

**GRAYSON COLLEGE  
ASSOCIATE DEGREE  
NURSING PROGRAM**



**NURSING 2**

**RNSG 2404**

**Spring 2021**

**GRAYSON COLLEGE**  
**Course Syllabus**

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**Please Note: Due to extenuating circumstances, including public health issues, course and testing delivery methods, instructional schedules, housing contracts, campus procedures and/or operating hours may be altered, interrupted and/or ceased for a limited or extended period of time. Such changes will be posted on the College website.**

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**Course Information: RNSG 2404, Integrated Care of the Client with Common Health Care Needs,  
Spring 2021**

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### **Course Pre-requisites, Co-requisites, and/or Other Restrictions**

Pre-requisites: BIOL 2301/2101 or 2401 & 2302/2102 or 2402; MATH 1314 or MATH 1342; RNSG 1423 or 1227 (TE program), RNSG 1119, RNSG 1360

Co-requisites: RNSG 2404 must be taken concurrently with RNSG 1144 and RNSG 1461.

Restrictions: A grade of “C” (74.5) or better is required to progress to Nursing 3 courses.

Course Placement: Second semester of the nursing program.

### **Course Description:**

(4-0-0-64-4) Application of a systematic problem-solving process, critical thinking skills and concepts to provide nursing care to diverse patients and families across the life span with common health care needs including, but not limited to, common childhood/adolescent diseases, uncomplicated perinatal care, mental health concepts, perioperative care, frequently occurring adult health problems and health issues related to aging. Emphasis on secondary disease prevention and collaboration with members of the interdisciplinary health care team. Content includes roles of the professional nurse and applicable competencies in knowledge, judgment, skills, and professional values within a legal/ethical framework.

### **End of Program Student Learning Outcomes**

#### **Member of the profession**

- 1.1 Demonstrate professional attitudes and behaviors.
- 1.2 Demonstrate personal accountability and growth.
- 1.3 Advocate on behalf of patients, families, self, and the profession.

#### **Provider of patient-centered care**

- 2.1 Use clinical decision-making skills to provide safe, effective care for patients and families.
- 2.2 Develop, implement, and evaluate teaching plans to meet the needs of patients and families.
- 2.3 Integrate a caring approach in the provision of care for diverse patients and families.
- 2.4 Perform skills safely and correctly in the provision of patient care.
- 2.5 Manage resources in the provision of safe, effective care for patients and families.

#### **Patient safety advocate**

- 3.1 Implement measures to promote a safe environment for patients, self, and others
- 3.2 Formulate goals and outcomes to reduce risk using evidence-based guidelines.

#### **Member of the health care team**

- 4.1 Initiate and facilitate communication to meet the needs of patients and families.
- 4.2 Collaborate with patients, families, and health care team members to promote quality care.
- 4.3 Function as a member of the interdisciplinary team.

## Course Outcomes

- Identify and apply stages of the nursing process in the care of patients across the lifespan
  - Demonstrate knowledge of acute and chronic disease processes across the lifespan
  - Apply concepts of physical assessment and examination techniques in the care of patients across the lifespan
  - Identify appropriate treatments, nursing interventions, and safety precautions in the care of patients with chronic and acute health conditions
  - Identify appropriate communication, collaboration, and coordination with the patients and members of the healthcare team
  - Apply concepts of pharmacology and principles of medication administration and calculation
  - Describe and apply fundamental skills of nursing
  - Describe the nursing care of a patient undergoing an operative procedure
  - Identify the appropriate care of a pregnant patient throughout the course of pregnancy and after delivery
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## Scans Skills:

When taken concurrently with RNSG 1144 and RNSG 1461, the following student learning outcomes will be achieved:

## **Workplace Competencies**

### 1. Resources: Identifies, Organizes, Plans, and Allocates Resources:

Students in RNSG 2404 must be able to allocate their time and material/facility resources in an efficient manner in the clinical setting. They must be able to manage the care of two clients in the clinical setting. Students must organize and plan client care activities so that the work is completed in the allocated time and health care resources are used efficiently and effectively.

### 2. Interpersonal Skills: Works with Others

Students in RNSG 2404 must participate as a member of a health care team and negotiate client care goals within the team framework. Students learn evaluation skills as they work with other healthcare team disciplines. Students are also expected to meet self-directed learning goals that enable them to identify needs of growth.

### 3. Information: Acquires and Uses Information

Students in RNSG 2404 must continue to develop information skills so that all resources related to client information are used appropriately to collect data. Sources of information include the individual hospital information systems, the college's extensive collection of resources including internet, the client's medical record, nursing journals and other available references.

### 4. Systems: Understands Complex Inter-Relations

Students in RNSG 2404 must be able to practice within the legal scope of nursing practice. This legal scope includes state board of nursing regulations, federal legislation, state statutes and common law. The practice of nursing is governed by the Nurse Practice Act, which was enacted by the state legislature. A variety of laws enacted at the state level directly impact the nurse providing clinical care.

### 5. Technology: Works with a Variety of Technology

Students in RNSG 2404 must be able to manage information and knowledge with use of advanced and emerging technology. Emerging technologies can be used to provide linkages, specifically information technologies used for information handling. The current focus is on using information collected by emerging technologies to gain a competitive advantage in healthcare.

## **Foundation Skills**

### **1. Basic Skills: Reading, Writing, Math, Listening, and Speaking**

Students in RNSG 2404 are required to complete several written assignments reflective of their clinical experiences such as nursing care plans and teaching plans. Participation in teaching plan presentations is also required. Dosage calculations on math mastery exams requiring 90% competency is required.

### **2. Thinking Skills: Creative Thinking, Problem Solving, Visualizing Relationships, Reasoning and Learning**

Students in RNSG 2404 are encouraged to be active participants in the learning process as well as self-directed learners. They must be able to identify their learning needs. They are required to complete case studies for the purpose of problem solving and critical thinking. By recognizing and identifying problems in the health care setting, students develop and implement a plan of care.

### **3. Personal Qualities: Responsibility, Self-esteem, Sociability, Self-management, Integrity, and Honesty**

Students in RNSG 2404 critique themselves after each clinical day with regard to professional development. They are expected to demonstrate the professional nursing role by expressing insight into their own learning needs. They must demonstrate respect for others, assume accountability for decisions and/or actions and involve self in finding solutions to problems.

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## **Methods of Instruction:**

1. Lecture/discussion
2. Group Process – Role Play
3. Simulated client situations
4. Study Guides
5. Audio-Visual Materials
6. Computer programs
7. Required Textbooks
8. Instructor – Student Conferences
9. Written Assignments

## **Methods of Evaluation:**

1. Successful completion of RNSG 2404 is based upon the following criteria:
  - a. Periodically scheduled exams (see class calendar).
  - b. Final HESI Mid-Curricular Exam (must be taken)
2. The periodically scheduled exams determine the course grade: Unit exams account for 75% of the course grade. The HESI Mid-Curricular exam accounts for 25% of the course grade.
3. The dates of all exams are posted on the class calendar. Exams are based on course and syllabus learning objectives.
4. In the event that make-up exams are necessary, they will be given during the week before final exams. Any missed make-up exams **will not** be rescheduled. **No make-up final exam will be given.** (See class calendar)

## **Course Grading:**

The grading policy for the ADN program follows that of the college for the letter grading system and grade point determination. This policy is found in the Grayson College Catalog. ADN course grades are assigned as follows:

Letter Grade	Interpretation	Numerical Grade	Grade Points/ Semester Hour
A	Excellent	89.50-100	4

B	Good	79.50-89.49	3
C	Satisfactory	74.50-79.49	2
D	Failing	64.50-74.49	1
F	Failing	64.49 - and below	0

According to college policy a letter grade of “D” is considered unsatisfactory in a student’s major field of study and generally does not transfer. Therefore, a grade of "C" or better is necessary in the theory course, and a grade of “S” (satisfactory) in the lab, and clinical courses for satisfactory completion of each level and progression to the next nursing course.

