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

# Nursing 233: INTERMEDIATE MEDICAL/SURGICAL & PSYCHIATRIC NURSING

Fall 2021

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| COURSE TITLE: | **N233 Intermediate Medical/Surgical & Psychiatric Nursing** |
| PRE-REQUISITES: | Completion of course requirements for Semesters 1 and 2. |
| UNITS: | 3 Units |
| HOURS: | 4 Hours per week |
| LENGTH: | 14 Weeks |
| PLACEMENT: | Semester 3 |
| CONCURRENCY: | All nursing courses within a semester must be taken concurrently. |
| COURSE DESCRIPTION: | The course consists of content related to individuals with acute health problems with emphasis on environmental stressors affecting the physiological, psychological and sociocultural factors. Content related to psychosocial adaptations, oxygenation, acid-base imbalance, and tissue perfusion are included in this course. Nursing Process, Collaboration, Accountability, Communication, Education, Decision-Making and Sociocultural Sensitivity are concepts utilized as the basis for content presentation. The nursing focus for this course is on developing and evaluating outcomes for the clients with complex health problems. |
| COURSE OBJECTIVES: | Upon satisfactory completion of the course, the student will: |

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

7. Discuss sociocultural variations that impact patient-centered care of individuals with acute physiological and psychological health problems.

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| STUDENT LEARNING OUTCOME: | Students competently identify the application, implementation, and analysis of the appropriate medical-surgical interventions needed to provide care to clients with acute and complex health problems in the acute, ambulatory and psychiatric care settings through critical thinking and professional nursing judgment in collaboration with the health care team. |
| TEACHING METHODS: | Discussion, case studies, videos, handouts, modules, lectures, collaborative-active learning. |
| METHOD OF EVALUATION: | Students attain an overall cumulative score of 70% or higher on exams and quizzes indicating an attainment of student learning outcome.<br><br><u>Grade is based from:</u><br>• Two quizzes each consisting of 10 questions worth 4 % reach a total of 8% of the final grade.<br>• Four MedSurg Course Point Prep U assignments worth 1% each for a total of 4 % of the final grade.<br>• Four exam each consisting of 50 questions worth 22% for a total of 88% of the grade. |

PrepU assignments (MedSurg):

N233 CLASS CODE FALL 2021

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

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

3. On the welcome screen or from “My Classes”, select “Join a Class”, enter your CLASS CODE: 62D321AA, and click “Enroll”.

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

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

Davis Edge/Advantage (Psych):

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

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

REQUIRED READING:

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

CoursePoint+ Frandsen, *et.al* (2018). Abrams*' Clinical Drug Therapy; Rationales for Nursing Practice* (11th ed.). Wolters Kluwer

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

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

**All academic policies are strictly enforced**

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

**Unit Title: Psychosocial Adaptation: Psychotic Disorders - Schizophrenia**

| Objectives | Content Outline | Student Activities |
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| A. Analyzes the implementation of the nursing process in the promotion and maintenance of system stability of individuals with psychotic disorders.<br>1. Defines psychotic disorder.<br>2. Discusses the clinical manifestation of psychosis.<br>3. Describes the different types of psychotic disorders to include predisposing factors and clinical feature.<br>4. Differentiates the nursing considerations for different types of schizophrenia.<br>5. Contrasts positive from negative signs/symptoms of the disorder.<br>6. Describes the course/progression of the disease.<br>7. Discusses the theories R/T to the etiology or psychodynamics of schizophrenia.<br>8. Discusses the role of the neurotransmitters in mental disorders.<br>9. Discusses the treatment modalities (adverse reaction as appropriate) and related nursing interventions.<br>10. Identifies priority nursing diagnoses in client with schizophrenia. | A. Definition of Psychosis<br>• Common Characteristics<br>- Disorganization<br>- Loss of social functioning<br>- Loss of contact with reality<br>- Who<br>- When<br>- Prevalence<br>- Suicide risks<br>B. Predisposing Factors<br>• Biological influences<br>• Psychological influence<br>• Physiological influences<br>• Environmental influences<br>• Transactional model<br><br>C. Types of Psychotic Disorders<br>• Brief Psychotic disorder<br>• Delusional disorder<br>o Persecution<br>o Grandiose<br>o Reference<br>o Control<br>o Somatic<br>o Nihilistic<br>o Erotomaniac<br>o Jealous<br>• Schizoaffective disorder<br>• Schizophreniform disorder<br>• Schizophrenia<br>• Substance induced psychosis<br>• Psychosis R/T general medical condition<br>D. Phases of Schizophrenia<br>• Phase I – premorbid<br>• Phase II – Prodromal<br>• Phase III – Active Psychotic<br>• Phase IV – Residual<br>• Prognosis | **Required Reading**:<br><br>Townsend (10th ed.)<br><br>Ch. 3 and 24.,<br>Ch. 7, table 7.2 and 7.3<br>Ch. 20,<br>Pg. 321-323 – Principles of Recovery<br><br>***Please view lecture posted on MS Teams in Week 1 Folder prior to coming to class. Only by previewing the lecture will the student be able to participate in class discussion and a Case Study.**<br><br>**Optional Student Activity:**<br>Ch. 7, Review & Clinical Judgment questions – Pg. 136 – 137;<br><br>Ch. 24, Review & Clinical Judgment questions – Pg. 474 - 475<br><br>Ch. 24, review, Core Concept – page 442, Box 24-1, Table 24-1, Box 24-2, Table 24-2, Box 25-5, Box 24-6, and all RN Dx interventions<br><br>*Videos not provided in our library*<br><br>Video: "A Beautiful Mind"<br><br>Video: "Frances"<br><br>*Review website and resources:*<br><br>Website: **nami.org** |

