

**GRAYSON COLLEGE  
ASSOCIATE DEGREE  
NURSING PROGRAM**



**NURSING 3 Theory  
RNSG 2414**

*GRAYSON COLLEGE*

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## *Course Syllabus*

**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 2414, Integrated Care of the Client with Complex Health Care Needs

### **Professor Contact Information**

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Office Hours are posted outside of office door.

### **Course Description**

(4-1-0-64-4) Application of a systematic problem-solving process, critical thinking skills and concepts to provide comprehensive nursing to diverse patients and families across the life span with complex health care needs including, but not limited to, complex childhood/adolescent diseases, complicated perinatal care, acute mental illness, complex perioperative care, serious adult health problems and health issues related to aging. Emphasis on tertiary disease prevention, health maintenance/restoration and collaboration with members of the interdisciplinary health care team. Content includes the roles of the professional nurse and applicable competencies in knowledge, judgment, skills, and professional values within a legal/ethical framework.

### **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; RNSG 2404 or 1413 (TE program), RNSG 1144, RNSG 1461

Co-requisites: RNSG 2414 must be taken concurrently with RNSG 2462.

Restrictions: A grade of "C" (74.5) or better is required to progress to Nursing 4 courses.

Course Placement: Third semester of the nursing program.

### **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 for RNSG 2414**

- Demonstrate knowledge of acute and chronic diseases across the lifespan, including complex, critical, and life-threatening disease processes
- Apply concepts of physical assessment and examination techniques in the care of patients across the lifespan
- Integrate concepts involving appropriate treatments, nursing interventions, and safety precautions in the care of patients with chronic and acute health conditions, including complex, critical, and life-threatening disease processes
- Integrate concepts related to appropriate communication, collaboration, and coordination with the patients and members of the healthcare team in a leadership role
- Apply concepts of pharmacology and principles of medication administration and calculation

- Identify appropriate treatments, nursing interventions, and safety precautions in the care of patients with mental health disorders
- Integrate concepts related to the care of the pregnant patient and newborn and identify appropriate treatments, nursing interventions, and safety precautions in those pregnant and newborn patients with complex, critical, and life-threatening disease processes

## Scans Skills:

When taken concurrently with RNSG 2462, the following skills will be achieved:

### Workplace Competencies

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

Students in RNSG 2414 have to 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 a group of clients in the clinical setting. Students must organize and plan patient care activities so that the work is completed in the allocated time. Concepts of making client assignments for a team helps students learn how to distribute the patient care among members of the team are introduced.

#### 2. Interpersonal Skills: Works with Others

Students in RNSG 2414 must demonstrate skills of negotiation, delegation, and participation as a member of a team. Students learn to use concepts of management and 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 2414 must continue with development of information skills so that all resources of patient information are used to collect data. Sources of information include the individual hospital information systems, the college's extensive collection of resources including internet, CAI, (available in Health Science computer lab), patient record, physician record, nursing journals and other available references.

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

Students in RNSG 2414 must be able to practice within the legal scope of nursing practice. This legal scope includes the state 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 are enacted at the state level that has a direct impact on the nurse providing clinical care.

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

Students in RNSG 2414 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 2414 are required to do several written assignments reflective of their clinical experiences such as nursing care plans and teaching plans. The construction of a professional portfolio will be introduced. Participation in case study 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 2414 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. Formulation of a philosophy of Nursing and personal values are exposed. By recognizing and identifying problems in the client populations, students develop and implement a plan of care.

3. Personal Qualities: Responsibility, Self-esteem, Sociability, Self-management, Integrity, and Honesty  
Students in RNSG 2414 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.

### **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 – Students Conferences
9. Written Assignments

### **Methods of Evaluation**

1. Successful completion of RNSG 2414 is based upon the following criteria:
  - a. Achieve 90% on a pharmacological math test (3 attempts within specified time frame – see class calendar).
  - b. Periodically scheduled exams (see class calendar).
  - c. Final exam (must be taken).
2. Skills Review Check-off: All students must pass a skills review check-off at the beginning of the semester in the lab sections of the second, third and fourth semesters of the program. All students will be allowed two attempts to successfully complete a random selection of any two previously learned skills. Check-offs will be conducted using a skills check-off form. Both skills selected must be completed within a 30 minute time period. Students will be given the option of a five minute warning. Failure to pass the check-off will result in the need to withdraw from the course and any concurrent nursing courses.
3. The periodically scheduled exams determine the course grade: Unit exams account for 75% of the course grade. A comprehensive final accounts for 25% of the course grade.
4. The dates of all exams are posted on the class calendar. Exams are based on syllabus learning objectives. Grades will be posted in Canvas.
5. In the event of illness or emergency, make up exams will be given during the week before finals week. Students must call the Nursing 3 coordinator PRIOR to the exam if the exam will be missed. Any missed make-up exams will not be rescheduled. No make-up final exam will be given. (see Class Calendar).
6. In order to progress to Nursing 4 the student must pass with a final course grade of 74.5 or higher.

### **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. We will use a google sign in sheet for the students who are physically in class.

If a student is attending virtually, we will obtain that data from the Zoom platform.