### **Course & Instructor Policies**

#### Attendance:

The ADN program adheres to the Grayson College Student Handbook attendance policy. Should absences occur which do not allow for full evaluation of student performance (quality and consistency) faculty will be unable to assign a passing grade. In addition, the following policies are specific to the theory course.

1. Regular attendance is expected for all classes.
2. A roll sheet is used to verify attendance in all theory courses.
3. Students **must** notify the faculty Team Coordinator in case of an absence on a test day at least one hour prior to the scheduled test time.

Please refer to your ADN Student Handbook for additional information/policies on attendance.

### **Student Conduct & Discipline**

Refer to ADN Student Handbook for policies

Grayson College campus-wide student policies may be found on our Current Student Page on our website: <http://grayson.edu/current-students/index.htm>

### **Academic Integrity**

Refer to ADN Student Handbook for policies

### **Student Responsibility**

You have already made the decision to go to college; now the follow-up decisions on whether to commit to doing the work could very well determine whether you end up working at a good paying job in a field you enjoy or working at minimum wage for the rest of your life. Education involves a partnership that requires both students and instructors to do their parts. By entering into this partnership, you have a responsibility to show up for class, do the assignments and reading, be engaged and pay attention in class, follow directions, and put your best effort into it. You will get out of your experience here exactly what you put into it – nothing more and nothing less.

## **Disability Services**

The ADN faculty recognizes that, in specific circumstances, students in the ADN program may require modifications. This policy is consistent with the Rules & Regulations Relation to Professional Nursing Education, Licensure & Practice, Texas Board of Nursing, and with the Americans with Disabilities Act (ADA). Please refer to Grayson College's policy regarding student accommodations, the Grayson College Student Handbook, or refer to the website: [www.grayson.edu](http://www.grayson.edu) for more information.

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### TITLE IX

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans 8.7.20 status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Dr. Molly M. Harris, Title IX Coordinator (903)463-8714
- Ms. Logan Maxwell, Title IX Deputy Coordinator - South Campus (903) 415-2646
- Mr. Mike McBrayer, Title IX Deputy Coordinator - Main Campus (903) 463-8753
- Website: <http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html>
- GC Police Department: (903) 463-8777- Main Campus) (903-415-2501 – South Campus)
- GC Counseling Center: (903) 463-8730
- For Any On-campus Emergencies: 911

\*\*Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.

\*\*These descriptions and timelines are subject to change at the discretion of the Professor.

\*\* Grayson College campus-wide student policies may be found at the following URL on the College website: <https://www.grayson.edu/currentstudents/Academic%20Resources/index.html>

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## Required Textbooks

RNSG 2404

Spring 2021 Required Textbooks and Materials for Nursing 2

### REQUIRED:

ISBN#s PRINT	AUTHOR	TITLE
<b>CANVAS COURSE SHELL</b>	Downloadable from GCC Canvas course shell	
ISBN: 978-1-975124-46-5 <b>Class Code:</b> 45A1D0EA	Hinkle & Cheever: Brunner & Suddarth's	Textbook of Medical-Surgical Nursing, 14 <sup>th</sup> Ed.
ISBN: 978-1-975131-41-8 <b>Class Code:</b> D096846B	Ricci, Kyle & Carmen	Maternity and Pediatric Nursing, 3 <sup>rd</sup> Ed.
ISBN: 978-975123-90-1 <b>Class Code:</b> 6FE5A9DD	Taylor	Fundamentals of Nursing: The Art & Science of Person-Centered Care, 9 <sup>th</sup> Ed.
GCC Faculty		ADN Student Handbook
GCC Faculty		Course Syllabus – Each Semester

**GC uses the online textbook resources extensively. A rented or used textbook will not have online resource access, which will be an additional expense and burden to the student**

**Nursing 3 will require a mental health text-book to be announced.  
Highlighted books mean a new edition**

### **NOT REQUIRED:**

#### ***Additional tools you may find useful***

Clinical Calculations,  
Medical Nursing Dictionary  
Laboratory Tests and Diagnostic Procedure

## Math Application Objectives

Students are responsible for objectives listed under their current semester level in addition to all previous semester(s).

### Level I

1. Interpret & properly express metric and household notations.
2. Convert from one unit to another within the same system of measurement.
3. Convert units of measure from one system of measurement to another system of measurement (metric and household).
4. Interpret drug labels and calculate prescribed dosages.
5. Interpret drug prescriptions and standard abbreviations.
6. Calculate the number of tablets, capsules or volume of liquid for prescribed oral dosages.
7. Calculate the amount of a drug to be administered per pound or kilogram of body weight.



## Level II

8. Calculate the volume of a liquid for injection administration.
9. When given specific diluents information for drug reconstitution, calculate the volume to be administered.
10. Select the appropriate syringe for a calculated volume for parenteral administration.
11. Express a calculated answer by selecting the correct calibrated line on a syringe.
12. Calculate the rate of direct IV infusions.
13. Recognize the calibration or drop factor of IV administration sets.
14. Calculate the flow rate in drops per minute, and/or ml/hr. of a prescribed amount of intravenous fluid.

## Level III & IV

15. From a given label and/or hypothetical situation, select the information needed to calculate the medication dosage.
16. Recognize the reasonable amount of drug to be administered.
17. Appropriately label a multi-use vial following reconstitution.
18. From a ml/hr. setting, calculate the units/hr. delivered. (Ex: heparin, pitocin)
19. For a given dosage/time order (ex: mg/min) calculate the flow rate in ml/hr. or gtts./min.
20. Convert IV's with additive medications to mg/hr. or mg/min. to check for therapeutic dosage ranges.
21. Demonstrate accurate titration of medications based on a nomogram or other given parameters.
22. For a given IV dosage ordered by weight per minute (mcg/kg/min), calculate the correct flow rate in ml/hr or gtts/min.
23. For a given IV delivery rate (ml/hr), calculate the equivalent mg/hr, units/hr; or units/mg) dosage

## **Pharmacologic Math: Medication Dosage Calculation**

Instructions for rounding will be included on all nursing exams that contain pharmacologic math questions. The instructions will be specific to the medication dose being calculated.

**These general rules must be used for correct dosage calculation and documentation:**  
(These rules will not be included in exam rounding instructions: memorize these rules!!)

- Do not use trailing zeros after a decimal point.  
Example: X mg. (correct)  
          X.0 mg. (incorrect)
- Do use a leading zero prior to a decimal point.  
Example: 0.X mg. (correct)  
          .X mg. (incorrect)
- Do not round until the very last step in the calculation.

**Other helpful guidelines:**

### **Tablets**

Tablets are most frequently administered whole or cut in half. Occasionally, tablets may be cut in quarters. Follow standard rounding rules to determine the most accurate dose.

