

RRCC CHEO Course Map

Course Name: NUR 290 RN Refresher

Date: 5/26/2015

Course Objectives / Competencies:

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| <ol style="list-style-type: none"> 1. Identify common health problems and trends in health care. 2. Discuss roles and functions of the health professionals and supportive personnel. 3. Apply patient care principles to nursing action and procedures. 4. Develop care plans for patient care. 5. Demonstrate knowledge in assessing, planning, administering, and evaluating individualized. 6. Identify the characteristics of drug information resources. 7. Discuss laws regulating drugs and record keeping. 8. Translate medication orders accurately. 9. List the `five rights` of medication administration. 10. Compute drug dosages safely. 11. Explain drug interactions as well as physical and chemical incompatibilities of drugs in patient care. 12. Explore needs of the IV patient: placement, monitoring, and management of IV medication. 13. Describe physiological mechanisms responsible for managing alterations in fluid/electrolyte acid-base imbalances. 14. Describe mechanisms of acid-base balance in the body. 15. Describe distribution of body fluids and electrolytes in the body. 16. Describe major causes of electrolyte and acid-base imbalances and their clinical manifestations. 17. Describe assessment and nursing management of patients with actual or potential electrolyte imbalance. 18. Differentiate among simple, compensated or acute, and chronic respiratory or metabolic acidosis and alkalosis. 19. Compare cause, treatment and nursing management of acidosis and alkalosis. 20. Identify ten steps in performing venipuncture. 21. Describe intravenous complications and nursing management. 22. List three safety factors associated with CVP monitoring. | <ol style="list-style-type: none"> 23. List four types of blood administration reactions and six signs and symptoms of each. 24. Illustrate the nurses` action for blood administration reactions. 25. Illustrate benefits/risks of central lines and their care. 26. Describe the main structure and function of each system. 27. Identify factors that alter the function of each system. 28. Identify essential components of each system. 29. Discuss nursing interventions used to protect patients. 30. Discuss use of pharmacological agents in the management of the patient with any disorder. 31. Describe procedures and tests used in diagnosis and detection of disorders of each system. 32. Discuss screening procedures for early detection of problems within each system. 33. Describe the complementary medicine providers available. 34. Identify resources available. 35. Discuss nursing management for patients practicing alternatives in traditional medicine use. 36. Discuss how complimentary and traditional medicine can work together. 37. Discuss main line uses of complementary medicine techniques. 38. Recognize cardiac arrest and utilize cardiopulmonary resuscitation measures. 39. List and define four types of loss and grief. 40. Describe effects of impending death on the patient, family, and the nurse or caregiver. 41. Discuss nursing process in relation to care of a dying patient. |
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Course Materials (Text, Edition and any other publisher items)

Textbooks: Lewis, Dirksen, Heitkemper & Bucher (2013). Medical-Surgical Nursing: Assessment and Management of Clinical Problems (9th ed). Missouri: Elsevier/Mosby.

Recommended Resources: Drug book
Clinical Companion
Skills book

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Module 1	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 29, 33, 35, 36, 37,	<p>Reading – Lewis text chapters 1, 2, 6, 9</p> <p>Online Modules in LMS:</p> <ul style="list-style-type: none"> ▪ OSHA online SoftChalk module and D2L quiz ▪ HIPAA online SoftChalk module and D2L quiz ▪ Dosage calculations online SoftChalk module ▪ Physical assessment overview online SoftChalk module ▪ Elder abuse reporting online training ▪ Abuse prevention online training ▪ MOST Instructions and form online in D2L <p>Online Discussions in LMS:</p> <p>Required topic: <i>Introduction, background and goals</i></p> <p>Choose one of the following three discussion topics: <i>How do you think evidence-based practice plays a role in nursing today? (must post first - use and cite resources)</i></p> <p>or</p> <p><i>What role do complementary and alternative therapies play in a hospital setting – include illness and care planning. Cite 1 source besides text.</i></p> <p>or</p> <p><i>How does Joint Commission mandate that we communicate with our patients and families regardless of language in order to ensure patients and family have the correct information and there are no errors in communication? (Use Joint Commission website or other relevant outside source – cite source).</i></p>	<p>OSHA quiz</p> <p>HIPAA quiz</p> <p>Quiz #1</p> <p>Online discussion evaluation</p> <p>Skills checklist</p>	<p>Online Discussion grading rubric</p> <p>OSHA online SoftChalk module</p> <p>HIPAA online SoftChalk module</p> <p>Dosage Calculations online SoftChalk module</p> <p>Physical Assessment Overview online SoftChalk module</p> <p>LMS Package</p>