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.html>

### **Academic Integrity**

Refer to Grayson 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 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
  - Dr. Logan Maxwell, Title IX Deputy Coordinator 903.415.2601
  - Mr. Mike McBrayer, Title IX Deputy Coordinator 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: 903.463.8695
  - For Any On-campus Emergencies: 911
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**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(s).**

**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>**

### **Required Textbooks**

The faculty recommends that you purchase your textbooks as a bundle from the bookstore. Bundles are offered at a discounted price over those individually purchased. There are 2 bundles to purchase:

1. **Elsevier Bundle is available as print or as eBooks**
2. **F.A. Davis Fundamentals**
3. **Psychiatric-Mental Health Nursing 8<sup>th</sup> ed. By Sheila L. Videbeck ISBN # 978-1-975116-37-8**

#### **List of Individual Textbooks**

- 2019 Intravenous Medications (Gahart & Nazareno) ISBN # 9780323612722
- Saunders Nursing Drug Handbook 2019 (Kizior & Hodgson) ISBN # 9780323608855
- Medical-Surgical Nursing 11<sup>th</sup> edition + Sherpath (Lewis, Bucher, Heitkemper, Harding, Kwong & Roberts) ISBN # 9780323328524
- Maternal-Child Nursing 5<sup>th</sup> edition + Sherpath (McKinney, James, Murray, Nelson & Ashwill) ISBN # 9780323401708
- Saunders Comprehensive Review NCLEX-RN Examination 8<sup>th</sup> edition (Silvestri) ISBN # 9780323358514
- Psychiatric-Mental Health Nursing 8<sup>th</sup> ed. (Videbeck) ISBN # 978-1-975116-37-8
- Fundamentals of Nursing (Volumes 1 & 2) 4<sup>th</sup> edition, (Wilkinson, Treas, Barnett, Smith) ISBN # 978-0-8036-4077-1
- Davis Edge for Fundamentals (online resources) ISBN # 978-0-8036-4022-1

#### **Online Assignments**

Assignments from online resources (i.e. Sherpath, Shadow Health) must be completed by designated date for successful course completion.

#### **The Writing Center**

The Writing Center is located in Library room 110, on the first floor right by the west doors. Hours are:

Monday-Thursday: 8 AM - 6 PM

Friday: 9 AM - 2 PM.

Remember the Writing Center accepts email submissions, including from online and dual credit students, at <https://writingcenter2.wixsite.com/gcwritingcenter/submit-2>. Students should allow a minimum of 36 hours for a response, though often they receive one faster. We offer help to students in any discipline, from English to Biology, and at any stage of the writing process, from brainstorming to outlining, drafting, revising, or editing. We also help with appeal letters, scholarship essays, cover letters and resumes. Come see us today!

#### **Math Hub**



Located on the Main Campus in the Student Success Center in room SS-200 and on the South Campus in the Success Center in room SB-121, this new service provides students with assistance with any level of math instruction. It's a great place to work on your homework and to prepare for tests that involve math. Stop by and see what we mean by "Got Math?"

The Math Hub provides a suitably quiet space for students to work on homework or lab work and have questions answered upon request. Our goal is to lead students to do the work. The Math Hub is also equipped with computers for students to use for their math classes, whether it be checking Canvas for an assignment, working online homework, completing an Excel project for Statistics, or watching a math video. Students seeking one-on-one tutoring should visit the Math Hub to sign up for a weekly, one-hour timeslot.

## **Health Science Students**

### **When to complete the GC Covid Exposure Form**

#### **Complete the GC Exposure Form:**

- Experiencing symptoms of COVID-19
- Tested positive for COVID-19
- Had a known exposure to COVID-19 (outside of healthcare agency)
- Healthcare employer notifies you of a COVID-19 exposure and places you on quarantine
- Health Department notifies you of a need to quarantine

#### **Do Not Complete the GC Exposure Form:**

- If you are caring for COVID-19 patients in a healthcare agency and are wearing PPE with no break in PPE

#### **Where to complete the GC Exposure form**

<https://grayson.edu/campus-life/campus-police/Coronavirus%20Info/Exposure%20Form.html>

Associate Degree Nursing  
Math Application Objectives

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

Level 1

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 medication prescriptions and standard abbreviations.
5. Interpret medication labels and calculate prescribed dosages.
6. Calculate the number of tablets, capsules or volume of liquid for prescribed oral dosages.
7. Calculate the amount of a medication to be administered per pound or kilogram of body weight.
8. Calculate the volume of a liquid for injection administration.
9. When given specific diluent information for medication 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.

Level 2

12. Recognize the calibration or drop factor of IV administration sets.
13. Calculate the IV flow rate in drops per minute, and/or mL/hr. of a prescribed amount of intravenous fluid.
14. Demonstrate accurate titration of medications based on a nomogram or other given parameters.
15. For a given IV delivery rate (mL/hr), calculate the equivalent mg/hr, units/hr; mg/min or units/min dosage.  
(Ex: heparin, oxytocin)

Level 3 & 4

16. For a given IV dosage/time order (ex: mg/min or mg/hr) calculate the flow rate in mL/hr. or gtts/min.
17. For a given IV dosage ordered by weight per minute (mcg/kg/min), calculate the correct flow rate in mL/hr or gtts/min.
18. Recognize the reasonable amount of medication to be administered.
19. Convert IV's with additive medications to mg/hr. or mg/min. to check for therapeutic dosage ranges.
20. End calculations may result in a answer to that is rounded to one decimal point.

GRAYSON COLLEGE  
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***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)
- Carry all calculations out to two places past the decimal point.  
Example: lbs to kg = keep to two places past the decimal point.
- 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 tenth

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 hundredth.