### **Oral liquids**

Round according to the measuring device being used

### **3 mL syringe**

Calibrated in tenths of a mL, so doses should be rounded to the nearest one decimal point.

Use for doses greater than 1 mL.

Examples: 1.25 mL = 1.3 mL  
2.67 mL = 2.7 mL

### **Tuberculin syringe**

Calibrated in hundredths of a mL, so doses should be rounded to the nearest two decimal points.

Use for doses less than 1 mL.

Examples: 0.536 mL = 0.54 mL  
0.695 mL = 0.7 mL

### **Intravenous fluids**

May be administered in drops/minute or mL/hour

When calculating drops/minute: round to the nearest whole number

When calculating mL/hour: round according to the capability of the infusion pump (may be to a decimal point)

## **Course Content**

1. Describe the relationship between the syllabus, curriculum and course requirements.

<b>CONTENT</b>	<b>STUDENT PREPARATION</b>
Course Overview	<b>Read:</b>
ADN Handbook	GC ADN Student Handbook
RNSG 2404	Syllabi for:
RNSG 1144	RNSG 2404, RNSG 1144, RNSG 1461
RNSG 1461	
Course Requirements	
GC Mission and Philosophy	
Canvas-LMS	

**NOTE: Topics may be listed in a different order than calendar. Please see calendar for specific dates/times of lectures.**

## Sterile Asepsis

1. Define sterile asepsis.
2. Describe scientific principles related to sterile asepsis.
3. Describe the rationale and use of sterile technique in providing care of clients.
4. Describe techniques for donning sterile gloves

CONTENT	STUDENT PREPARATION
Asepsis- Definition Aseptic techniques. Medical asepsis (clean techniques) Hand washing Surgical asepsis (sterile technique) Sterilization Breaks in technique	Read: Hinkle & Cheever: Brunner & Suddarth's 14 <sup>th</sup> ed. Ch. 18, p.441-442  Taylor, Lynn, & Bartlett 9 <sup>th</sup> .ed.: Ch. 24, p. 611, 617-618, skill 24-3, p.630-633 & skill 24-4, p. 634

## Shock

1. Define underlying pathophysiology.
2. Describe priority nursing assessments.
3. Describe nursing care measures to reduce risk.
4. Describe the role of the nurse in collaborative measures.
5. Define the listed types of shock.

CONTENT	STUDENT PREPARATION
Shock: Hypovolemic Septic Anaphylactic	Read: Hinkle & Cheever: Brunner & Suddarth's 14 <sup>th</sup> edition Ch. 14 pgs. 296-321 (skip neurogenic & cardiogenic shock)  Silvestri-Saunders NCLEX Review, 7 <sup>th</sup> ed: Ch. 18 pgs. 221-222

## Peri-Op

1. Identify the nursing assessment appropriate for clients in the preoperative phase.
2. Recognize nursing actions that assist clients of various age groups in meeting their preoperative safety/security, belonging, and esteem needs.
3. Review manifestations of physical and psychological anxiety.
4. Identify the rationale for specific preoperative teaching.
5. Describe the purpose and the nursing management for equipment presented in client preoperative teaching.
6. Identify appropriate nursing actions related to preoperative teaching.
7. Identify the rationale for selected diagnostic tests.
8. Recognize the normal value of selected diagnostic tests.
9. Describe the actions and nursing implications of selected preoperative medications.
10. Recognize nursing actions that assist in the physiological preparation of surgical clients.
11. Describe the nursing responsibilities as related to the preoperative checklist.

12. Identify the responsibilities of each member of the surgical team in meeting the needs of the client.
13. Describe safety measures utilized in the surgical suite including the nurse's role in monitoring a safe surgical environment.
14. Describe principles of aseptic technique.
15. Identify selected types of anesthesia, rationale for using, and selected adjuncts to anesthesia.
16. Identify gerontological considerations regarding surgery.

<b>CONTENT</b>	<b>STUDENT PREPARATION</b>
<p><b>Preoperative</b></p> <ul style="list-style-type: none"> <li>Assessment</li> <li>Pre-operative Teaching</li> <li>Diagnostic Studies</li> <li>Medication Therapy</li> <li>Physical Preparation</li> <li>Consent</li> <li>Checklist</li> </ul> <p><b>Intraoperative</b></p> <ul style="list-style-type: none"> <li>Surgical Team Roles</li> <li>Safety Factors</li> </ul> <p><b>Anesthesia</b></p> <ul style="list-style-type: none"> <li>Considerations</li> <li>Classifications</li> </ul> <p><b>Immediate Postoperative Care</b></p> <ul style="list-style-type: none"> <li>Cardiovascular System</li> <li>Respiratory System</li> <li>Neurological System</li> <li>Gastrointestinal System</li> <li>Genitourinary System</li> <li>Integumentary System</li> </ul>	<p>Read:</p> <p>Hinkle &amp; Cheever: Brunner &amp; Suddarth's Medical Surgical Nursing 14<sup>th</sup> ed. Ch. 17, 18, &amp; 19</p>

### Hyperlipidemia

1. Describe atherosclerosis and arteriosclerosis, including collaborative care and nursing management.
2. Evaluate strategies to help patients manage controllable risk factors and actively participate in the plan of care.
3. Prioritize nursing actions for monitoring diet, exercise, and labs.
4. Identify significant nursing actions regarding medication management.

<b>CONTENT</b>	<b>STUDENT PREPARATION</b>
<p><b>Hyperlipidemia</b></p> <ul style="list-style-type: none"> <li>Pathophysiology</li> <li>Assessment</li> <li>Diet Therapy</li> <li>Drug Therapy</li> <li>Pt education</li> </ul>	<p>Read:</p> <p>Hinkle &amp; Cheever: Brunner &amp; Suddarth's 14<sup>th</sup> ed.: Ch. 25, p. 695 Ch. 27, p. 750-762, 770-771 Ch.30, p. 841, 850-857</p> <p>Ricci, Kyle, &amp; Carman 3<sup>rd</sup> ed.: Ch. 31, p. 1138-1139</p>

## IV Fluid and Electrolytes

1. Describe the composition of the major body fluid compartments.
2. Define processes involved in the regulation of the movement of water and electrolytes between body fluid compartments.
3. Identify the etiology, laboratory diagnostic findings, clinical manifestations, and nursing and collaborative management of common fluid and electrolyte imbalances.  
Describe the composition and indications for common IV fluid solutions.
4. Demonstrate knowledge needed to provide care for clients with fluid and electrolyte imbalances.

CONTENT	STUDENT PREPARATION
<b>Fluid imbalances</b> Physiologic Principles Dehydration/ Deficit Over hydration/ Excess  Electrolyte imbalances Sodium Potassium Calcium Magnesium Phosphorous	Read: Hinkle & Cheever: Brunner & Suddarth's Medical Surgical Nursing, Ch. 13, pg 251-281

## Integumentary Disorders

1. Discuss the management and nursing care of the patient with infections of the skin or parasitic skin diseases.
2. Identify the management and nursing care of the patient with noninfectious inflammatory dermatoses, including contact dermatitis or psoriasis.
3. Describe the management and nursing care of the patient with skin tumors (benign, malignant, and metastatic).
4. Compare the various types of dermatologic and plastic reconstructive procedures.
5. Identify the management and nursing care of patients undergoing plastic and cosmetic procedures.