| **Unit Title: Psychosocial Adaptation: Psychotic Disorders - Schizophrenia** (Cont'd) | | |
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| **Objectives** | **Content Outline** | **Student Activities** |
| | E. Positive vs. Negative Signs and Symptoms<br>• Positive symptoms<br>- Disturbances in thought content<br>- Disturbances in thought processes<br>- Disturbances in perception<br>• Negative symptoms<br>- Disturbance in affect<br>- Disturbance in interpersonal interaction<br>- Lack of insight<br>- Lack of abstract thinking<br>- Associated features<br>F. Priority Nursing Diagnoses<br>• Disturbed Sensory Perception<br>• Disturbed Thought process<br>• Risk for violence: self-directed/ other-directed<br>• Impaired verbal communication<br>• Others<br>G. Nursing Interventions<br>• From RN Dx<br>H. Client/Family Education<br>I. Treatment Modalities for Schizophrenia<br>• Psychotherapy<br>• Milieu therapy<br>• Group Therapy<br>o Social Skills training<br>• Behavior Therapy<br>o Cognitive Remediation<br>• Psychopharmacology<br>• Family therapy<br>J. Recovery<br>K. Case study/Concept Mapping | |

| **Unit Title: Psychosocial Adaptation: Mood Disorders** | | |
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| **Objectives** | **Content Outline** | **Student Activities** |
| A. Analyzes the implementation of the nursing process in the promotion and maintenance of system stability for individuals with mood disorders.<br>1. Differentiates between mood and affect.<br>2. Describes the various types of mood disorders:<br>a. Major depressive disorder<br>b. Dysthymic disorder<br>c. Bipolar disorder<br>d. Other mood disorders<br>3. Identifies areas of the brain affected in mood disorders.<br>4. Discusses the therapeutic approaches specific to mood disorders.<br>5. Describes effective nursing interventions for clients with mood disorders.<br>6. Discusses various modalities relevant to the treatment of mood disorders.<br><br>B. Determines effective therapeutic communication techniques to accomplish goals for individuals with mood disorders.<br><br>C. Identifies teaching topics and approaches for individuals with mood disorders. | A. Historical and Epidemiological Perspectives:<br>• Age, gender, race, culture, socioeconomic situation, and seasonality<br><br>B. Predisposing Factors and Theories of Mood Disorders<br><br>C. Definitions of<br>• Depression, mania, hypomania, melancholia, euphoria, and dysphoria<br><br>D. Types of Mood Disorders<br>• Depressive disorders<br>- Major depressive disorder<br>- Dysthymic disorder<br>- Premenstrual dysphoric disorder<br>- Postpartum depression<br>• Bipolar disorder<br>- Bipolar I<br>- Bipolar II<br>- Cyclothymic disorder<br>• Other mood disorders<br>- Mood disorders due to other medical conditions<br>- Substance induced mood disorders<br>- Depression in old age<br>E. Assessment<br>• Affective, Behavioral, Cognitive, Physiological<br>F. Nursing Interventions<br>• Concept map<br>• Safety considerations<br><br>G. Treatment Modalities for Mood Disorders<br>• Psychotherapy- individual, group, family, CBT<br>• ECT<br>• Milieu therapy<br>• Psychopharmacology<br><br>H. Client/Family Education<br>• Behavioral management<br>• Medication compliance<br>• Support networks | **Required Reading**:<br><br>Townsend (10th ed.)<br>Ch.: 25, 26<br><br>***Please view lecture posted on MS Teams in Week 1 Folder prior to coming to class. Only by previewing the lecture will the student be able to participate in class activity.**<br>***- The recording will cover Depression and week 2 lecture Bipolar DO, other Mood DOs.***<br><br>**Recommended/alternative assignment**:<br><br>Review these recourses for additional information:<br><br>1. www.dbsalliance.org<br>2. Video: The Lobotomist<br>3. https://www.youtube.com/watch?v=8izaaZ5dRyU |

| **Unit Title: Psychosocial Adaptation: Anxiety and Anxiety-Related Disorders** | | |
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| **Objectives** | **Content Outline** | **Student Activities** |
| A. Analyzes the implementation of the nursing process in the promotion and maintenance of system stability for individuals with anxiety disorders.<br>1. Defines anxiety.<br>2. Differentiates the types of anxiety.<br>3. Discusses the levels of anxiety.<br>4. Discusses the various theories related to the cause of anxiety.<br>5. Identifies the clinical manifestations of anxiety.<br>6. Describes the various types of anxiety disorders and anxiety related disorders.<br>7. Discusses various modalities relevant to the treatment of anxiety disorders and anxiety-related disorders.<br>8. Identifies priority nursing diagnoses for clients suffering from anxiety disorders and anxiety related disorders.<br>9. Describes effective nursing interventions for clients with anxiety disorders and anxiety related disorders. | A. Anxiety<br>• Definition<br>• Levels of anxiety<br>- Normal anxiety<br>- Pathological anxiety<br>- Panic<br>• Predisposing factors<br>• Clinical manifestation<br>- Physiological<br>- Psychosocial and emotional<br>- Intellectual/cognitive<br>B. Types of Anxiety Disorders<br>• Panic disorder with and without agoraphobia<br>• Phobic disorder<br>• Generalized anxiety disorder (GAD)<br>• Obsessive compulsive disorder (OCD)<br>• Post-traumatic stress disorder (PTSD)<br>• Anxiety disorder<br>• Substance/medication-induced anxiety disorder<br>C. Treatment Modalities for anxiety disorders and anxiety-related disorders.<br>• Psychological Treatment<br>- Individual therapy<br>- Cognitive Behavioral therapy<br>- Behavior therapy<br>• Psychopharmacology<br>- Anxiolytics<br>- Antidepressants<br>- Antihypertensive<br>D. Nursing Diagnosis<br>E. Nursing Interventions/Client Education | **Required Reading**:<br><br>Townsend (10th ed.)<br>Ch. 27<br>Ch. 28 PTSD pgs. 580-583 plus care plan on pg 585 |

