's Disease) • Intestinal Obstruction (mechanical and neurogenic) • Appendicitis • Peritonitis • Hemorrhoids • Colon Cancer / Rectal Cancer -Elderly	**Required Readings:** Lewis, et.al.: 968 - 969 1006 - 1050 1051 - 1055

Unit Title: **Problems of Gastrointestinal System** (cont'd)		
Objectives	**Content Outline**	**Student Activities**
	2. Diagnostic tests 3. Formulates collaborative and independent nursing plans • Applies systematic method of making choices regarding care of individuals • Dependent interventions • Pharmacological management • Nutritional management • Patient teaching • Interventions	**<u>Required Readings:</u>** Lewis, et.al.: 1015 - 1047 1048 - 1049 1052 - 1057
G. Identifies methods of developing collaborative relationships in the care of individuals with selected common gastrointestinal health problems.	G Identify methods of developing collaborative relationships in the care of individuals with selected common gastrointestinal health problems. 1. Physician 2. Dietitian/Nutritionalist 3. Medical Social Worker 4. Physical Therapist 5. Psychologist 6. Occupational Therapist 7. Enterstomal Clinical Nurse Specialist 8. Pharmacist 9. Chaplain/Spiritual guide 10. Transcultural Nurses Consultant	

Unit Title: **Problems of Regulation and Metabolism: Diabetes Mellitus**		
Objectives	**Content Outline**	**Student Activities**
A. Applies the nursing process in the care of individuals with diabetes mellitus problems. 1. Describe the pathophysiology, diagnostic tests, clinical manifestations, nursing and medical management of a patient with diabetes mellitus (Type I, II and Gestational). 2. Discusses adults, maternal and fetal risks and the complications associated with diabetes during pregnancy. 3. Discusses nursing care related to acute and chronic complications of diabetes.	A. Diabetes Mellitus 1. Overview to include cultural diversity 2. Pathophysiology • Normal insulin metabolism • Etiology 3. Clinical manifestations 4. Classifications • Type I • Type II • Secondary • Gestational 5. Diagnostic studies 6. Acute complications • Diabetic ketoacidosis (DKA) • Hyperosmolar hyperglycemic syndrome (HHS) 7. Chronic Complications • Macrovascular • Microvascular • Integumentary	**Required Readings**: Lewis, et.al.: Chapter 41 Metabolic Syndrome 959-960 Chapter 49 1218-1254 McKinney: p. 241 Pancreas p. 242 Carbohydrate Metabolism pp. 613-616 Gestational DM **Assignment:** DM Case Study due week 8.

Unit Title: **Problems of Regulation and Metabolism: Diabetes Mellitus (Cont'd)**		
Objectives	**Content Outline**	**Student Activities**
B. Describes the educational needs of individuals (child, adult, gestational and elderly) with diabetes mellitus. 1. Identifies teaching needs related to nutrition, exercise, monitoring, complications and lifestyle modifications for a patient with diabetes mellitus.	B. Management of complications (acute and chronic) 1. Nutritional 2. Exercise 3. Monitoring 4. Teaching/ use of community resources 5. Body image 6. Gerontological considerations	

Unit Title: **Problems of Reproductive Organs (Gynecological)**		
Objectives	**Content Outline**	**Student Activities**
A. Describes etiology, clinical manifestations, diagnostic test, therapeutic and nursing management of common problems of menstruation. B. Describes areas of assessment for female reproductive organs. C. Describes the nursing management of patients undergoing surgical procedures, i.e., D & C, hysterectomy.	A. Common problems of menstruation • PMS • Menstrual difficulties • Menopause • Endometriosis 1. Areas of Assessment • Bleeding • Pain • Vaginal discharge • Anemia • Psychosocial 2. Collaborative Management a. Diagnosis • Pelvic exam • Endometrial biopsy b. Treatment • Surgery • D & C (see hysterectomy) c. Nursing interventions • Non-pharmacological measures	<u>Required Readings:</u> Lewis, et.al. Ch 51: 1287-1305 Female Reproduction Problems Chapter 54 1345-1376 McKinney: Ch 11: 200-212 Ch 32: 770-797 **<u>Assignment:</u>** Review and be prepared to discuss concepts of hematology and cancer care. *Menopause/Vaginal Bleeding* Lewis, et.al.: 1345-1356. Gynecologic case study due week 8. Review cancer content from N113.