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 one decimal point)

## Anticipated Cost for Nursing 4

ITEM	DUE DATE	FEE	Payment type / Payable to:	Address
Mock Trial Fall only	Register mid-September or earlier for October mtg.	\$30.00 non-TNSA member, \$20.00 TNSA	Check, Money Order, Credit Card	Texas Nurses Association Flyer will be posted in Blackboard and/or class when available
State Board License Fee	Apply at the beginning of Nursing 4	\$100.00	Personal Ck., MO, or Cashiers Ck. (credit card for online app) Payable to: Board of Nurses for State of Texas	Board of Nurses for the State of Texas  William P. Hobby Bldg., Suite 3-460 333 Guadalupe Street Austin, TX 78701 Phone: 1-512-305-7400 Web: <a href="http://www.bon.state.tx.us">www.bon.state.tx.us</a>
DPS/FBI Criminal Background Check/Finger print scan (unless done prior to starting nursing 1)	Beginning of Nursing 4, Approx. 10-14 days after applying for licensure	\$9.95 (fingerprints) \$31.50 (DPS/FBI) There are different instructions if live out of Texas	Check or Money Order Credit Card if online appl.	MorphoTrust does the background check but everything goes through Identogo McKinney, TX 1-888-467-2080  <a href="http://www.identogo.com">www.identogo.com</a> Make an appointment at location of choice
NCLEX-RN License Exam Fee	6 weeks prior to graduation	\$200.00	Certified Ck, Cashiers Ck, MO, Credit card if registering by web or phone. Payable to: National Council of State Boards of Nursing	NCLEX Registration (Pearson Vue) P.O. Box 64950 St. Paul, MN 55164-0950 Phone: 1-866-496-2539 Web: <a href="http://www.vue.com/nclex">www.vue.com/nclex</a>

<b>Mandatory before taking NCLEX</b>  Nursing Jurisprudence Exam	At least 10 days after State Board license fee is paid. Is taken on-line at the Bd. Of Nurses website	No additional cost (cost is included in the State Board License Fee)	N/A	<a href="http://www.bon.state.tx.us/olv/je.html">http://www.bon.state.tx.us/olv/je.html</a> Board of Nurses for the State of Texas  William P. Hobby Bldg., Suite 3-460 333 Guadalupe Street Austin, TX 78701 Phone: 1-512-305-7400
<b>Optional:</b>  Nursing Jurisprudence Prep course  (This material is covered in lectures)	Prior to taking Jurisprudence exam	\$25.00	Credit Card – online Or contact the board if unable to pay by credit card	<a href="http://www.bon.state.tx.us/olv/je-course.html">http://www.bon.state.tx.us/olv/je-course.html</a> Board of Nurses for the State of Texas  William P. Hobby Bldg., Suite 3-460 333 Guadalupe Street Austin, TX 78701 Phone: 1-512-305-7400
NCLEX-RN Preparation Review Course (RNSG 2030, 51.3801)	Register prior to beginning Nursing 4	\$100.00	Register and pay through the Center for Workplace Learning (CWL)	<a href="http://www.cwlgcc.org">www.cwlgcc.org</a> 903-463-8765
NCLEX-RN Review Course	Must complete prior to graduation if scored <900 on HESI exit exam	~\$300.00	Variable depending on course	Nursing Educations Consultants will offer a course at Grayson the week of graduation if enough students are interested. NursingEd.com Email: <a href="mailto:info@nursinged.com">info@nursinged.com</a>
Nursing Pin	Beginning of Nursing 4	\$5 - \$150	Check, Money Order, Cash, Credit Card Payable to: Balfour	Balfour P.O. Box 8429 Greenville, Texas 75404 Phone: 1-888-264-900
Graduation Invitations	4 weeks prior to graduation	\$1.00 each	Check, Cash, Money Order	Grayson Student Nurses Association

# Course Content

**Note: Order of Outline Does not necessarily follow the order of lectures on Calendar. Please see calendar.**

## **Mental Health**

Objectives:

### **Introduction to Psychiatric Care**

1. Identify characteristics of mental health and mental illness.
2. Identify the psychiatric team and understand the psychiatric nurse role.
3. Identify how the DSM V is used for diagnosing psychiatric disorders.
4. Recognize the steps in establishing a therapeutic nurse-client relationship.
5. Assess verbal and nonverbal communication techniques.
6. Identify client's civil rights related to nursing in a mental health facility.
7. Differentiate between the types of admission to a mental health facility.
8. Review components of the Mental Status Exam (MSE).

<b>CONTENT</b>	<b>STUDENT PREPARATION</b>
Introduction to Psychiatric Nursing A. Psychiatric nurse's role B. Types of admission C. Psychiatric team D. Characteristics of Mental Health / Mental Illness E. Psychiatric Assessment	<b>(Use index or see power point for individual page numbers within chapters)</b>  <u>Readings:</u> Videbeck Ch. 1 (2-3, 7-11) 5 ( 80-95) 6 (98-114) 8 (136-143, 145-146) 9 (152-155, ignore torts) Saunders NCLEX

### **Psychiatric Therapies**

1. Define milieu therapy.
2. Identify the various therapies that may be included in the program of the therapeutic community.
3. Identify various types of groups.
4. Identify various roles that members assume within a group.
5. Describe the role of the nurse in group therapy.
6. Discuss the recovery model.
7. Explore various psychosocial therapies: individual psychotherapy, relaxation therapy, biofeedback, cognitive behavioral therapy, systematic desensitization.
8. Discuss ECT and the role of the nurse in ECT.
9. Ensure safety for the patient undergoing ECT.
10. Explore other therapies such as activity therapies, recreation therapies, art, music, movement, dance, psychodrama, pet therapy

<b>CONTENT</b>	<b>STUDENT PREPARATION</b>
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Psychiatric Therapies A. Milieu B. Groups (types, roles) C. Recovery Model D. ECT E. Other various therapies (see above).	<b>(Use index or see power point for individual page numbers within chapters)</b> <u>Readings:</u> Videbeck Ch. 3, 4, & 17 pp 293-294. Saunders NCLEX
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### Anxiety and Crisis

1. Differentiate between 6 types of crises.
2. Identify the role of the nurse in crisis intervention.
3. Describe various types of anxiety disorders: generalized anxiety, phobias, obsessive-compulsive disorder, panic and post-traumatic stress disorder.
4. Describe assessment process of client in crisis and anxiety disorders.
5. Describe appropriate nursing interventions for anxiety disorders.
6. Discuss various modalities relevant to the treatment of anxiety disorders, including psychopharmacology.
7. Evaluate the nursing care of clients with anxiety disorders.
8. Identify topics for client and family teaching.