| **Unit Title: Psychosocial Adaptations: Attention Deficit/Hyperactivity Disorder and Conduct Disorder** | | |
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| **Objectives** | **Content Outline** | **Student Activities** |
| A. Analyzes the implementation of the nursing process in the promotion and maintenance of system stability for individuals experiencing attention deficit/hyperactivity disorder (ADHD).<br>1. Differentiates between the three subtypes of ADHD.<br>2. Prioritizes possible nursing diagnoses for individuals experiencing ADHD.<br>3. Discusses the importance of family understanding and involvement with the care and supervision of individual with ADHD. | A. Definition/Diagnostic Criteria<br><br>B. Predisposing Factors<br>• Biological<br>• Environmental<br>• Psychosocial<br><br>C. Background Assessment Data<br><br>D. Interventions/Treatment<br>• Psychopharmacological intervention<br><br>E. Nursing Diagnoses | **Required Reading**:<br><br>Townsend (10th ed.)<br>Ch. 32, pp. 698-708. |
| B. Analyzes the implementation of the nursing process in the promotion and maintenance of system stability for individuals experiencing the effects of conduct disorder.<br>1. Differentiates between childhood-onset type and adolescent-onset type conduct disorder<br>2. Discusses the nursing process in relation to conduct disorder.<br>3. Identifies collaborative care needs of client/family experiencing the effects of conduct disorder. | A. Definition of Oppositional Defiant Disorder and Conduct Disorder<br><br>B. Predisposing Factors :<br>• Biological<br>• Psychosocial<br>• Family<br><br>C. Background Assessment Data<br><br>D. Nursing Diagnoses<br><br>E. Implementation<br><br>F. Residual Effects in Adulthood<br><br>G. Interventions | **Required Reading**:<br><br>Townsend (10th ed.)<br>Ch. 32, pp. 712-720 |

| **Unit Title: Psychosocial Adaptation: Crisis Intervention** | | |
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| **Objectives** | **Content Outline** | **Student Activities** |
| A. Analyzes the implementation of the nursing process in the promotion and maintenance of system stability for individuals in crisis.<br>1. Differentiates the terms: stress and crisis.<br>2. Lists the characteristics of a crisis state.<br>3. Describes the phases in crisis development.<br>4. Identifies the factors in crisis development that depends on responses to stressful situations.<br>5. Differentiates the six classes of crises.<br>6. Defines and states the goal of crisis intervention.<br>7. Discusses the nursing role in each step of crisis interventions.<br>8. Identifies priority nursing diagnoses for a client in crisis.<br>9. Lists community resources for crisis intervention.<br>B. Analyzes appropriate use of communication principles in crisis intervention | A. Terminologies:<br>• Stress<br>• Crisis<br>B. Characteristics of a Crisis State<br>C. Phases in the development of a crisis<br>• Phase 1<br>• Phase 2<br>• Phase 3<br>• Phase 4<br>D. Responses dependent on crisis development<br>E. Types of Crisis<br>F. Crisis Intervention<br>• The role of the nurse<br>• Seven-stage crisis intervention model<br>G. Priority Nursing Assessment<br>H. Community Resources | **Required Reading**:<br><br>Townsend (10th ed.)<br>Chapter 1, pp 2-5.<br>Chapter 12, pp 207-214. Review Care Plans on Table 12-1 |

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

| **Unit Title: Psychosocial Adaptations: Personality Disorder** | | |
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| **Objectives** | **Content Outline** | **Student Activities** |
| A. Analyzes the implementation of the nursing process in the promotion and maintenance of system stability for individuals with personality disorders.<br>1. Defines the following terms:<br>• Personality<br>• Personality traits<br>• Personality disorders<br>• Diagnostic personality<br><br>1. Identifies characteristics common in all personality disorders.<br><br>2. Discusses theories relevant to the development of personality disorders.<br><br>4. Discusses types of personality disorders in relation to epidemiology, risk factors, and clinical manifestations.<br><br>5. Formulates nursing diagnoses for clients with personality disorders.<br><br>6. Describes effective nursing interventions for clients with personality disorders.<br><br>B. Applies principles of collaborative relationships in management of care for individuals with personality disorders.<br><br>C. Discusses select therapeutic communication techniques to accomplish goals for individuals with personality disorders.<br><br>D. Applies effective teaching principles for individuals with personality disorders. | A. Introduction<br>Definition of terms<br>• Personality<br>• Personality traits<br>• Personality disorders<br><br>B. Dimensional models of personality disorders theories relevant to the development of personality disorders<br>• Genetic<br>• Neurochemical dysregulation<br>• Sociocultural correlates<br>• Psychodynamic correlates<br><br>C. Types of Personality Disorders:<br>Cluster A Paranoid<br>• Schizoid<br>• Schizotypical<br>Cluster B Antisocial<br>• Borderline<br>• Histrionic<br>• Narcissistic<br>Cluster C Avoidant<br>• Dependent<br>• Obsessive-Compulsive<br>Patterns of interaction<br>Personality changes due to other medical conditions<br><br>D. Priority Nursing Assessment<br><br>E. Nursing Interventions/Client Education<br><br>F. Treatment Modalities for personality disorders<br>Psychological Treatment<br>• Individual therapy<br>• Cognitive behavioral therapy<br>• Behavior therapy<br>• Milieu therapy<br>• Psychopharmacology | **Required Reading**:<br><br>Townsend (10th ed.)<br>Ch. 31 |