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		<p>Major concepts/In class discussion:</p> <ul style="list-style-type: none"> • Discuss the interdisciplinary team members and the roles they play for the rehab patient. Identify the nurse’s role in the care process of that patient? • Describe nursing practice in terms of domain, definitions, and recipients of care: <ul style="list-style-type: none"> ○ Include patient advocacy ○ Clientele of safety-net hospitals • Describe the role of critical thinking skills and use of the nursing process to provide patient-centered care. • Evaluate the role of informatics and technology in nursing practice. • Apply concepts of evidence-based practice to nursing practice. • Explore the role of the professional nurse in delegating care to assistive personnel. • Describe the primary factors that contribute to health disparities and health equity. • Describe the role of nursing in reducing health disparities. • Apply strategies for incorporating cultural information in the nursing process when providing care for patients from different cultural and ethnic groups. • Describe the nurse’s role related to complementary and alternative therapies. • Explain how the nurse can assess a patient’s use of complementary and alternative therapies. • Define pain. • Describe the neural mechanisms of pain and pain modulation. • Interpret the subjective and objective data that are obtained from a comprehensive pain assessment. • Explain your role and responsibility in pain management. • Recall elements of performance associated with The Joint Commission’s National Patient Safety Goals. <p>Simulation: Meet SimMan - walk through what to do with a simulation</p> <p>Skills Lab:</p> <ul style="list-style-type: none"> ○ Complete a health history of a fellow student. ○ 4-P’s: Fall reduction - Evidence-based practice in how to reduce falls. ○ SBAR ○ Safety Net (root cause analysis) – reporting tools. PSI Patient Safety 		

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		Information		
Module 2	1, 2, 3, 4, 5, 6, 8, 11, 13, 14, 15, 16, 17, 18, 19, 26, 27, 28, 29, 30, 31, 32	<p>Reading – Lewis text chapters 26, 27, 28, 29, 45, 46, 47, 68</p> <p>Online Modules in LMS:</p> <ul style="list-style-type: none"> ▪ Respiratory System Anatomy and Physiology online SoftChalk module ▪ Respiratory System Assessment online SoftChalk module ▪ Respiratory Medication Overview online SoftChalk module ▪ Review and Assessment of Fluid and Electrolyte Imbalances online SoftChalk module ▪ Anatomy and Physiology of the Renal System online SoftChalk module ▪ The 4 Ps of Fall Prevention infographic <p>Online Discussions in LMS:</p> <p><i>Choose one of the following respiratory disorders: COPD, asthma, emphysema, pulmonary embolism, pleural effusion, pulmonary edema, chronic bronchitis, cystic fibrosis, pulmonary hypertension, pneumothorax, or pneumonia. Describe the pathophysiology and clinical manifestations of your chosen disorder. Once you have completed your posting, read and respond to at least one of your classmate's postings.</i></p> <p>Major concepts/In class discussion:</p> <ul style="list-style-type: none"> • Describe the significance of arterial blood gas values in relation to respiratory function. • Relate the signs and symptoms of inadequate oxygenation to implications of these findings. • Differentiate normal from common abnormal findings in a physical assessment of the respiratory system. • Describe the purpose, significance of results, and nursing responsibilities related to diagnostic studies of the respiratory system. • Describe the nursing management of the patient who requires a tracheostomy. • Differentiate among the types of pneumonia and their etiology, pathophysiology, clinical manifestations, and collaborative care. • Describe the purpose, function, and nursing responsibilities related to 	<p>Quiz #2</p> <p>Online discussion evaluation</p> <p>Care plan evaluation</p> <p>Skills checklist</p> <p>Simulation evaluation</p>	<p>Respiratory System Anatomy and Physiology online SoftChalk module</p> <p>Respiratory System Assessment online SoftChalk module</p> <p>Respiratory Medication Overview online SoftChalk module</p> <p>Review and Assessment of Fluid and Electrolyte Imbalances online SoftChalk module</p> <p>Anatomy and Physiology of the Renal System online SoftChalk module</p> <p>The 4 Ps of Fall Prevention infographic</p> <p>LMS Package</p>