CONTENT	STUDENT PREPARATION
Crisis & Anxiety Disorders A. Crisis 1. Situational 2. Developmental B. Anxiety Disorders 1. Generalized Anxiety 2. Phobias 3. Obsessive-Compulsive Disorder 4. Panic 5. Post-Traumatic stress disorder	<u>Readings:</u> Videbeck Ch.14 pp 222-240, Ch. 15 pp 241-254 Saunders NCLEX

### Abuse and Neglect

1. Recognize the definition of child abuse and neglect as described in CAPTA (The Child Abuse Prevention and Treatment Act).
2. Describe the major types of abuse and neglect seen in children, their contributing factors, and nursing care for abused children and their families.
3. List indications that suggest a child brought into the emergency care setting has been neglected or abused, and discuss the nurse's responsibility for reporting possible neglect or abuse.
4. Identify the factors that promote violence against women, and describe the role of the nurse in its assessment, prevention, and interventions.
5. Discuss the issue of elder abuse/neglect and the role the nurse plays in identification, reporting and care of the elder client.
6. Identify topics for client and family teaching.

CONTENT	STUDENT PREPARATION
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Abuse, Violence & Neglect A. Child abuse / neglect B. Shaken baby syndrome C. Spouse abuse D. Elder abuse / neglect E. Rape / violence	<u>Readings:</u> Videbeck Ch 12 McKinney Ch 24 McKinney Ch 34 pp 568-573 McKinney Ch 53 pp1468-1472
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### Schizophrenia

1. Describe appropriate nursing interventions for behaviors associated with schizophrenia disorders.
2. Discuss various treatment modalities and impulse control strategies, including psychopharmacology.
3. Evaluate the nursing care of clients with schizophrenia disorders.
4. Identify topics for client and family teaching.

CONTENT	STUDENT PREPARATION
Schizophrenia A. Disorganized B. Paranoid	<u>Readings:</u> Videbeck Ch 16

### Addictive Behaviors

1. Differentiate between various types of addictive behaviors: drug abuse, alcohol abuse, addicted mother, gambling addiction, and online addiction.
2. Discuss implications of the addicted mother related to fetal alcohol syndrome.
3. Define addiction, intoxication and withdrawal.
4. Discuss predisposing factors.
5. Identify symptomatology, nursing diagnosis, nursing interventions, education, and teaching related to substance and addiction disorders.
6. Discuss treatment modalities.
7. Discuss outcome criteria and the issue of substance use within the nursing profession.
8. Describe TPAPN and its function.

CONTENT	STUDENT PREPARATION
Addictive Behaviors A. Drug Abuse B. Alcohol Abuse C. Fetal Alcohol Syndrome D. Addicted Mother E. Gambling Addiction F. Online Addiction G. Chemically Impaired Nurse	<u>Readings:</u> Videbeck Ch 19 Lewis Ch 10 (p. 145) Saunders NCLEX

### Mood Disorders



1. Describe various types of depressive disorders.
2. Identify predisposing factors in the development of depression.
3. Identify symptomatology associated with depression and use this information in client assessment.
4. Formulate goals of care for clients with depression.
5. Identify appropriate client and family teaching relevant to depression.
6. Describe nursing interventions for behaviors associated with depression.
7. Describe criteria for evaluating nursing care of clients with depression.
8. Discuss treatment modalities for depression.
9. Discuss risk factor for suicide.
10. Differentiate between facts and myths related to suicide.
11. Apply the nursing process to individuals exhibiting suicidal behavior.
12. Differentiate between bipolar I and bipolar II disorders.
13. Describe symptomatology associated with mood disorders and use the information in client assessment.
14. Described appropriate nursing interventions for behaviors associated with mood disorders.
15. Discuss various treatment modalities for mood disorders.
16. Evaluate nursing care of clients with mood disorders.
17. Identify topics for client and family teaching.

<b>CONTENT</b>	<b>STUDENT PREPARATION</b>
Mood Disorders A. Unipolar Disorders 1) major depression 2) dysthymia 3) seasonal affective disorder B. Bipolar Disorders 1) Bipolar I 2) Bipolar II	<u>Readings:</u> Unipolar/Suicide Videbeck Ch 17 pp284-305 Bipolar: Videbeck Ch 17 pp 305-324 McKinney Ch 53

## **Leadership / Management / Delegation**

Objectives:

### **Leadership and Management**

1. Define leadership and leadership styles.
2. Discuss leadership roles between RN's, LVN's, and UAP's.
3. Discuss appropriate workplace communication.
4. Determine the styles of leadership that best supports a successful managerial role.
5. Discuss principles of prioritization and apply to decision making for the RN.