| **Unit Title: Psychosocial Adaptation: Substance Related Disorders** | | |
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| **Objectives** | **Content Outline** | **Student Activities** |
| B. Analyzes the implementation of the nursing process in the promotion and maintenance of system stability of individuals experiencing substance-related disorders.<br><br>1. Identifies the two groups of substance related disorders.<br><br>2. Discusses cultural relevance of substance use.<br><br>3. Differentiates between substance abuse and substance dependence.<br><br>4. Identifies clinical manifestations of substance intoxication and substance withdrawal.<br><br>5. Identify the nursing management of a client experiencing intoxication and/or withdrawal.<br><br>6. Discusses treatment modalities for substance-related disorders. | A. Drug Consumption Pattern<br>• Age<br>- Pre-teen<br>- Teen<br>- Young adult<br>- Geriatric<br>- Socioeconomics<br>• Other<br>- Socioeconomics<br>- Psychiatric co-morbidity<br>- Medical co-morbidity<br>- Nursing profession<br>- Cultural considerations<br>B. Predisposing Factors<br>C. Substance Use<br>• Substance abuse<br>• Substance dependence<br>D. Substance Induced Disorder<br>• Substance intoxication<br>• Substance withdrawal<br>E. Effects of Commonly Abused Substances:<br>• Alcohol<br>• Amphetamines<br>• Caffeine<br>• Cocaine<br>• Hallucinogens<br>• Inhalants<br>• Nicotine<br>• Opioids<br>• Phencyclidine<br>• Sedative, hypnotics<br>F. Priority of Care<br>• Early detection of complications<br>• Risk reduction/Client Education<br>G. Treatment Modalities<br>• Self-help<br>• Medications<br>• Individual/group therapy | **Required Reading**:<br><br>Townsend (10th ed.)<br>Ch. 23<br><br>Hinkle J. L. (14th ed)<br>Ch. 72, pgs. 2180-2186<br><br>Note Table 72-1 |

| **Unit Title: Gender Identity Issues/Nursing Role in LGBTQ Care** | | |
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| **Objectives** | **Content Outline** | **Student Activities** |
| C. Analyzes the implementation of the nursing process in the promotion and maintenance of system stability for individuals belonging to a diverse gender group.<br><br>1. Discuss LGBTQ definitions and concepts<br><br>2. Describe health disparities affecting gender diverse individuals<br><br>3. Examine barriers in healthcare experienced by individuals of the LGBTQ community.<br><br>4. Analyze ways to overcome barriers in providing health care to individuals of the LGBTQ community | A. Terminologies:<br>• LGBTQ<br>• Gender Identity<br>• Sexual Orientation<br><br>B. LGBTQ Health Disparities Healthy People 2020<br><br>C. Barriers in healthcare<br><br>• Negative attitudes<br>• Stigma<br>• Bias<br>• Ignorance<br>• Fear<br>• Lack of supportive policies<br><br>D. Nursing implications<br><br>• Assessment<br>• Communication<br>• Inclusiveness<br>• Confidentiality<br>• Guidance<br>• Policy change | **<u>Recommended Reading</u>**<br><br>**DHS Policies #'s:**<br><br>200 Patient Rights<br><br>235 Visitation Rights<br><br>241 Caring for the Transgender Patient<br><br>213 Code of Ethics and Professional Behavior |

| **Unit Title: Psychosocial Adaptation: Eating Disorders** | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| A. Analyzes the implementation of the nursing process in the promotion and maintenance of system stability for individuals experiencing an eating disorder.<br><br>1. 1.Defines anorexia nervosa, bulimia nervosa, binge eating disorder, and obesity.<br><br>2. Discusses the predisposing factors for each type of eating disorders.<br><br>3. Contrasts eating disorders in relation to incidences and prevalence, clinical manifestations and complications.<br><br>4. Discusses the therapeutic management for eating disorders.<br><br>5. Identifies the priority nursing diagnoses for anorexia nervosa and bulimia nervosa and the relevant nursing interventions. | A. Introduction<br>• Statistics<br><br>B. Predisposing Factors:<br>• Biological<br>- Genetics<br>- Neurotransmitters<br>• Psychodynamic influences<br>• Family influences<br><br>C. Points of Differentiation:<br>• Incidence and prevalence<br>• Clinical manifestations<br>• Complications<br><br>D. Therapeutic Modalities<br>• Behavior modification<br>• Individual therapy<br>• Family treatment<br>• Psychopharmacology<br>• Support services<br><br>E. Assessment Data<br><br>F. Nursing Interventions<br><br>G. Other<br>• Obesity | **Required Reading**:<br><br>Townsend (10th ed.)<br>Ch. 30, pp. 630-651.<br><br>Information from www.anad.org reviewed in class<br><br>Hinkle et.al. (14th ed.)<br>Ch. 48 text pp1358-1364 Obesity & pg 1367 Nursing Management. |