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		<p>chest tubes and various drainage systems.</p> <ul style="list-style-type: none"> • Identify the indications for O2 therapy, methods of delivery, and complications of O2 administration. • Select significant subjective and objective data related to the urinary system that should be obtained from a patient. • Describe the purpose, significance of results, and nursing responsibilities related to diagnostic studies of the urinary system. • Differentiate the normal from the abnormal findings of a urinalysis. • Differentiate the common causes and management of renal trauma, renal vascular problems, and hereditary kidney diseases. • Explain the conservative collaborative care for and the related nursing management of the patient with chronic kidney disease. • Summarize the significance of cardiovascular disease in individuals with chronic kidney disease. • Discuss nursing and collaborative management of the patient with respiratory failure. <p>Care Plan: Care plan a patient with chronic kidney disease discharging home, newly on hemodialysis.</p> <p>Simulation: COPD/ARDS simulation</p> <p>Skills Lab:</p> <ul style="list-style-type: none"> ○ Respiratory assessment ○ Respiratory equip ○ Tracheostomy ○ O2 delivery devices ○ Urinary System Assessment ○ Foley catheter insertion ○ Urostemy care 		
Module 3	1, 3, 4, 5, 28, 29, 30, 31, 32,	<p>Reading – Lewis text chapters 39, 40, 42, 43, 44</p> <p>Online Modules in LMS:</p> <ul style="list-style-type: none"> ▪ Liver Anatomy and Physiology online SoftChalk module ▪ Gastrointestinal Medication Overview online SoftChalk module 	<p>Quiz #3</p> <p>Online discussion evaluation</p> <p>Care plan</p>	<p>Liver Anatomy and Physiology online SoftChalk module</p> <p>Gastrointestinal Medication Overview online SoftChalk module</p>

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		<ul style="list-style-type: none"> ▪ Assessment of the Gastrointestinal System online SoftChalk module ▪ Dialysis Therapies online SoftChalk module ▪ Concept Map Cirrhosis online SoftChalk module ▪ Diagonstic Tests (include ERCP and EGD, colonoscopy) online SoftChalk module <p>Online discussion in LMS: <i>Discuss nursing care of a patient receiving tube feeding.</i></p> <p>and</p> <p><i>Discuss postoperative care for a patient with esophageal tumor, address nutrition possible complications, and education needed.</i></p> <p>Major concepts/In class discussion:</p> <ul style="list-style-type: none"> • Differentiate the processes of ingestion, digestion, absorption, and elimination. • Select significant subjective and objective assessment data related to the gastrointestinal system that should be obtained from a patient. • Describe the components of a nutritional assessment. • Compare the etiologic factors, clinical manifestations, and nursing management of eating disorders. • Explain the pathophysiology, clinical manifestations, complications, and collaborative care of esophageal disorders. • Differentiate between acute and chronic gastritis, including the etiology, pathophysiology, collaborative care, and nursing management. • Compare and contrast the inflammatory bowel diseases, including pathophysiology, clinical manifestations, complications, collaborative care, and nursing management. • Describe the collaborative care and nursing management of acute appendicitis, peritonitis, and gastroenteritis. • Describe the types of malabsorption syndromes and collaborative care of celiac disease, lactase deficiency, and short bowel syndrome. • Describe the pathophysiology, clinical manifestations, complications, collaborative care, and nursing management of the patient with liver disease. • Differentiate between acute and chronic pancreatitis related to 	<p>evaluation</p> <p>Skills checklist</p> <p>Simulation evaluation</p>	<p>Assessment of the Gastrointestinal System online SoftChalk module</p> <p>Dialysis Therapies online SoftChalk module</p> <p>Concept Map Cirrhosis online SoftChalk module</p> <p>Diagonstic Tests (include ERCP and EGD, colonoscopy) online SoftChalk module</p> <p>LMS Package</p>