6. Review SBAR communication tool.
7. Apply principles of giving and receiving feedback.
8. Discuss roles and responsibilities of student team leaders

**Delegation**

1. Define delegation, responsibility, accountability and authority in relation to nursing practice.
2. Recognize Board of Nursing (BON) criteria for delegation on UAP's.
3. Apply BON criteria for delegation to specific client situations and settings
4. Describe the implication of nursing students working as unlicensed personnel.

<b>CONTENT</b>	<b>STUDENT PREPARATION</b>
Leadership/Management in Nursing A. Styles B. Effectiveness C. Charge Nurse Duties D. Managing Shift Activities E. Prioritization F. Workplace communication F. Feedback G. Student team leading	<u>Readings:</u> Syllabus for RNSG 2462 Team Leader Responsibilities Saunders NCLEX Texas Board of Nursing Nurse Practice Act Scope of Practice RN, LVN, UAP
Delegation in Nursing A. Purpose B. Definitions C. Criteria for delegation D. Supervision and evaluation E. Specific tasks commonly delegated F. Tasks that may not be delegated G. Settings for delegation H. Client factors in delegation I. Obstacles to effective delegation	<u>Readings:</u> Lewis: Chapter 1 pg 9 Nurse Practice Act – Delegation <a href="http://www.bne.state.tx.us">www.bne.state.tx.us</a> Nursing practice –Delegation Resource Packet Video: Delegating Effectively

**Hematological / Cardiovascular System**

Objectives:

**Immunodeficiency Disorders**

1. Explain the ways the human immunodeficiency virus (HIV) is transmitted and the factors that affect transmission.
2. Describe the pathophysiology of HIV infection.
3. Chart the spectrum of untreated HIV infection.
4. Identify the diagnostic criteria for acquired immunodeficiency syndrome (AIDS).
5. Describe methods used to test for HIV infection.
6. Discuss the collaborative management of HIV infection.
7. Summarize the characteristics of opportunistic diseases associated with AIDS.
8. Describe the potential complications associated with long-term treatment of HIV infection.
9. Compare and contrast HIV prevention methods.

10. Describe the nursing management of HIV-infected patients and HIV at-risk patients.

CONTENT	STUDENT PREPARATION
Immunodeficient Disorders A. HIV B. AIDS	<u>Readings:</u> Lewis: Ch. 14 Saunders NCLEX McKinney Ch 42

### Inherited and Acquired Hematological Disorders

1. Describe the general manifestations and complications of anemia.
2. Describe the general nursing management of anemia.
3. Differentiate the etiologies, clinical manifestations, diagnostic findings, and nursing management of the different types of anemias.

CONTENT	STUDENT PREPARATION
Inherited / acquired hematological disorders A. Rh/ABO incompatibility B. Hyperbilirubinemia C. Neutropenia D. Anemia 1) Iron Deficiency 2) Thalassemia 3) Pernicious 4) Folic acid 5) Aplastic E. Sickle Cell Disease F. Thrombocytopenia G. Hemophilia H. VonWillebrand Disease I. DIC	<u>Readings:</u> Lewis: Ch. 29, 30 Saunders NCLEX McKinney Ch 46, 47

### Neoplastic Hematological Disorders

1. Compare and contrast major types of leukemia
2. Describe pathophysiology, clinical manifestations, and nursing & collaborative management of acute and chronic leukemia.
3. Explain nursing and collaborative management of acute and chronic leukemia
4. Compare Hodgkin's lymphoma and non-Hodgkin's lymphomas
5. Describe pathophysiology, clinical manifestations, and nursing & collaborative management of multiple myeloma
6. Describe pathophysiology, clinical manifestations, and nursing & collaborative management of polycythemia vera.

CONTENT	STUDENT PREPERATION
Leukemia	<u>Readings:</u> Lewis: Ch. 30

Hodgkin's & Non-Hodgkin's Lymphoma Multiple Myeloma Polycythemia Vera	Saunders NCLEX McKinney Ch. 48
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### Blood Administration

1. Discuss eligibility criteria for blood donor and donations, including criteria for temporary and permanent non-eligibility.
2. Describe the steps to initiating a blood transfusion.
3. Explain types of transfusion reactions, signs and symptoms, and appropriate nursing actions related to each.
4. List and discuss nursing actions regarding common problems encountered during a transfusion.
5. Explain the cause and prevention of hemolytic disease of the newborn secondary to Rh incompatibility.
6. Compare Rh incompatibility to ABO incompatibility with regard to occurrence, treatment, and implications for the fetus/newborn.

CONTENT	STUDENT PREPARATION
Blood Administration 1) Transfusion Reactions 2) Circulatory Overload	<u>Readings:</u> Wilkerson Vol. 2 Ch. 38 pp 804-808 Saunders NCLEX Lewis: Ch. 30 pp647-652

### Coronary Artery Disease and Acute Myocardial Infarction

1. Describe the pathophysiology and clinical manifestations of coronary artery disease and acute coronary syndromes.
2. Differentiate the precipitating factors, inter-professional care, and nursing management of the client with CAD, stable angina, unstable angina, and ACS.
3. Explain diagnostic studies associated with diagnosis of CAD and ACS.
4. Evaluate commonly used drug therapy, and treatment modalities for clients with CAD and ACS.
5. Identify key teaching topics for clients and families.
6. Describe the nursing role in promotion of therapeutic lifestyle changes in managing CAD and ACS.