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

| Unit Title: Problems of Tissue Perfusion: Vascular Disorders | | |
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| **Objectives** | **Content Outline** | **Student Activities** |
| 7. Discusses aneurysm to include: definition, etiology and pathophysiology.<br><br>8. Describes the different types of aneurysm and related complications.<br><br>9. Differentiates the clinical manifestations of thoracic from abdominal aneurysm.<br><br>10. Discusses the therapeutic management of aneurysm and related nursing care.<br><br>11. Compares diseases of the arteries.<br><br>12. Differentiates the types of venous disorders with clinical manifestations and nursing management.<br><br>13. Identifies priority nursing diagnoses in clients with vascular problems. | H. Aneurysm<br>• Definition, Etiology & Pathophysiology<br>• Atherosclerosis<br>• Congenital defect in arterial wall<br>• Trauma<br>• Infection<br>• Weakness in arterial wall<br>I. Types and Clinical Manifestations of aneurysms<br>• Thoracic<br>• Abdominal<br>J. Classification of Aneurysm:<br>• True<br>• False<br>• Dissecting<br><br>K. Therapeutic Management<br>• Surgery<br>• Nursing care<br>L. Arterial Embolism and Arterial Thrombosis<br>M. Raynaud's Phenomenon and other Acro-syndromes<br><br>N. Venous Disorders<br>• Venous thromboembolism<br>• Chronic venous insufficiency/Post-thrombotic Syndrome<br>• Leg ulcers<br>• Varicose veins<br>O. Nursing Diagnoses | |

| **Unit Title: Problems of Tissue Perfusion: Cardiac Dysrhythmias** | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| A. Analyzes the implementation of the nursing process in the promotion and maintenance of system stability for individuals with cardiac arrhythmias.<br><br>1. Discusses the sequelae of cardiac arrhythmias.<br><br>2. Explains the clinical manifestations and emergent nursing implementations in relation to cardiac arrhythmias.<br><br>3. Discusses the nursing implications of collaborative management of clients with cardiac arrhythmias. | A. Normal Cardiac Rhythm<br>• Review cardiac conduction system and control<br><br>B. Factors That Affect Cardiac Conduction/ Control<br><br>C. Correlation between:<br>• Cardiac dysrhythmias<br>• Cardiac output, Cardiac Index, Stroke Volume<br>• Effect of Stroke Volume on Cardiac Output<br><br>D. Assessment Findings Accompanying Cardiac Arrhythmia<br>• Normal Sinus Rhythm, Sinus Bradycardia, Sinus Tachycardia, Sinus Arrhythmia<br>• Atrial fibrillation, Atrial Flutter<br>• PVC, PAC<br>• AV block, Junctional,<br>• SVT<br>• V-tach, V-fib, Torsades De Pointes<br>• PEA, Asystole<br><br>E. Interventions<br>• Cardiac/Exercise Stress Testing<br>• Electrical interventions<br>- Pacemaker vs ICD<br>- Defibrillation vs Cardioversion | **Required Reading**:<br><br>Hinkle / Cheever: (14th ed.)<br>Ch. 25: pp. 676 – 678, 699-700<br>Ch. 26: pp. 712 - 747<br><br>**Recommended Activity:**<br><br>The Mysterious Human Heart.<br>DVD's *available in the Library*<br>Recommended to check out: Disc #2<br>Optional to watch: Disc #1 and #3 |

**Unit Title: Problems of Tissue Perfusion: Fundamentals of Hemodynamic Monitoring**

| Objectives | Content Outline | Student Activities |
|---|---|---|
| A. Analyzes the implementation of the nursing process in the appreciation of pathophysiology of:<br>1. Central circulation<br>2. Peripheral circulation<br>3. Conduction system | A. Review of Cardiac Structure and Function<br>• Left versus right sided heart failure<br><br>B. Terminologies:<br>• Preload<br>• Afterload<br>• Contractility<br>• Cardiac Output vs Stroke Volume<br><br>C. Hemodynamic monitoring<br>• Central Venous Pressure<br>• Pulmonary Artery Pressure<br>• Pulmonary Artery Line<br>• Intra-Arterial Blood Pressure<br><br>D. Electrocardiography (ECG)<br>• Conduction<br>• Cardiac Action Potential<br>• Depolarization vs Repolarization<br><br>E. Gerontologic Considerations: Age related changes<br>• Atria<br>• Left Ventricle<br>• Valves<br>• Conduction System<br>• Sympathetic Nervous System<br>• Aorta and Arteries<br>• Baroreceptor response | **Required Reading**:<br><br>Hinkle / Cheever (14 ed.)<br><br>Ch. 11: pp. 194– 202, Table 11-1 Chart 11-1<br>Ch. 14: pp. 305<br>Ch. 25: pp. 673–679, 707–709 ~~707~~ Table 25-10, Table 25-11, Table 25-12<br><br>Ch. 26: pp. 713<br><br>Ch. 29: pp. 822 - 823 |

| **Unit Title: Problems of Tissue Perfusion: Coronary Artery Disease (CAD) and Acute Coronary Syndrome (ACS)** | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| A. Analyzes the implementation of the nursing process in the promotion and maintenance of system stability for individuals with CHD and ACS.<br><br>1. Describes the etiology and pathophysiology of coronary artery disease.<br><br>2. Describes the types of angina pectoris.<br><br>3. Differentiates between modifiable major risk factors and modifiable contributing risk factors.<br><br>4. Discusses sociocultural variations related to risk factors.<br><br>5. Differentiate between Prinzmetal's angina, stable angina and unstable angina. | A. Definitions<br>• Angina pectoris<br>• CAD (coronary artery disease)<br>• ACS (acute coronary syndrome)<br>• MI (Myocardial infarction)<br><br>B. Etiology and pathophysiology of CHD.<br>• Types of Angina<br>• Coronary artery occlusion<br><br>C. Risk factors<br>• Non-modifiable – age, sex, genetic predisposition<br>• Modifiable contributing risk factors<br>• Risk reduction<br><br>D. Sociocultural Variations<br>• Diet (heart healthy)<br>• Health prevention<br><br>E. Co-morbidity<br>• Diabetes<br>• Hypertension<br><br>F. Age-related factors | **Required Reading**<br><br>Hinkle / Cheever: (14th ed.)<br><br>Ch. 11: pp. 194-202, Table 11-1<br>Chart 11-1<br>Ch. 25: pp 678 – 679 Table 25-1<br>Ch. 27: pp. 750 – 770 Chart 27-1, Chart 27-2, Figure 27-4,<br><br>♥Complete assigned Lippincott Course Point quiz. The quiz will be available until 2200 the night before the lecture is given. |