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		<p>pathophysiology, clinical manifestations, complications, collaborative care, and nursing management.</p> <p>Care Plan: Postoperative care plan for a patient with oral cancer.</p> <p>Simulation: Postoperative cholecystectomy</p> <p>Skills lab:</p> <ul style="list-style-type: none"> ○ GI Assessment ○ NG tube insertion ○ Tube feeding ○ Colostomy care ○ Measure abdominal girth 		
Module 4	1, 3, 4, 5, 6, 11, 12, 20, 21, 22, 25, 26, 27, 28, 29, 31, 32, 38	<p>Reading – Lewis text chapters 32, 33</p> <p>Online Modules in LMS:</p> <ul style="list-style-type: none"> ▪ Cardiovascular Anatomy and Physiology online SoftChalk module ▪ Assessment of the Cardiovascular System online SoftChalk module ▪ Cardiovascular Medication Overview online SoftChalk module <p>Online discussion in LMS: <i>Discuss 3 (ACE inhibitors, diuretics, nitrates, inotropics, and beta blockers) of the drug classifications for patients with systolic heart failure. Generic names, brand names, therapeutic class, pharmacologic class, indications, action, therapeutic effects, adverse side effects, assessment criteria. (Use an online or reference drug guide.)</i></p> <p>Major concepts/In class discussion:</p> <ul style="list-style-type: none"> • Relate the coronary circulation to the areas of heart muscle supplied by the major coronary arteries. • Describe the mechanisms involved in the regulation of blood pressure. • Relate the various waveforms on a normal electrocardiogram to the associated cardiac events. • Select essential assessment data related to the cardiovascular system that should be obtained from a patient and/or caregiver. • Differentiate normal from abnormal findings of a physical assessment of the cardiovascular system. • Describe the purpose, significance of results, and nursing 	<p>Quiz #4</p> <p>Online discussion evaluation</p> <p>Care plan evaluation</p> <p>Skills checklist</p> <p>Simulation evaluation</p>	<p>Cardiovascular Anatomy and Physiology online SoftChalk module</p> <p>Assessment of the Cardiovascular System online SoftChalk module</p> <p>Cardiovascular Medication Overview online SoftChalk module</p> <p>LMS Package</p>

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		<p>responsibilities related to diagnostic studies of the cardiovascular system.</p> <ul style="list-style-type: none"> • Relate the pathophysiologic mechanisms associated with primary hypertension to the clinical manifestations and complications. • Describe the collaborative care for primary hypertension, including drug therapy and lifestyle modifications. • Prioritize the nursing management of the patient with primary hypertension. • Describe the collaborative care of a patient with hypertensive crisis. <p>Care Plan: Devise a home care plan for a patient discharging post MI.</p> <p>Simulation: ACLS simulation</p> <p>Skills lab:</p> <ul style="list-style-type: none"> ○ Cardiac assessment ○ Starting IVs ○ Go over all different types of IV lines – Include CVP ○ AV Blocks 		
Module 5	1, 2, 3, 5, 11, 21, 26, 27, 28, 29, 30, 31, 32, 38	<p>Reading – Lewis text chapters 34, 35, 36, 37, 38</p> <p>Online Activities in LMS:</p> <ul style="list-style-type: none"> ▪ Identify EKG strips: What is the arrhythmia and nursing priority associated with that arrhythmia (interventions, medications, testing). ▪ Identify left- and right-sided heart failure <p>Online discussion in LMS:</p> <p><i>What ethical issues could you foresee in a resuscitation process?</i></p> <p>Major Concepts:</p> <ul style="list-style-type: none"> • Relate the etiology and pathophysiology of coronary artery disease (CAD), angina, and acute coronary syndrome (ACS) to the clinical manifestations of each disorder. • Prioritize key components to include in the rehabilitation of patients recovering from ACS and coronary revascularization procedures. • Differentiate the precipitating factors, clinical presentation, and collaborative care of patients who are at risk for or have experienced 	<p>Quiz #5</p> <p>Online discussion evaluation</p> <p>Skills checklist</p> <p>Simulation evaluation</p>	<p>Identify EKG strips: What is the arrhythmia and nursing priority associated with that arrhythmia (interventions, medications, testing).</p> <p>Identify left- and right-sided heart failure</p> <p>LMS Package</p>