CONTENT	STUDENT PREPARATION
<b>Integumentary Disorders</b> <b>Infections</b> Bacterial Viral Fungal <b>Infestations</b> Insects Bedbugs Pediculosis Scabies	Read: Hinkle & Cheever: Brunner & Suddarth's Medical surgical Nursing 14 <sup>th</sup> ed. Chapter 61, Pg. 1806-1842 Integumentary Disorders

Ticks <b>Inflammations</b> Dermatitis Eczema Psoriasis <b>Cosmetic Surgery</b> <b>Neoplastic Integumentary Disorders</b> <b>Skin Cancers</b> Keratosis Basal cell carcinoma Squamous cell carcinoma Malignant melanoma	
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## Arterial

1. Identify anatomic and physiologic factors that affect peripheral blood flow and tissue oxygenation.
2. Use assessment parameters appropriate for determining the status of peripheral circulation.
3. Describe a framework of care for patients with vascular insufficiency of the extremities.
4. Compare the various diseases of the arteries and their causes, pathophysiologic changes, clinical manifestations, management, and prevention.
5. Compare strategies to prevent and treat arterial insufficiency and ulcers.
6. Describe the medical and nursing management of lymphatic disorders.

CONTENT	STUDENT PREPARATION
Arterial Disorders Arteriosclerosis Atherosclerosis Peripheral arterial disease Peripheral arterial occlusion Buerger's Disease Reynaud's phenomenon Aortic Aneurisms	Hinkle & Cheever: Brunner & Suddarth's Medical-Surgical Nursing 14 <sup>th</sup> Ed., Chapter 30, Pgs. 841-868 Assessment and Management of Patients with Vascular Disorders and Problems of Peripheral Circulation

## Venous

1. Identify anatomic and physiologic factors that affect venous blood flow.
2. Use assessment parameters appropriate for determining the status of venous circulation.
3. Apply the nursing process as a framework of care for patients with venous insufficiency of the extremities.
4. Compare the various diseases of the veins and their causes, pathophysiologic changes, clinical manifestations, management, and prevention.
5. Describe the prevention and management of venous thromboembolism (VTE).
6. Compare strategies to prevent and treat venous insufficiency, leg ulcers, and varicose veins.
7. Use the nursing process as a framework of care for patients with leg ulcers.
8. Specify risk factors and measures appropriate for prevention and management of pulmonary embolism.
9. Demonstrate accurate titration of medications based on nomogram

<b>CONTENT</b>	<b>STUDENT PREPARATION</b>
<p><b>Venous Disorders</b>            Venous thromboembolism (VTE)            Venous insufficiency            Varicose veins            Thrombophlebitis</p> <p><b>Diagnostic Studies</b>            Popliteal entrapment            Venography            Doppler Ultrasound            Prothrombin Time (PT) Partial            thromboplastin time (PTT)            International normalized ratio (INR)            Serum cholesterol / triglycerides            Arteriography            Segmental systolic blood pressure            Exercise tolerance test</p> <p><b>Medical Management</b>            Anti-platelet agents / Thrombolytic /            Anticoagulants</p>	<p><b>Venous Disorders</b>            Read:            Hinkle &amp; Cheever: Brunner &amp; Suddarth's Medical Surgical            Nursing 14<sup>th</sup> ed.            Chapter 30, pp. 868-880            Chapter 23, pp. 614-618            Chapter 29, pp. 835-836</p>

## Pain

1. Review pain concepts.
2. Describe methods for acute and chronic pain management.
3. Explain the nursing actions in initiating and maintaining a PCA pump.
4. Describe the nursing actions in maintaining an epidural infusion and epidural catheter care.
5. Discuss the nursing actions to manage side effects and potential complications of epidural medication administration.
6. Explain the nurse's role and responsibility in pain management.

CONTENT	STUDENT PREPARATION
<p><b>Acute Pain Management</b>  Epidural  PCA  Surgical interventions</p> <p><b>Chronic Pain Management</b></p>	<p>Read:</p> <p>Hinkle &amp; Cheever: Brunner &amp; Suddarth's 14<sup>th</sup> ed.: Ch. 12, p.224-250</p> <p>Ricci, Kyle, &amp; Carman 3<sup>rd</sup> ed.:  Ch. 32, p. 1173  Ch. 36, p. 1291-1324</p> <p>Taylor, Lynn, &amp; Bartlett 9<sup>th</sup>.ed.: Ch. 35, p. 1230-1274</p>

### Biliary

1. Differentiate between acute and chronic pancreatitis related to clinical manifestations, pathophysiology, inter-professional care, complications, and nursing management.
2. Explain diagnostic studies used to diagnose and differentiate acute and chronic pancreatitis.
3. Differentiate between cholecystitis and cholelithiasis and the diagnostic determinants.
4. Discuss medical and surgical management of gallbladder disease.

CONTENT	STUDENT PREPARATION
<p><b>Pancreatitis</b>  <b>Cholecystitis/Cholelithiasis</b>  <b>Diagnostic determinants</b>  Serum bilirubin  Urine bilirubin  Endoscopic retrograde  Cholangiopancreatography (ERCP)  Ultrasound of the gallbladder  Serum Amylase  Serum Lipase</p> <p><b>Medical Management</b>  Medication  Other therapies  G.I. decompression</p> <p><b>Surgical Management</b>  Cholecystotomy  Laser surgery</p>	<p>Read:</p> <p>Hinkle &amp; Cheever: Brunner &amp; Suddarth's 14<sup>th</sup> ed.  Chapter 50, pg. 1428-1449</p> <p>Ricci et al (2017) Chapter 42, pg. 1616-1617</p>

### Diabetes

1. Differentiate between the types of diabetes.
2. Describe etiologic factors associated with diabetes.



3. Relate the clinical manifestations of diabetes to the associated pathophysiologic alterations.
4. Identify the diagnostic and clinical significance of blood glucose test results.
5. Explain the dietary modifications used for management of people with diabetes.
6. Describe the relationships among diet, exercise, and medication (i.e., insulin or oral antidiabetic agents) for people with diabetes.
7. Develop an education plan for insulin self-management.
8. Identify the role of oral antidiabetic agents in therapy for patients with diabetes.
9. Use the nursing process as a framework for care of patients who have hyperglycemia with diabetic ketoacidosis or hyperglycemic hyperosmolar syndrome.
10. Describe management strategies for a person with diabetes to use during “sick days.”
11. Describe the major complications of diabetes and the self-care behaviors that are important in their prevention.
12. Identify the programs and community support groups available for people with diabetes.

### **Pediatric Diabetes**

1. Differentiate between type 1 and type 2 diabetes mellitus in the pediatric patient
2. Describe the collaborative care of the pediatric patient with DM
3. Discuss the nursing management of the child with Diabetes Mellitus
4. Relate the pathophysiology of acute and chronic complications of DM to the clinical manifestations

<b>CONTENT</b>	<b>STUDENT PREPARATION</b>
Classifications Type 1 & Type 2 & 1.5 Insulin Resistance Impaired glucose tolerance Secondary Diabetes Diagnostic Studies Types of Insulin Administration of Insulin Insulin Therapy & Problems Insulin Delivery Methods Drug Therapy: Oral Agents Nutritional Therapy Exercise Monitoring Blood Glucose Nursing Management Ambulatory & Home Care Acute Illness & Surgery Hyperglycemia Hypoglycemia	Adult: Hinkle & Suddarth’s Medical Surgical Nursing 14 <sup>th</sup> ed. CH. 51 Ricci 3 <sup>rd</sup> ed. Ch. 48 1904-1920

### **Degenerative Disorders**

1. Describe the pathophysiology, risk factors, diagnostics, clinical manifestations, and treatment modalities for osteoporosis, Paget’s disease, osteoarthritis, and osteomalacia.
2. Identify nursing implications for inter-professional management of clients with degenerative and structural disorders.