CONTENT	STUDENT PREPARATION
Coronary Artery Disease A. Angina pectoris B. Myocardial infarction	<u>Readings:</u> Lewis: Ch. 33 Saunders NCLEX, Ch 52 & 53

## Heart Failure

1. Compare the pathophysiology of systolic and diastolic heart failure.
2. Relate the compensatory mechanisms involved in heart failure to the development of acute decompensated heart failure (ADHF) and chronic heart failure.
3. Select appropriate nursing and inter-professional care to manage the client with ADHF and chronic heart failure.
4. Explain diagnostic studies that help to diagnose and evaluate treatment of heart failure.
5. Recognize signs and symptoms of a heart failure exacerbation.
6. Evaluate commonly used drug therapies used in the management of heart failure.
7. Identify key teaching topics for clients and families.

CONTENT	STUDENT PREPARATION
Heart Failure / Pulmonary Edema A. Acute decompensated failure B. Chronic heart failure	<u>Readings:</u> Lewis: Ch. 34 McKinney Ch 46

## Cardiac Dysrhythmias

1. Relate the electrical events of the cardiac cycle to the waveforms on the EKG (lead II).
2. From a sample EKG strip, identify rhythms classified as fast, slow, and absent.
3. Distinguish the clinical characteristics and EKG patterns of normal sinus rhythm and common dysrhythmias.
4. Describe nursing and inter-professional management of patients with dysrhythmias.

CONTENT	STUDENT PREPARATION
ECG Monitoring A. Lead placement B. Electrode application C. Interference D. ECG waveforms E. Systematic assessment	<u>Readings:</u> Lewis: Ch. 35
Rhythms / Dysrhythmias A. Normal sinus rhythm B. Sinus bradycardia, tachycardia, C. Atrial fibrillation / flutter D. Supraventricular Tachycardia (SVT) E. Premature ventricular contraction (PVC) F. Ventricular tachycardia, fibrillation, G. Asystole, Pulseless Electrical Activity (PEA) H. Heart blocks	<u>Readings:</u> Lewis: Ch. 35 McKinney Ch 46

**Congenital Cardiac Disorders**

1. Describe anatomy and physiology of the normally functioning heart.
2. Describe the major circulatory changes that occur in the fetus during the transition from intrauterine to extra-uterine life.
3. Explain the various classifications of congenital cardiac defects.
4. Discuss the nursing process for an infant or child with heart failure.
5. Discuss the major physiologic features and therapeutic management of a child with a heart defect, including right-to-left shunting, left-to-right shunting, and obstructive or stenotic lesions.
6. Describe nursing care of a child with Kawasaki disease.
7. Evaluate commonly used drug therapies used in the management of children with heart defects.
8. Identify key teaching topics for clients and families.

CONTENT	STUDENT PREPARATION
Congenital Cardiac A. Defects with increased pulmonary Flow 1) Atrial septal defect 2) Ventricular septal defect 3) Atrioventricular canal defect 4) Patent ductus arteriosus B. Obstructive defects 1) Coarctation of the aorta 2) Aortic stenosis 3) Pulmonic stenosis C. Defects with decreased pulmonic flow 1) Tetralogy of fallot 2) Tricuspid atresia D. Mixed defects 1) Transposition of great vessels 2) Truncus arteriosus E. Acquired 1) Kawasaki disease 2) Heart Failure	<u>Readings:</u> McKinney Ch 46 Saunders NCLEX

**Infectious and Inflammatory Valve Disorders**

1. Differentiate the etiology, pathophysiology, and clinical manifestations of cardiomyopathy, rheumatic heart disease, endocarditis, myocarditis, pericarditis, and valvular disorders.
2. Describe inter-professional care and nursing management of clients with cardiomyopathies, inflammatory, infective and valvular diseases.
3. Explain diagnostic studies that help to diagnose and evaluate treatment of cardiomyopathies, inflammatory, infective and valvular diseases.

4. Evaluate commonly used drug therapies used in the management of cardiomyopathies, inflammatory, infective and valvular diseases.
5. Identify key teaching topics for clients and families.

CONTENT	STUDENT PREPARATION
Infectious / Inflammatory Cardiac A. Cardiomyopathy B. Rheumatic heart disease C. Endocarditis D. Myocarditis E. Pericarditis	<u>Readings:</u> Lewis: Ch. 36 McKinney Ch 46
Valvular Disorders A. Mitral stenosis / regurgitation B. Aortic stenosis / regurgitation	<u>Readings:</u> Lewis: Ch 36

### Hemodynamic Monitoring

1. Discuss the principles of hemodynamic monitoring, collaborative care, and nursing management of the client receiving hemodynamic monitoring in the form of an arterial pressure line, pulmonary artery catheter, central venous pressure line, and non-invasive hemodynamic monitoring.
2. Describe set-up procedures, maintenance, and troubleshooting of invasive pressure lines.
3. Apply principles of hemodynamic monitoring parameters to a clinical case study.
4. Discuss management of clients with pulmonary hypertension.

CONTENT	STUDENT PREPARATION
Hemodynamic Monitoring A. Invasive B. Noninvasive C. Pulmonary Hypertension	<u>Readings:</u> Lewis: Ch 65 pp1537-1545, Ch 27 pp 534-537

### Cardiac Surgery

1. Differentiate between various cardiac surgery procedures: PCTAs, stents, CABG, cardiac transplant, pacemaker insertion, implantable cardioverter defibrillator, and abdominal aortic aneurysms.
2. Describe pathophysiology, diagnostic testing, clinical manifestations, collaborative care, and client teaching related to cardiac surgery.

Topics of discussion: PTCA/Stents, CABG, AAA, Heart Transplant, Pacemakers, ICD's.

3. Describe nursing care related to pre-operative, intra-operative and post-operative care of the client having cardiac surgery.
4. Discuss complications related to the various procedures.