| **Unit Title: Problems of Tissue Perfusion: Coronary Artery Disease (CAD) and Acute Coronary Syndrome (ACS)** (Cont'd) | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| B. Discusses the pathophysiology, clinical manifestations, complications, diagnostic tests, and client management related to myocardial infarction.<br><br>C. Discusses the nursing implications in the management of the client post-myocardial infarction. | G. Clinical Manifestations<br>• Signs/symptoms<br>• Diagnostic tests<br>- Laboratory findings<br>- Imaging<br><br>H. Complications<br>• Cardiogenic shock<br>• Pericarditis (Dressler's syndrome)<br>• Cardiac tamponade<br><br>I. Interventions<br>• Medications<br>• Percutaneous coronary intervention (PCI)<br>• Coronary artery bypass graft (CABG)<br>• Intra-aortic balloon pump (IABP)<br><br>J. Post-MI Nursing Management<br>• Activity<br>• Diet (Nutritional therapy)<br>• Psychosocial adaptation. | Hinkle / Cheever: (14th ed.)<br><br>Ch. 10: pp. 310 - 313<br>Ch. 23: pp. 631<br>Ch. 25: pp. 700 - 703<br>Ch. 27: pp. 750 – 788<br>Chart 27-7, Chart 27-10,<br>Table 27-3, Table 27-5<br><br>Ch. 28: pp. 813, 815<br><br>Ch. 29: pp. 835 – 837, Figure 29-4 |

| **Unit Title: Problems of Acid-Base Imbalances** | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| A. Identifies a systematic method of making choices regarding the care of individuals with acid-base imbalances.<br><br>1. Identifies acid-base imbalances and renal/respiratory compensatory mechanisms.<br><br>2. Develops plans of care for the prevention, management and rehabilitation of clients with respiratory and metabolic acidosis and alkalosis to include collaborative care.<br><br>B. Identifies the educational needs of individuals with acid-base imbalances.<br><br>C. Discusses geriatric considerations related to acid/base imbalances. | A. Acid-Base Imbalance<br>• Regulation of acid-base balance<br>- Chemical buffering<br>- Kidney<br>- Lung<br>• Respiratory and metabolic acidosis<br>- Etiological factors<br>- Clinical manifestations<br>- Treatment<br>• Respiratory and metabolic alkalosis<br>- Etiological factors<br>- Clinical manifestations<br>- Treatment<br><br>B. Areas of Focus for Client Teaching<br>• Risk factor identification<br>• Signs and symptoms of imbalances<br>• Preventative strategies<br><br>C. Associated Risk Factors with the Geriatric Population | **Required Reading**:<br><br>Hinkle / Cheever: (14th ed.)<br><br>Ch. 11: pp. 194 - 202<br>Ch. 13: pp. 258 – 259, 283 – 287<br>Table 13-12<br>Ch. 53: pp. 1552 – 1553 |

**Unit Title: Problems of Tissue Perfusion: Heart Failure**

| Objectives | Content Outline | Student Activities |
|---|---|---|
| A. Analyzes the implementation of the nursing process in the promotion and maintenance of system stability for individuals with heart failure.<br><br>1. Compare the difference between systolic and diagnostic ventricular failure.<br><br>2. Discusses heart failure and the compensatory mechanisms involved.<br><br>3. Discusses the clinical manifestations of congestive heart failure.<br><br>4. Describe nursing management of patients with complications from heart failure.<br>• Explains the rationale of nursing and collaborative management of clients with heart failure.<br>• Identifies client teaching priorities for individuals living with heart failure. | A. Define<br>• Heart failure<br>• Acute decompensated heart failure<br>• Chronic heart failure<br>• Congestive heart failure (CHF)<br>• Cardiomyopathy<br>• Cardiomegaly<br>• Right-sided failure<br>• Left-sided failure<br>• Contractility<br>• Ejection fraction<br>• Pulmonary Edema<br>B. Ventricular failure<br>• Systolic<br>• Diastolic<br>C. Compensatory Mechanisms<br>• Hypertrophy<br>• SNS activation<br>• Neurohormonal<br>• Remodeling<br>D. Heart Failure<br>• Classification<br>E. Clinical Manifestations<br>• Signs/symptoms<br>• Laboratory findings<br>• Other diagnostics findings<br>F. Management: Optimizing Heart Functions<br>• Decreasing preload and afterload<br>• Improving contractility<br>- Medications<br>- Surgical intervention<br>- Ventricular assistive device (VAD)<br>• Heart failure core measures<br>G. Client Teaching<br>• Diet<br>• Activity/sleep/rest<br>• Discharge teaching<br>I. Geriatric consideration in heart failure | **Required Reading**:<br><br>Hinkle (14th ed.)<br><br>Ch. 28: pp. 801-809<br>Ch. 29: pp. 818-834 |