<b>CONTENT</b>	<b>STUDENT PREPARATION</b>
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<p><b>Degenerative &amp; Structural Disorders</b>  Osteoporosis  Paget's Disease  Osteoarthritis  Osteomalacia</p> <p><b>Diagnostic Tests</b>  <b>Medical/Surgical Management</b>  External Fixation Devices  Medication therapy  Diet Therapy  Surgical Intervention</p>	<p>Hinkle &amp; Cheever: Brunner &amp; Suddarth's 14<sup>th</sup> ed.  Ch. 38, p. 1104-1106  Ch. 41, p. 1169-1176</p> <p>Ricci, Kyle, &amp; Carman 3<sup>rd</sup> ed.:  Ch. 4, p. 164-165  Ch. 44, p. 1699-1701, 1717</p>
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### Intestinal Disorders

1. Describe the pathophysiology, medical treatments, and nursing care of clients with obstructive disorders, and infective/inflammatory disorders of the gastrointestinal system.
2. Understand associated diagnostic studies, including microbiology, radiology, and invasive exams, including indications for and nursing care measures.

CONTENT	STUDENT PREPARATION
<p><b>Obstructive Disorders</b>  <b>Types</b>  Mechanical  Hernias  Nonmechanical  Paralytic ileus  <b>Medical Management</b>  Medication  Decompression  <b>Infections/Inflammations</b>  <b>Types</b>  Ulcerative colitis  Crohn's disease  Irritable bowel syndrome  Gastroenteritis  Appendicitis  Diverticulosis/Diverticulitis  Peritonitis  Helminthic infections  Food Poisoning  <b>Diagnostic Determinants</b>  Barium enema  Sigmoidoscopy  Colonoscopy</p>	<p>Read:  Hinkle &amp; Cheever: Brunner &amp; Suddarth's 14<sup>th</sup> ed.:  Ch. 32, p.908,913  Ch. 33, p. 943-988  Ch. 45, p. 1264, 1280-1281  Ch. 47, p. 1311-1336, 1351-1352  Ch. 49, p. 1377-1420  Ch. 54, p. 1567,1596  Ch 55, p. 1645  Ch. 70, p. 2080</p> <p>Ricci, Kyle, &amp; Carman 3<sup>rd</sup> ed.:  Ch. 37, p. 1367-1376  Ch. 42, p. 1577-1584, 1599-1600, 1611-1613</p> <p>Taylor, Lynn, &amp; Bartlett 9<sup>th</sup>.ed.:  Ch 24, p.597  Ch. 36, p. 1305-1317  Ch. 32, p. 1053  Ch. 38, p. 1419-1432</p>

<p>Ultrasound Other</p> <p><b>Medical Management</b></p> <p>Medication Steroids Tranquilizers Sedatives Vitamins Antibiotics Immunosuppressive drugs Laxatives Other Diet Therapy TPN- Parenteral Elemental diet     Low residue     High fiber     Low roughage</p> <p><b>Surgical Management</b>     Bowel resection- Diversion</p> <p><b>Complications</b>     Peritonitis</p> <p><b>Anorectal Disorders</b></p> <p><b>Types</b>     Hemorrhoids     Abscess     Fistula</p> <p><b>Intestinal Parasitic Diseases</b></p> <p><b>Abdominal Trauma</b></p> <p><b>Types</b>     Intestinal trauma     Liver     Spleen</p>	
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## Antepartum

1. Examine the process of fertilization, implantation, and cell differentiation
2. Discuss the functions of the placenta, umbilical cord, and amniotic fluid
3. Review normal fetal development
4. Differentiate between presumptive, probable, and positive signs of pregnancy
5. Describe maternal physiologic changes that occur during pregnancy
6. Discuss nutritional needs of the woman during pregnancy
7. Characterize the emotional and psychological changes that occur during pregnancy
8. Discuss aspects of preconception and prenatal care
9. Identify tests used to evaluate fetal well being
10. Determine gestational age and due dates
11. Document obstetric history

12. Examine prenatal teaching for expectant patients

CONTENT	STUDENT PREPARATION
<p><b>Antepartum</b>                      Fetal Development                      Hereditary/Risk Factors                      Physiologic &amp; Psychological Changes During Pregnancy                      Nutrition For Childbearing                      Prenatal Diagnostic Tests</p>	<p>Read:                      Ricci Ch. 10-11, Pgs. 335-393                      Chapter 12, Pgs. 394-451</p>

**Intrapartum**

1. Relate premonitory signs of labor
2. Compare and contrast true versus false labor
3. Discuss the critical factors affecting labor and birth
4. Classify the stages of labor and the critical events in each stage
5. Characterize normal physiologic processes and psychological changes during all four stages of labor
6. Clarify concepts of pain related to labor and birth
7. Examine the measures used to evaluate maternal status during labor and birth.
8. Appraise the various comfort promotion and pain relief strategies used during labor and birth.
9. Analyze the nurse’s role throughout the labor and birth process.
10. Relate the ongoing assessments involved in each stage of labor and birth.

CONTENT	STUDENT PREPARATION
<p><b>Intrapartum</b>                      Process of Birth,                      Vaginal Birth &amp; Cesarean Birth                       Nursing Care During Obstetric Procedures</p>	<p><b>Intrapartum</b>                      Ricci 3<sup>rd</sup> ed. Pg. 455-483                      Pgs. 484-488 &amp; 498-531</p>

**Fetal Monitoring**

1. Differentiate the advantages and disadvantages of external and internal fetal monitoring, including appropriate uses for each.
2. Choose appropriate nursing interventions to address non-reassuring fetal heart rate patterns.
3. Outline the nurse’s role in fetal assessment

CONTENT	STUDENT PREPARATION
<p>Fetal Monitoring</p>	<p><b>Fetal Monitoring</b>                      Ricci 3<sup>rd</sup> Ed. Ch. 13                      Pg. 489-498</p>

### **Newborn Transitioning**

1. Examine the physiologic changes that occur as the newborn transitions to extrauterine life
2. Determine the primary challenges faced by the newborn during the transition to extrauterine life
3. Interpret the factors that influence the initiation of newborn respirations
4. Compare and contrast the cardiovascular changes that take place from fetal circulation to extrauterine circulation after birth
5. Relate three characteristics that predispose newborns to heat loss after birth
6. Distinguish three primary immunoglobulins that help strengthen the newborn's immunologic system

<b>CONTENT</b>	<b>STUDENT PREPARATION</b>
Newborn Transitioning	<b>Ricci 3<sup>rd</sup> ed.</b> Ch. 17 Pg. 599-621

### **Nursing Management of the Newborn**

1. Perform the assessments needed during the initial newborn period.
2. Employ interventions that meet the immediate needs of the term newborn.
3. Demonstrate the components of a typical assessment of the newborn.
4. Characterize common concerns in the newborn and appropriate interventions.
5. Compare the importance of newborn screening tests.
6. Plan for common interventions that are appropriate during the early newborn period.
7. Analyze the nurse's role in meeting the newborn's nutritional needs.