CONTENT	STUDENT PREPARATION
Cardiac Surgery A. Procedures 1) PCTA / Stents / CABG 2) Transplant	<u>Readings:</u> Lewis: Ch. 33 pp 714-717 & 721-731 34 pp 750-751 35 pp 770-775

<ul style="list-style-type: none"> <li>3) Pacemaker insertion/Paced Rhythms</li> <li>4) Implantable Cardioverter Defibrillator (ICD)</li> <li>5) Abdominal Aortic Aneurysms</li> <li>B. Intra-operative concerns <ul style="list-style-type: none"> <li>1) Cardiopulmonary bypass</li> <li>2) Hypothermia</li> <li>3) Cardiac standstill</li> <li>4) Cardioplegia</li> </ul> </li> <li>C. Post op Concerns</li> </ul>	<p>37 pp 809-813</p> <p>McKinney Ch 46</p>
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## Respiratory System

Objectives:

### Airway Management

1. Identify indications for suctioning
2. Demonstrate tracheostomy care.
3. Identify different types of airways and appropriate rationales for use.

### Ventilator Management and Arterial Blood Gases

1. Differentiate the indications and modes of mechanical ventilation.
2. Describe the principles of mechanical ventilation and collaborative care and nursing management of a client receiving mechanical ventilation.
3. Identify supplies needed to assist the HCP in intubation of client and placement on a mechanical ventilator.
4. Troubleshoot basic ventilator alarms: high pressure, low pressure, high respiratory rate, and apnea.
5. Describe daily care of the client on a mechanical ventilator.
6. Compare and contrast respiratory acidosis and alkalosis.
7. Compare and contrast metabolic acidosis and alkalosis.

<b>CONTENT</b>	<b>STUDENT PREPARATION</b>
<p>Skills related to respiratory function</p> <ul style="list-style-type: none"> <li>A. Suctioning <ul style="list-style-type: none"> <li>1) Nasotracheal</li> <li>2) Endotracheal</li> <li>3) Tracheal</li> </ul> </li> <li>B. Tracheostomy / Tracheotomy care</li> <li>C. Arterial Blood Gases</li> <li>D. Mechanical Ventilation</li> </ul>	<p><b>(Use index or see power point for individual page numbers within chapters)</b></p> <p><u>Readings:</u>  Suctioning/Trach Care: Wilkerson Ch. 36 Vol. 2 pp736-751  McKinney Ch 37 pp. 844-846  Lewis: Ch. 26 (488-846)  ABGs: Lewis Ch 16 pp 285-290</p>



	Ventilators: Lewis Ch 65 pp1549-1556 Saunders NCLEX
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**Chronic Obstructive Pulmonary Disease**

1. Describe the etiology, pathophysiology, clinical manifestations, and inter-professional care of clients with asthma and COPD.
2. Identify common triggers of asthma.
3. Identify the indications of oxygen therapy, methods of delivery, and complications of O2 administration.
4. Explain the nursing management of the client with asthma and COPD.
5. Explain diagnostic studies that help to diagnose and evaluate treatment of asthma and COPD.
6. Evaluate commonly used drug therapies used in the management of asthma and COPD.
7. Identify key teaching topics for clients and families.

**Respiratory Failure**

1. Compare the pathophysiologic mechanisms and clinical manifestations that result in hypoxemic and hypercapnic respiratory failure.
2. Describe nursing and inter-professional care for the client with respiratory failure and ARDS.
3. Prioritize measures to prevent or reverse complications that can result from acute respiratory failure or ARDS.

**Tuberculosis**

1. Describe the pathogenesis , classification, clinical manifestations, complications, diagnostic abnormalities, inter-professional care, and nursing management of the client with tuberculosis.
2. Evaluate commonly used drug therapies used in the management of tuberculosis
3. Identify key teaching topics for clients and families

CONTENT	STUDENT PREPARATION
Lung disorders in the adult A. Chronic obstructive pulmonary disease (COPD) B. Asthma C. Respiratory Failure D. Acute Respiratory Distress Syndrome E. Tuberculosis	<u>Readings:</u> Wilkerson Ch. 36 Vol. 2 Lewis: Ch. 28 (COPD); Ch. 27 (TB) pp. 509-515; Ch 67(ARDS); Ch. 28 (Asthma) Saunders NCLEX

**Chest Trauma**

1. Describe the etiology, pathophysiology, clinical manifestations, and inter-professional care of clients with chest trauma: injuries to bony structures, injuries to great vessels/heart, injuries to pleural spaces and care of chest tubes.

2. Describe pathophysiology, diagnostic tests, clinical manifestations, collaborative care, and nursing care of the client with a chest injury.
3. Identify the mechanisms involved and the clinical manifestations of pneumothorax, fractured ribs, and flail chest.
4. Identify the different types of chest drainage systems and the basic principles of their function.

CONTENT	STUDENT PREPARATION
Chest Trauma A. Injuries to bony structures B. Injuries to great vessels / heart C. Injuries to the pleural space D. Chest Tubes	<u>Readings:</u> Lewis: Ch. 27 (pp 522-534) Wilkerson Ch. 36 Vol. 2 pp 755-759 Saunders NCLEX

### Respiratory Malignancy

1. Describe the risk factors for and clinical manifestations of head and neck cancer.
2. Discuss the nursing and inter-professional management of patients requiring surgery for head and neck cancer.
3. Explain essential components of discharge teaching for the patient going home with a permanent tracheostomy post-total laryngectomy for cancer.
4. Discuss the nursing and inter-professional management of the patient who requires a tracheostomy
5. Describe the etiology, risk factors, pathophysiology, clinical manifestations, inter-professional care and nursing management of lung cancer.