| **Unit Title: Problems of Tissue Perfusion: Inflammatory and Valvular Heart Disease** | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| A. Analyzes the implementation of the nursing process in the promotion and maintenance of system stability for individuals experiencing inflammatory cardiac disorders.<br>1. Discusses the clinical manifestation and pathophysiology involved in inflammatory heart disease.<br>2. Delineates the nursing implementation in the diagnostic process and collaborative care for client experiencing inflammatory heart disease.<br>B. Analyzes the implementation of the nursing process in the promotion and maintenance of system stability for individuals with Valvular disorders.<br>1. Discusses the effects of heart valves on blood flow in and out of the heart.<br>2. Explains the pathophysiology and clinical manifestations of Valvular heart disease. | A. Inflammatory Heart Diseases<br>• Rheumatic Endocarditis<br>• Infective Endocarditis<br>• Myocarditis<br>• Pericarditis<br>• Pericardial Effusion<br>• Cardiac Tamponade<br>B. Clinical Manifestations<br>• Signs/symptoms<br>• Laboratory findings<br>• Other diagnostics findings<br>C. Management<br>D. Define<br>• Prolapse<br>• Stenosis<br>• Regurgitation<br>E. Valvular Heart Disease<br>• Aortic<br>• Pulmonic<br>• Tricuspid<br>• Mitral<br>F. Collaborative Care<br>• Valvuloplasty<br>• Valve replacement | **Required Reading**:<br>Hinkle (14th ed.)<br>Ch. 28: pp.791-801; 809-816;<br>Ch. 29: pp. 836-837<br>♥ Complete assigned Lippincott Course Point quiz. The quiz will be available until 2200 the night before the lecture is given. |

**Unit Title: Problems of Tissue Perfusion: Shock Syndrome**

| Objectives | Content Outline | Student Activities |
|---|---|---|
| A. Demonstrates a systematic method of making a choice regarding the care of individuals with shock syndrome.<br><br>1. Defines shock syndrome, multiple organ dysfunction syndrome (MODS), and systemic inflammatory response syndrome (SIRS).<br><br>2. Differentiates between distributive, cardiogenic, and hypovolemic shock.<br><br>3. Identifies the three stages of shock.<br><br>4. Discusses the nursing implications of fluid therapy in shock and multiple organ dysfunction.<br><br>B. Analyzes the implementation of the nursing process in the promotion and maintenance of system stability for individuals with shock syndrome.<br><br>1. Discusses the nursing management of the client in shock. | A. Etiology of Shock<br><br>B. Classification of Shock<br>• Distributive<br>- Anaphylactic<br>- Neurogenic<br>- Septic<br>• Cardiogenic<br>• Hypovolemic<br><br>C. Stages of Shock<br>• Compensatory, Progressive, Refractory (Irreversible)<br><br>D. Collaborative<br>• Oxygen therapy<br>• Fluid resuscitation<br>- Crystalloids<br>- Colloids<br>- Blood<br><br>E. Therapeutic Management<br>• Drug therapy<br>- Inotropes<br>- Vasoconstrictors<br>- Antihistamines<br>- Corticosteroids<br>• Nutrition therapy<br><br>F. Complications<br>• MODS<br>• SIRS<br>• ARDS<br><br>G. Nursing Management/Strategies<br>• Respiratory<br>• Fluids<br>• Vasoactive Medications<br>• Nutrition | **<u>Required Reading</u>**:<br><br>Hinkle / Cheever: (14th ed.)<br><br>Ch. 14: pp. 296 – 321, Chart 14-3, Figure 14-2, Table 14-2, Table 14-3<br><br>Ch. 23: pp. 610 - 612<br><br>Ch. 37: pp. 1061, 1064 – 1066<br><br>♥ Complete assigned Lippincott Course Point quiz. The quiz will be available until 2200 the night before the lecture is given. |

| **Unit Title: Problems of Oxygenation: Upper Respiratory Problems (part 1)** | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| A. Analyzes the implementation of the nursing process in the promotion and maintenance of system stability for individuals with oxygenation problems involving the upper respiratory tract.<br><br>1. Discusses the etiology and pathophysiology of problems of the nose and paranasal sinuses.<br>2. Describes the clinical manifestations and nursing management of problems with the nose and paranasal sinuses.<br>3. Discusses the etiology and pathophysiology of problems with the pharynx and larynx.<br>4. Define polyps<br>5. Discusses the etiology and clinical manifestations of cancer of the larynx.<br>6. Discusses the collaborative care of a client diagnosed with cancer of the larynx.<br><br>B. Demonstrates a systematic method of decision-making regarding the care of individuals with problems related to the pharynx and larynx.<br><br>1. Discusses the choice of nursing interventions and evaluations based on assessment of client stressors related to pharyngeal and laryngeal health deviations. | A. Structural and Traumatic Disorders of the Nose<br>• Deviated septum<br>• Fractures<br>• Epistaxis<br><br>B. Infections and Inflammation of the Nose and Paranasal Sinuses<br>• Rhinitis<br>• Influenza (covered in lecture)<br>• Rhinosinusitis<br><br>C. Obstructive Disorders<br>• Polyps<br><br>D. Pharynx Disorders<br>• Pharyngitis<br>• Peritonsillar abscess<br>• Sleep apnea<br><br>E. Nursing management<br>• Assessment and diagnostic findings<br>• Interventions<br>- First aid for bleeding<br>- Environmental/irritants<br>- Activity/rest/sleep<br>- Airway clearance<br>- Pain control<br>F. Cancer the Larynx<br>• Demographics<br>• Etiology<br>• Pathophysiology<br>• Diagnostic findings<br>• Clinical Manifestations<br>• Treatment<br>- Tracheostomy<br>- Neck surgeries<br>- Radiation<br>- PEG | **Required Reading**:<br>Hinkle et.al. (14th ed.)<br><br>Ch. 20 text (review)<br>Ch. 21 text(review)<br>Ch. 22 text pp. 553-581<br><br>pp. 2135 (Influenza) |