<b>CONTENT</b>	<b>STUDENT PREPARATION</b>
Newborn Assessments Newborn Procedures Nursing Care Feeding	Read: Ricci 3 <sup>rd</sup> ed. Pg. 621-681

### **Post-Partum**

1. Examine the systemic physiologic changes occurring in the woman after childbirth
2. Determine the psychological changes that occur in women in the postpartum period
3. Plan postpartum nursing care with interventions to foster maternal/infant bonding
4. Assess the phases of maternal role adjustment and accompanying behaviors
5. Determine the parameters that need to be assessed during the postpartum period
6. Select behaviors that enhance or inhibit the attachment process
7. Outline nursing management for the woman and her family during the postpartum period
8. Examine the role of the nurse in promoting successful breastfeeding

<b>CONTENT</b>	<b>STUDENT PREPARATION</b>
<b>Post-Partum</b>  Post-Partum Adaptation, Physiological Changes, & Nursing Care Cesarean vs. Vaginal Delivery	<b>Post-Partum</b> Ricci 3 <sup>rd</sup> Ed. Ch. 15, Pgs. 535-555 Ricci 3 <sup>rd</sup> ed. Ch. 16, PGs 556-595

### Female Reproductive Disorders

1. Discuss the pathophysiology of selected benign breast disorders.
2. Identify appropriate dietary modifications.
3. Discuss collaborative care for selected female reproductive disorders.
4. Determine etiology and manifestations of common menstrual disorders and conditions of the vulva, vagina and cervix.
5. Identify availability, risks, benefits, and proper use of birth control methods

<b>CONTENT</b>	<b>STUDENT PREPARATION</b>
<b>Common Menstrual Disorders:</b> Amenorrhea Dysmenorrhea Premenstrual syndrome (PMS) Endometriosis Dysfunctional Uterine Bleeding Perimenopause/Postmenopausal Menopause  <b>Conditions of the Vulva, Vagina, &amp; Cervix:</b> Vaginitis Vulvitis Bartholin cyst/abscess Toxic Shock Syndrome Contraception Infertility  <b>Benign Structural Disorders &amp; Other</b>	<b>Read:</b> <b>Hinkle &amp; Cheever: Brunner &amp; Suddarth's 14<sup>th</sup> edition</b> Ch. 56 pgs. 1666-1678; 1681-1685 (skip ectopic pregnancy) Ch. 57 pgs. 1686-1691; 1697-1705 (skip STIs & cancers)  Ch. 58 pgs. 1728-1730 (skip prolif breast ds & malig cancers)  <b>N1 Review (optional)</b> Ch. 56 pgs. 1650-1665 -Female Repro System Ch. 58 pgs. 1719-1727-Assessment of breasts  <b>Ricci, Kyle &amp; Carman, 3<sup>rd</sup> edition</b> Ch. 3 pgs. 107-108 Ch. 4 pgs. 116-159

### Gastric & Duodenal Disorders

1. Describe the etiology, complications, collaborative care, and nursing management of nausea and vomiting.
2. Explain the pathophysiology, clinical manifestations, collaborative care, complications, and nursing management for clients with upper gastrointestinal problems.
3. Identify common types of foodborne illnesses and nursing responsibilities related to food poisoning.

<b>CONTENT</b>	<b>STUDENT PREPARATION</b>
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<p><b>Inflammatory Disorders</b></p> <p><b>Types</b></p> <ul style="list-style-type: none"> <li>Gastritis</li> <li>Gastroenteritis</li> </ul> <p><b>Diagnostic Determinants</b></p> <ul style="list-style-type: none"> <li>Endoscopy</li> <li>Ultrasound</li> <li>Other</li> </ul> <p><b>Upper GI Bleeding</b></p> <p><b>Peptic Ulcers</b></p> <p><b>Types</b></p> <ul style="list-style-type: none"> <li>Gastric</li> <li>Duodenal</li> <li>Stress</li> </ul> <p><b>Diagnostic Determinants</b></p> <ul style="list-style-type: none"> <li>Esophagogastro-duodenoscopy (EGD)</li> <li>Upper Gastrointestinal Series (UGI)</li> <li>Barium Swallow</li> <li>Other</li> </ul> <p><b>Medical Management</b></p> <ul style="list-style-type: none"> <li>Gastric tubes</li> <li>Medication Therapy <ul style="list-style-type: none"> <li>Antacids</li> <li>Anticholinergics</li> <li>Histamine receptor antagonists</li> <li>Gastric acid inhibitors</li> <li>Prostaglandins</li> <li>Cytoprotective agents</li> <li>Other</li> </ul> </li> </ul> <p><b>Surgical Management</b></p> <ul style="list-style-type: none"> <li>Gastrectomy</li> <li>Vagotomy</li> <li>Billroth I/II Procedure</li> <li>Pyloroplasty</li> </ul> <p><b>Complications</b></p> <ul style="list-style-type: none"> <li>Perforation</li> <li>Hemorrhage</li> <li>Dumping Syndrome</li> <li>Gastric Outlet Obstruction</li> </ul>	<p>Hinkle &amp; Cheever: Brunner &amp; Suddarth's 14<sup>th</sup> ed.  Chapter 46, pg 1292-1303  Ricci et al (2017) Chapter 42 pg 1605-1606</p>
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## Oral & Esophageal Disorders

1. For the client with problems involving ingestion, oral inflammation and infection, and esophageal disorders:
  - Explain the pathophysiology
  - Describe dietary modifications
  - Explain the extended health risks

CONTENT	STUDENT PREPARATION
Nausea & Vomiting Dysphagia Stomatitis Gingivitis Herpes simplex Oral Candidiasis Vincent's Gingivitis Parotitis Aphthous Stomatitis Leukoplakia GERD Esophagitis Barrett's Esophagus Hiatal Hernia Esophageal Diverticula Esophageal Strictures Achalasia Mandibular fracture	Read: Hinkle & Cheever: Brunner & Suddarth's 14 <sup>th</sup> ed. Chapter 43, pg 1230; Chapter 45, pg 1264-1273, 1279-1284; Chapter 69, pg 2077  Ricci et al (2017) Chapter 42, pg 1577-1584, 1593-1594, 1596-1598, 1602-1604

	Hinkle & Cheever, 2018	Ricci et al., 2017
Nausea and Vomiting	Ch. 43 pg 1230	Ch. 42 pg 1577-1584; 1593-1594; 1598-1599
Dysphagia	Ch. 69 pg 2077	Ch. 42 pg 1577
Stomatitis	Ch. 45 pg 1264-1273	
Gingivitis	Ch. 45 pg 1264-1273	
Herpes Simplex	Ch. 45 pg 1264-1273	
Oral Candidiasis	Ch. 45 pg 1264-1273	Ch. 42 pg 1596-1597
Vincent's gingivitis (Necrotizing gingivitis)	Ch. 45 pg 1264-1273	
Parotitis	Ch. 45 pg 1264-1273	
Aphthous Stomatitis	Ch. 45 pg 1264-1273	
Leukoplakia	Ch. 45 pg 1264-1273	
GERD	Ch. 45 pg 1279-1284	Ch. 42 pg 1602-1605
Esophagitis		
Barrett's Esophagus	Ch. 45 pg 1279-1284	
Hiatal Hernia	Ch. 45 pg 1279-1284	
Esophageal Diverticula	Ch. 45 pg 1279-1284	