Unit Title **Problems of Reproductive Organs (cont'd)**		
Objectives	**Content Outline**	**Student Activities**
D. Describes the etiology, complications, therapeutic and nursing management of: • pelvic inflammatory disease (PID) • endometriosis • breast cancer • cervical cancer • ovarian cancer • vulvar cancer E. Describes the educational needs of individuals with problems of female reproductive organs 1. Identifies teaching needs of individuals with problems of the female reproductive organs. 2. Discusses the teaching plans for individuals undergoing surgical procedures F. Describes sociocultural variations of individuals with problems of female reproductive organs. 1. Discusses the cultural and social impact of problems of female reproductive organs.	D. Gynecological Problems • PID (pelvic inflammatory disease) • Breast cancer • Cervical cancer • Ovarian cancer • Vulvar cancer 1. Etiology 2. Clinical manifestations 3. Complications • Infertility 4. Therapeutic management • Medical and surgical management - Hysterectomy - Mastectomy 5. Nursing management D. Educational needs of patient and families with gynecological problems E. Sociocultural aspects	**<u>Required Readings</u>:** Lewis, et.al.: Endometriosis 1359-1361 Breast cancer 1311-1327 Cervical cancer 1362-1365 Ovarian cancer 1365-1371 Hysterectomy 1361, 1367, 1369 Infertility 1345-1376 McKinney: Ch 11: A&P 200-212 Ch 31: Fertility & Infertility 736-767

Unit Title: Blood Disorders		
Objectives	**Content Outline**	**Student Activities**
A. Identifies general areas of focus related to blood disorders 1. States general causes and characteristics of blood disorders 2. Discusses the components of a hematological assessment needed to identify blood disorders. 3. Describes common types of interventions utilized to treat blood disorders.	A. Introduction • Causes of blood disorders • Characteristics of blood disorders • Hematological Assessment Components - Health History - Physical Findings - Laboratory/Diagnostic tests • Common treatment modalities: * Specific treatments included with each disorder. - Injury prevention - Dietary guidelines - Mineral/Vitamin supplements - Blood/Blood product transfusions - Stem Cell Transplantation - Pharmacological Agents (e.g.: steroids - Surgery	**<u>Required Reading</u>**: **Review** Lewis, et. al: Chapter 30, pp 642-655 Chapter 31, pp 662-672, 675-684, 690-693 Lewis: Bridge to NCLEX Examination, pp 711, 1-6, 9

Unit Title: Blood Disorders (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
B. Discusses the essential aspects of selected types of anemias 1. Explains how anemias are identified according to type and classification. 2. Identifies factors contributing to the development of selected anemias	B. Anemias • Types of Anemia - Decreased erythrocyte production - Increased erythrocyte destruction - Anemia caused by blood loss • Classification of Anemia - Morphologic - Etiologic • Factors contributing to the development of anemia - Heredity - Nutritional - Sociocultural/economic factors - Disease processes - Age - Trauma/Surgery - Medications	

Unit Title: Blood Disorders (Cont'd)

Objectives	Content Outline	Student Activities
3. States the definitions, clinical findings, and pathophysiology of selected anemias.	• Definitions/pathophysiology of selected anemias - Iron deficiency anemia - Megaloblastic anemias « Vitamin B12 deficiency « Folic Acid deficiency - Aplastic Anemia - Anemia caused by blood loss (acute/chronic) • Clinical Manifestations/laboratory findings of anemia - Mild - Moderate - Severe	
4. Identifies common nursing diagnoses associated with anemias	• Common Nursing Diagnoses associated with anemia	
5. Describes the primary, secondary and tertiary interventions utilized when caring for individuals with selected types of anemia.	• Goals of treatment modalities • Interventions: - Primary- to include health screenings - Secondary - Tertiary « Importance of blood tests	

Unit Title: Blood Disorders (Cont'd)