CONTENT	STUDENT PREPARATION
Respiratory malignancies A. Cancer of the head and neck B. Cancer of the lung	<u>Readings:</u> Lewis: Ch. 26 (pp. 493-499) Ch 27 (pp 517-522)

### Pediatric Airway Disorders

1. Describe the etiology, pathophysiology, clinical manifestations, and inter-professional care of pediatric clients with asthma, cystic fibrosis, foreign body aspiration and SIDS.
2. Explain nursing management of pediatric clients with acute and chronic respiratory alterations.
3. Identify common triggers of asthma.
4. Explain diagnostic studies that help to diagnose and evaluate treatment of pediatric respiratory alterations.
5. Evaluate commonly used drug therapies used in the management of pediatric respiratory alterations.
6. Identify risk factors associated with SIDS and foreign body aspiration in infants and children.
7. Identify key teaching topics for clients and families.

CONTENT	STUDENT PREPARATION
Pediatric Obstructive Disorders A. SIDS A. Foreign Body Aspiration B. Cystic Fibrosis C. Asthma	<u>Readings:</u> McKinney Ch 45 Saunders NCLEX

## High Risk Pregnancy & Newborn

### High Risk Disorders of the Newborn

1. Identify nursing care of the high risk newborn to include: birth trauma, infant respiratory distress syndrome, bronchopulmonary dysplasia, fetal demise, sepsis, persistent pulmonary hypertension, cold stress, hyperbilirubinemia, hypoglycemia and the infant of a diabetic mother.
2. Discuss how pre-existing conditions may affect the health of a fetus.

### High Risk Disorders of Pregnancy

1. Discuss how pre-existing conditions may affect the health of a pregnant woman and/or her fetus.
2. Describe nursing care of the woman with a high risk pregnancy.
3. Identify nursing interventions to promote maternal and fetal well-being during the high risk labor and delivery.
4. Discuss nursing care of the client experiencing post-partum complications.

CONTENT	STUDENT PREPARATION
High Risk Antepartum A. The Childbearing Family with Special Needs 1) Adolescent Pregnancy 2) Delayed Pregnancy B. Complications of Pregnancy 1) Hemorrhagic Conditions of Early pregnancy a) ectopic pregnancy 2) Hemorrhagic Conditions of Late pregnancy a) hydatidiform mole 3) Hypertensive Disorders of Pregnancy a) HELLP syndrome 4) Rh incompatibility C. Concurrent Disorders During Pregnancy	<u>Readings:</u> McKinney—Chapter 24, 25 Saunders NCLEX

<ul style="list-style-type: none"> <li>1) Gestational Diabetes</li> <li>2) Gestational Hypertension <ul style="list-style-type: none"> <li>a. Pre-Eclampsia</li> <li>b. Eclampsia</li> </ul> </li> <li>3) Infections During Pregnancy</li> </ul>	<p><u>Readings:</u> McKinney—Chapter 26 Saunders NCLEX</p>
<p>High Risk Intrapartum</p> <ul style="list-style-type: none"> <li>A. Dysfunctional Labor</li> <li>B. Problems with the Passenger <ul style="list-style-type: none"> <li>1) Macrosomia</li> <li>2) Shoulder Dystocia</li> <li>3) Multifetal Pregnancy</li> </ul> </li> <li>C. Problems with the Passage <ul style="list-style-type: none"> <li>1) CPD</li> <li>2) Soft Tissue Obstructions</li> </ul> </li> <li>D. Abnormal Labor Duration</li> <li>E. Precipitate Labor</li> <li>F. Premature ROM</li> <li>G. Prolonged Labor/Pregnancy</li> <li>H. Emergency Cases <ul style="list-style-type: none"> <li>1) Placenta Abnormalities</li> <li>2) Prolapsed Cord</li> <li>3) Uterine Rupture</li> <li>4) Meconium Stained Fluid</li> </ul> </li> </ul>	<p><u>Readings:</u> McKinney—Chapter 27 Saunders NCLEX</p>
<p>High Risk Post-partum</p> <ul style="list-style-type: none"> <li>A. PP Hemorrhage</li> <li>B. Trauma</li> <li>C. Subinvolution of the Uterus</li> <li>D. Puerperal Infection</li> </ul>	<p><u>Readings:</u> McKinney—Chapter 28 Saunders NCLEX</p>
<p>High Risk Newborn</p> <ul style="list-style-type: none"> <li>A. Birth Trauma <ul style="list-style-type: none"> <li>1) Meconium Aspiration</li> <li>2) Asphyxia</li> </ul> </li> <li>B. Infant Respiratory Distress (RDS) <ul style="list-style-type: none"> <li>1) Transient tachypnea</li> </ul> </li> <li>C. Bronchopulmonary Dysplasia</li> <li>D. Fetal Demise</li> <li>E. Sepsis</li> <li>E. Persistent Pulmonary Hypertension of Newborn (PPHN)</li> <li>F. Cold stress</li> <li>G. Hyperbilirubinemia <ul style="list-style-type: none"> <li>1) Physiologic jaundice</li> <li>2) Pathologic jaundice</li> </ul> </li> <li>H. Hypoglycemia</li> <li>J. Infant of a Diabetic Mother</li> </ul>	<p><u>Readings:</u> McKinney Ch 24, 29, 30  Saunders NCLEX</p>

Please see calendar for when each lecture and exam are scheduled.