## Hypertension

1. Define normal blood pressure and categories of abnormal pressures
2. Identify risk factors for hypertension
3. Explain the differences between normal blood pressure and hypertension and discuss the significance of hypertension
4. Describe treatment approaches for hypertension, including lifestyle modifications and medication therapy
5. Use the nursing process as a framework for care of the patient with hypertension
6. Describe hypertensive crises and their treatment



<b>CONTENT</b>	<b>STUDENT PREPARATION</b>
<b>Hypertension</b> Definitions Classifications Pathophysiology Risk factors Complications Nursing Mgm Lifestyle Modifications Weight reduction DASH diet Sodium Restriction Aerobic activity Avoid tobacco Stress reduction <b>HTN Crisis</b> <b>HTN in children</b> <b>HTN Drug therapy</b>	Read: Hinkle & Cheever: Brunner & Suddarth's 14 <sup>th</sup> ed. Medical Surgical Nursing 14 <sup>th</sup> ed., Ch. 31, pg. 884-898

### **Nutritional Disorders**

1. Describe the classification systems for determining a person's body size.
2. Explain the health risks associated with obesity.
3. Discuss nutritional therapy and exercise plans for the obese client.
4. Describe nursing care for clients undergoing surgical management of obesity.

<b>CONTENT</b>	<b>STUDENT PREPARATION</b>
<b>Obesity</b> Etiology Health Risks Conservative therapy Surgery Bariatric <b>Metabolic Syndrome</b>	Read: Hinkle & Cheever: Brunner & Suddarth's 14 <sup>th</sup> edition Ch. 48 pgs. 1358-1375  Silvestri-Saunders NCLEX Review, 7 <sup>th</sup> ed: pgs 678-679

### **Musculoskeletal**

1. Differentiate between contusions, strains, sprains, dislocations, and subluxations.
2. Identify the signs and symptoms of an acute fracture.
3. Describe common treatment modalities for fracture reduction, fracture immobilization, and management of open and intra-articular fractures.
4. Discuss the prevention and management of immediate and delayed complications of fractures.
5. Identify the rehabilitation needs of patients with fractures of the upper and lower extremities, pelvis, and hips.
6. Describe the care of the older adult patient with a fracture of the hip.
7. Recognize sports- and occupation-related musculoskeletal disorders and their signs, symptoms, and treatments.
8. Explain the rehabilitation and health education needs of the patient who has had an amputation.
9. Apply the nursing process as a framework for care of the patient with an amputation.

CONTENT	STUDENT PREPARATION
<p><b>Low back pain</b></p> <p><b>Soft Tissue Trauma</b></p> <ul style="list-style-type: none"> <li>Contusions</li> <li>Strains</li> <li>Sprains</li> <li>Tears</li> <li>Subluxation</li> <li>Dislocation</li> </ul> <p><b>Repetitive Use Injuries</b></p> <ul style="list-style-type: none"> <li>Carpal tunnel</li> <li>Rotator Cuff</li> </ul> <p><b>Fractures</b></p> <ul style="list-style-type: none"> <li>Simple</li> <li>Compound</li> <li>Pathologic</li> <li>Greenstick</li> <li>Transverse</li> <li>Oblique</li> <li>Spiral</li> <li>Comminuted</li> <li>Depression</li> <li>Compression</li> <li>Avulsion</li> </ul> <p><b>Diagnostic Studies</b></p> <p><b>Medical / Surgical Management</b></p> <ul style="list-style-type: none"> <li>Treatments</li> <li>Casts / Traction</li> <li>Surgical Intervention</li> </ul>	<p>Read:</p> <p>Hinkle &amp; Cheever's: Brunner &amp; Suddarth's Medical Surgical Nursing, 14<sup>th</sup> ed., CH. 42, pgs. 1185-1220</p> <p>Musculoskeletal Trauma</p>

### Connective Tissue Disorders

1. Review the pathophysiology of the inflammatory response.
2. Compare and contrast the pathophysiology and manifestations of RA, lupus, gout, and scleroderma.
3. Identify diagnostic tests, nursing priorities, and client education in regards to RA, lupus, gout, and scleroderma.
4. Describe the medical and pharmacologic management of connective tissue disorders, as well as the mechanism of action, side effects, and nursing responsibilities with pharmacologic management of connective tissue disorders.

CONTENT	STUDENT PREPARATION
<p>Rheumatoid Arthritis</p> <p>Juvenile Idiopathic Arthritis</p> <p>Gout</p> <p>Systemic Lupus Erythematosus</p> <p>Scleroderma (systemic sclerosis)</p> <p>Diagnostic Studies</p> <p>Medical Surgical Management</p>	<p>Read:</p> <p>Hinkle &amp; Cheever: Brunner &amp; Suddarth's 14<sup>th</sup> ed. Chapter 38, pg. 1082-1102; 1107-1108</p> <p>Ricci et al (2017) Chapter 20, pg. 759-780; Chapter 47, pg.1861-1864</p>

Medication Therapy, Treatments, Diet Therapy and Surgical Intervention	
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## Respiratory Disorders

1. Describe the pathophysiology, medical treatments, and collaborative and nursing care of non-infectious and infectious adult upper respiratory disorders.
2. Identify respiratory distress in the adult patient.
3. Explain teaching strategies for adult respiratory disorders.

## Pediatric Respiratory Disorders

1. Describe the pathophysiology, medical treatments, and collaborative and nursing care of pediatric respiratory disorders.
2. Identify respiratory distress in the pediatric patient.
3. Explain teaching strategies for pediatric respiratory disorders.

CONTENT	STUDENT PREPARATION
<b>Non-infectious Upper Respiratory Disorders</b> Nose Deviated Septum Nasal Fracture Epistaxis Nasal Polyps Allergic Rhinitis Oral pharynx Sleep Apnea Lungs <b>Infectious Respiratory Problems</b> Nose Acute Viral Rhinitis Influenza Sinuses Sinusitis Oral pharynx Acute Pharyngitis  Lungs Acute Bronchitis Pneumonia Lung Abscess Pleural Effusion Pleurisy Atelectasis Bronchiolitis	Read:  Hinkle & Cheever: Brunner & Suddarth's 14 <sup>th</sup> edition Ch. 22 pgs.552-571 (skip cancers) Ch. 23 pgs. 583-598 (skip TB) Pgs. 606-608 (skip rest of ch-N3)  N1 Review (optional) Ch. 20- Resp Assessment and terms Ch. 21- Resp Care Modalities  Ricci, Kyle & Carman, 3 <sup>rd</sup> edition Ch. 40 pgs.1479-1495 (skip TB) Pgs. 1498-1499  Silvestri-Saunders NCLEX Review, 7 <sup>th</sup> ed: Ch. 54 pgs.708-715, 724 Ch. 55 Resp Meds

<b>Pedi Respiratory:</b> Tonsillitis Croup Syndromes Pneumonia Foreign Body Aspiration Laryngotracheobronchitis Bacterial Tracheitis	
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### Bowel Diversions

1. Explain the anatomic and physiologic changes, and the nursing management, of a client with an ileostomy and colostomy.
2. Describe the pathophysiology, manifestations, treatments, and nursing care of clients with a bowel resection.