Objectives	Content Outline	Student Activities
6. Identifies the educational needs of individuals with selected anemias	• Areas of focus for patient teaching to promote self-care. - Nutrition - Medications « Administration instructions « Medications to avoid - Follow-up care « Precautions	
C. Discusses the care for an individual with a problem with hemostasis as seen in thrombocytopenia. 1. States the causes of thrombocytopenia 2. Describes the clinical manifestations to include laboratory findings 3. Identifies common nursing diagnoses associated with thrombocytopenia. 4. Explains the components of care to include primary, secondary, and tertiary interventions. 5. Discusses the educational needs of an individual with a hemostasis problem.	C. Thrombocytopenia • Causes - Decreased platelet production - Increased platelet destruction • Signs/Symptoms/Major Complications • Laboratory /Diagnostic Findings - Blood tests - Bone marrow aspiration/biopsy • Nursing Diagnoses • Treatment Modalities: Based on Causative Factor(s) - Primary - Secondary - Tertiary • Educational Needs: Focus on prevention of bleeding/hemorrhage to include injury prevention strategies.	

Unit Title: Blood Disorders (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
D. Discusses the care for an individual with polycythemia 1. Describes the similarities and differences between polycythemia vera and secondary polycythemia. 2. Explains the causes for polycythemia 3. Identifies the clinical manifestations/ diagnostic studies associated with polycythemia. 4. States common nursing diagnoses identified with polycythemia. 5. Discusses common treatment modalities used for polycythemia. 6. Explains educational needs of individuals with polycythemia.	D. Polycythemia • Polycythemia Vera vs. Secondary Polycythemia • Causes of Polycythemia • Signs/Symptoms and Diagnostic studies • Nursing Diagnoses • Collaborative Care - Major goals of treatment - Primary/Secondary/Tertiary Interventions • Educational Needs: - Health promotion strategies - Medication teachings	

Unit Title: Blood Disorders (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
E. Discusses the care for an individual with Neutropenia 1. Identifies the causes of neutropenia 2. Describes the clinical manifestations/ diagnostic studies 3. States common nursing diagnoses associated with neutropenia 4. Explains common practices which protect neutropenic patients 5. Discusses nursing/collaborative interventions used for neutropenic patients 6. Identifies areas of teaching which promote health and protect neutropenic patients	E. Neutropenia • Causes of Neutropenia - Medications - Various Disorders/Infection • Signs/Symptoms and Diagnostic Studies - Focus on early intervention • Nursing Diagnoses • Protective Practices: - Constant evaluation of s/s of infection - CDC recommendations • Nursing/Collaborative Management: - Primary Interventions - Secondary Interventions - Tertiary Interventions • Patient Teachings - Hygienic practices - Nutrition - Medication	

Unit Title: **Problems of Tissue Perfusion: Hematological Problems**		
Objectives	**Content Outline**	**Student Activities**
A. Identifies the nursing process in the care of individuals with problems of hemostasis, hemophilia, sickle cell crisis, and leukemia. 1. Describes the pathophysiology and clinical manifestations of anemia. 2. Describes the etiologies, diagnostic findings, clinical manifestations, therapeutic, and nursing management for selected types of blood disorders. 3. Describes the nursing considerations for blood disorders in the pediatrics and elderly populations. B. Identifies the educational needs of individuals with various blood disorders. C. Discusses the special nursing considerations when caring for patients with leukemia • Child • Adult • Elderly	A. General causes and characteristics of blood disorders. B. Selected blood disorders • Sickle cell • Hemophilia/Von Willebrand • Leukemia - Acute/chronic lymphocytic leukemia - Acute/chronic myelocytic leukemia • Lymphoma - Hodgkin's - Non-Hodgkin's C. Areas of focus for patient teaching (child, adult, & elderly) 1. Nutrition 2. Medication 3. Home care 4. Follow up care	**<u>Required Readings:</u>** Lewis, et. al. 642-683 Sickle Cell: 672-676 Hemophilia/VW: 684-686 Leukemia: 694-699 Lymphoma: 699-703 Appendix C 1854-1864 McKinney: Hemophilia/VonWillebrands: 1252-1256 Sickle Cell: 1244-1250 Leukemia: 1273-1275, 1280 Leukemia Care Plans: 1276-1279. Review cancer content from N113. Review drugs that affect the immune system, antineoplastic oncology drugs from N111.