**Unit Title: Problems of Oxygenation: Respiratory Failure, ARDS, COPD (part 2)**

| Objectives | Content Outline | Student Activities |
|---|---|---|
| A. Analyzes the implementation of the nursing process in the promotion and maintenance of system stability for individuals with oxygenation problems.<br>1. Defines respiratory failure.<br>2. Differentiates between hypoxemic and hypercapnia respiratory failure.<br>3. Discusses the difference between V/Q mismatch and shunt.<br>4. Identifies the clinical manifestations of clients with respiratory failure.<br>5. Identifies the nursing responsibilities in the mobilization of secretions in respiratory failure.<br>6. Discusses the gerontologic considerations in clients with respiratory failure.<br>7. Defines acute respiratory distress syndrome (ARDS).<br>8. Describes the nursing and collaborative management for clients with ARDS.<br>9. Discusses the etiology, pathophysiology, diagnostic findings, clinical manifestations, complications and therapeutic and pharmacologic management of chronic obstructive pulmonary disease (COPD).<br>• Compares and contrasts the etiologies of chronic bronchitis with emphysema.<br>• Discusses the differences in clinical manifestations of clients with emphysema and chronic bronchitis | A. Acute Respiratory Failure<br>1. Etiology<br>• V/Q mismatch<br>• Shunt<br>• Ventilatory Failure<br>• Oxygenation Failure<br>2. Pathophysiology<br>• Hypoxemia<br>• Hypercapnia<br>3. Clinical manifestations<br>• Hypoxemia<br>• Hypercapnia<br>4. Collaborative management<br>• Oxygen therapy<br>• Mobilization of secretions<br>• Mechanical ventilation<br>• Drug therapy<br><br>B. Acute Respiratory Distress Syndrome<br>• Etiology<br>• Pathophysiology<br>• Clinical manifestations<br>1. Therapeutic management<br>2. Complications (covered in lecture)<br>• Pneumonia<br>• Barotrauma<br>• Stress ulcer<br>• Renal failure | **Required Reading**:<br>Hinkle et.al. (14th ed.)<br><br>Ch. 20 text pp. 485<br>Ch. 23 text pp. 609-610, 1867<br>Ch. 23 text pp. 610-612, 1867 |

| **Unit Title: Problems of Oxygenation: Respiratory Failure, ARDS, COPD (part 2)** | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| 10. Discusses the etiology, pathophysiology, diagnostic findings, clinical manifestations, complications and therapeutic and pharmacologic management of chronic obstructive pulmonary disease (COPD).<br>• Compares and contrasts the etiologies of chronic bronchitis with emphysema.<br>• Discusses the differences in clinical manifestations of clients with emphysema and chronic bronchitis<br><br>11. Discusses the nursing management of chronic obstructive lung disease.<br>• Defines carbon dioxide narcosis<br>• Identifies the nursing responsibility when administering oxygen to a client with COPD | C. Chronic Obstructive Lung Disease<br>1. Etiology<br>• Cigarette smoking<br>• Infection<br>• Air pollution<br>• Genetic abnormalities<br>• Aging<br>2. Pathophysiology<br>• Emphysema<br>• Chronic bronchitis<br>• Adult onset asthma<br>3. Clinical manifestations<br>4. Treatments<br>• Oxygen therapy<br>• Drug therapy<br>• Respiratory therapy<br>• Nutritional therapy<br>• Surgery<br>5. Complications<br>6. Ambulatory care considerations | **Required Reading**:<br><br>Hinkle et.al. (14th ed.)<br>Ch. 24 text pp. 634-664<br><br>***Please view lecture posted on MS Teams in Week 12 Folder prior to coming to class. Only by previewing the lecture will the student be able to participate in class discussion and an activity.** |

| **Unit Title: Problems of Oxygenation: Chest Trauma, Lung Cancer (part 3)** | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| 12. Identifies the mechanism involved in chest trauma and thoracic injuries.<br><br>13. Differentiates between pneumothorax and hemothorax.<br><br>14. Identifies three types of pneumothorax.<br><br>15. Discusses the nursing responsibilities in monitoring a client with chest trauma.<br><br>16. Describes the nursing responsibilities in management of a chest tube.<br><br>B. Analyzes the implementation of the nursing process in the promotion and maintenance of system stability for individuals experiencing lung cancer.<br><br>1. Defines risk factors of lung cancer.<br><br>2. Discusses the differentiation of four primary types of lung cancer.<br><br>3. Discusses the nursing process in relation to the management of clients with lung cancer. | D. Chest Trauma<br>1. Etiology<br>• Blunt<br>• Penetrating<br>2. Types of injuries<br>• Simple pneumothorax<br>• Traumatic pneumothorax<br>- Hemothorax<br>- Open pneumothorax<br>• Tension pneumothorax<br>• Rib fracture<br>• Flail chest<br>• Pulmonary contusion<br>• Cardiac tamponade<br>3. Therapeutic treatment<br>• Pleural drainage<br>- Chest tube<br>- Heimlich valves<br><br>E. Lung Cancer<br>1. Risk factors<br>• Smoking<br>• Environmental<br>2. Types of primary lung cancer<br>• Non-small cell lung cancer<br>- Squamous cell carcinoma<br>- Adenocarcinoma<br>- Large cell carcinoma<br>• Small cell lung cancer<br>3. Potential complications<br>4. Treatment<br>• Chemotherapy<br>• Surgical intervention<br>- Lobectomy<br>- Pneumonectomy<br>• Radiation therapy | **Required Reading:**<br>Hinkle et.al. (14th ed.)<br>Ch. 23 text pp. 625-632<br>**Required Reading:**<br>Hinkle et.al. (14th ed.)<br>Ch. 23 text pp. 620-625<br><br>***Please view lecture posted on MS Teams in Week 14 Folder prior to coming to class. Only by previewing the lecture will the student be able to participate in class discussion and an activity.** |