CONTENT	STUDENT PREPARATION
<b>Bowel resection</b> Ostomy Proctocolectomy with Ileostomy Colostomy Ileostomy Double-barreled stoma Kock pouch Ileanal reservoir <b>Pre and Post operative Care</b> Colostomy care Ileostomy Care <b>Adaptation to an Ostomy</b>	Read: Hinkle & Cheever: Brunner & Suddarth's 14 <sup>th</sup> ed.: Ch. 47, p. 1332-1343  Ricci, Kyle, & Carman 3 <sup>rd</sup> ed.: Ch. 42, p. 1585-1586  Taylor, Lynn, & Bartlett 9 <sup>th</sup> .ed.: Ch. 38, p. 1445-1450, 1468-1473

### Pediatric Musculoskeletal Disorders

1. Compare differences between the anatomy and physiology of the neuromuscular and musculoskeletal systems in children versus adults.
2. Identify nursing interventions related to common laboratory and diagnostic tests used in the diagnosis and management of neuromuscular and musculoskeletal conditions.
3. Identify appropriate nursing assessments and interventions related to medications and treatments used for childhood neuromuscular and musculoskeletal conditions.
4. Distinguish various neuromuscular and musculoskeletal disorders occurring in childhood.
5. Devise an individualized nursing care plan or concept map for the child with a neuromuscular and musculoskeletal disorder.
6. Develop child/family teaching plans for the child with a neuromuscular and musculoskeletal disorder.
7. Describe the psychosocial impact of chronic neuromuscular and musculoskeletal disorders on the growth and development of children

CONTENT	STUDENT PREPARATION
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<p><b>Pediatric MS anomalies</b></p> <ul style="list-style-type: none"> <li>Congenital hip dysplasia</li> <li>Congenital foot deformities</li> <li>Scoliosis</li> <li>Muscular Dystrophy</li> <li>Other anomalies</li> </ul>	<p>Read:</p> <p>Hinkle &amp; Cheever: Brunner &amp; Suddarth's Medical Surgical Nursing 14<sup>th</sup> ed., Chapter 44: Nursing Care of the Child with an Alteration in Mobility/Neuromuscular or Musculoskeletal Disorder</p>
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### Bone Infection and Tumors

1. Describe the pathophysiology, medical treatments and nursing care of clients with musculoskeletal infections and bone tumors.
2. Identify types of infections and tumors prevention and care.
3. Recognize factors and lifespan considerations that affect the client.
4. Describe nursing interventions for major complications and to support healing.

<b>CONTENT</b>	<b>STUDENT PREPARATION</b>
<p><b>MS Infections</b></p> <ul style="list-style-type: none"> <li>Osteomyelitis <ul style="list-style-type: none"> <li>Acute / Chronic</li> <li>Tuberculosis</li> </ul> </li> </ul> <p><b>Diagnostic Tests</b></p> <ul style="list-style-type: none"> <li>Blood cultures</li> <li>Wound cultures</li> <li>Sputum culture</li> <li>Skin test</li> </ul> <p><b>Medical / Surgical Management</b></p> <ul style="list-style-type: none"> <li>Medication Therapy</li> <li>Diet therapy</li> <li>Surgical Interventions</li> </ul> <p><b>Bone Tumors</b></p> <ul style="list-style-type: none"> <li>Malignant <ul style="list-style-type: none"> <li>Osteoclastoma sarcoma</li> <li>Ewing's sarcoma</li> </ul> </li> <li>Benign</li> <li>Metastatic Bone Disease</li> </ul>	<p>Read:</p> <p>Hinkle &amp; Cheever: Brunner &amp; Suddarth's 14<sup>th</sup> ed.: Ch. 23, p. 600-606 Ch. 49, p. 1176-1183 Ch. 71, p.2127</p> <p>Ricci, Kyle, &amp; Carman 3<sup>rd</sup> ed.: Ch. 37, p. 1354-1355 Ch. 46, p. 1826-1828</p>

### Oncology

1. Define the term "cancer".
2. Identify the seven warning signs of cancer, as defined by the American Cancer Society.
3. Identify actions, precautions, and side effects of listed chemotherapeutic drugs.
4. Identify appropriate diet modifications.

5. Differentiate between external and internal radiation therapy.
6. Identify the side effects associated with radiation therapy.
7. Describe specific safety precautions necessary when caring for the client receiving radiation therapy or chemotherapy.
8. Describe the use of immunotherapy as a treatment modality.

CONTENT	STUDENT PREPARATION
<b>Oncology</b> Definition Risk Factors Pathophysiology Clinical Manifestations Diagnostic Studies Treatment Modalities Surgery Radiation Chemotherapy Immunotherapy Nursing Management Pediatric Considerations:	Read: Hinkle & Cheever: Brunner & Suddarth's 14 <sup>th</sup> ed.: Ch. 15, p. 324-384  Ricci, Kyle, & Carman 3 <sup>rd</sup> ed.: Ch. 46, p. 1775-1801

### GI Neoplasm

1. Discuss the pathophysiology of the gastrointestinal system.
2. Describe the clinical manifestations of gastrointestinal cancers.
3. Differentiate precipitating factors, inter-professional care, and nursing management for the client with oral, esophageal, gastric, pancreatic, liver, and colorectal cancer.
4. Explain diagnostic studies and common surgical/medical treatment modalities for clients with gastrointestinal cancers.
5. Discuss nursing and inter-professional management of patients requiring chemotherapy and/or radiation therapy.
6. Identify key teaching topics for clients and families.

CONTENT	STUDENT PREPARATION
<b>Neoplastic Disorders</b> <b>Types</b> Benign Disorders Leukoplakia Polyps Malignant Disorders Oral Cancer Esophageal cancer Gastric cancer Colorectal cancer Carcinoma of the liver Carcinoma of the pancreas	Read: Hinkle & Cheever: Brunner & Suddarth's 14 <sup>th</sup> ed.: Ch. 15, p. 324, 335-336 Ch. 34, p. 981 Ch. 43, p. 1232, 1241 Ch. 45, p. 1266, 1270-1272, 1286-1289 Ch. 46, p. 1303-1308 Ch. 47, p. 1344 Ch. 49, p. 1417-1425 Ch. 50, p. 1449-1451 Ch. 68, p. 2035 Ch. 70, p. 2096

<p><b>Diagnostic Determinants</b></p> <ul style="list-style-type: none"><li>Gastric analysis</li><li>Occult blood</li><li>Colonoscopy</li><li>Proctosigmoidoscopy</li><li>CT scans</li><li>Biopsies</li><li>Laboratory tests</li><li>Other</li></ul> <p><b>Medical Management</b></p> <ul style="list-style-type: none"><li>Chemotherapy</li><li>Other</li></ul> <p><b>Surgical Management</b></p> <ul style="list-style-type: none"><li>Esophagectomy</li><li>Gastrectomy</li><li>Abdomino-perineal resection</li><li>Ileostomy/colostomy</li><li>Palliative measures</li><li>Liver transplant</li><li>Whipple procedure</li><li>Other</li></ul> <p><b>Complications</b></p> <ul style="list-style-type: none"><li>Metastatic sites</li></ul>	
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