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		<p>sudden cardiac death.</p> <ul style="list-style-type: none"> • Compare the pathophysiology of systolic and diastolic ventricular failure. • Relate the compensatory mechanisms involved in heart failure (HF) to the development of acute decompensated heart failure (ADHF) and chronic HF. • Select appropriate nursing and collaborative interventions to manage the patient with chronic HF and ADHF. • Examine the nursing management of patients requiring continuous electrocardiographic (ECG) monitoring. • Differentiate the clinical characteristics and ECG patterns of normal sinus rhythm, common dysrhythmias, and acute coronary syndrome (ACS). • Describe the management of patients with pacemakers and implantable cardioverter-defibrillators. • Select appropriate interventions for patients undergoing electrophysiologic testing and radiofrequency catheter ablation therapy. • Describe the collaborative care and nursing management of the patient with valvular heart disease. • Compare the nursing and collaborative management of patients with different types of cardiomyopathy. • Describe the clinical manifestations, collaborative care, and surgical nursing management of peripheral artery disease (PAD). • Differentiate the pathophysiology, clinical manifestations, and collaborative care of different types of aortic aneurysms. • Prioritize the key aspects of nursing management of the patient receiving anticoagulant therapy. <p>Simulation:</p> <p>Skills lab:</p>		
Module 6	1, 2, 3, 4, 5, 26, 27, 28, 29, 30, 31, 32	<p>Reading – Lewis text chapters 12, 14, 15</p> <p>Online Modules in LMS:</p> <ul style="list-style-type: none"> ▪ Anatomy and Physiology of the Immune System online SoftChalk module ▪ Calculating the Absolute Neutrophil Count online SoftChalk module 	<p>Quiz #6</p> <p>Online discussion evaluation</p> <p>Care plan</p>	<p>Anatomy and Physiology of the Immune System online SoftChalk module</p> <p>Calculating the Absolute Neutrophil Count online SoftChalk module</p> <p>AIDS meds and key features online online</p>

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		<ul style="list-style-type: none"> ▪ AIDS meds and key features online online SoftChalk module <p>Online discussion in LMS:</p> <p><i>Family education with a patient that's on contact precautions. Talk about how you would approach a family that entered a room without gowning or gloving with a patient that has MRSA or VRE.</i></p> <p>Major Concepts:</p> <ul style="list-style-type: none"> • Describe drug therapy, nutrition therapy, and nursing management of inflammation. • Different among healing by primary, secondary, and tertiary intention. • Describe the nursing and collaborative management of wound healing. • Discuss nursing and collaborative management of a patient with pressure ulcers. • Describe the functions and components of the immune system. • Identify the types and side effects of immunosuppressive therapy. • Describe the etiologic factors, clinical manifestations, and treatment modalities of autoimmune disease. • Describe the etiologic factors and categories of immunodeficiency disorders. • Evaluate the impact of emerging and reemerging infections on health care. • Discuss the collaborative management of HIV infection. <p>Care Plan:</p> <p>Care plan for a newly diagnosed AIDS patient discharging home.</p> <p>Simulation:</p> <p>Postop care of patient with ruptured diverticulum.</p> <p>Skills Lab:</p> <ul style="list-style-type: none"> ○ Hand washing ○ gowning, gloving – proper precautions ○ Tell students what a patient has (airborne, droplet, contact) and make sure they do the correct precautions ○ Assessment = skin, vital signs, looking at wounds, assessing drainage, 	<p>evaluation</p> <p>Skills checklist</p> <p>Simulation evaluation</p>	<p>SoftChalk module</p> <p>LMS Package</p>

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		redness, warmth,		
Module 7	1, 2, 3, 4, 5, 26, 27, 28, 29, 30, 31, 32	<p>Reading – Lewis text chapters 56, 57, 58, 59, 60, 61</p> <p>Online Modules in LMS:</p> <ul style="list-style-type: none"> ▪ Anatomy and Physiology of the Nervous System online SoftChalk module ▪ Assessment of the Nervous System online SoftChalk module <p>Online discussion in LMS:</p> <p><i>Discuss appropriate and effective methods of communication for Alzheimer's and dementia patients.</i></p> <p>Major Concepts:</p> <ul style="list-style-type: none"> • Explain the anatomic location and functions of the cerebrum, brainstem, cerebellum, spinal cord, peripheral nerves, and cerebrospinal fluid. • Identify the major arteries supplying the brain and the 12 cranial nerves. • Compare the functions of the two divisions of the autonomic nervous system. • Link the age-related changes in the neurological system to the differences in assessment findings. • Select significant subjective and objective data related to the nervous system that should be obtained from a patient. • Differentiate normal from abnormal findings of a physical assessment of the nervous system. • Describe the purpose, significance or results, and nursing responsibilities related to diagnostic studies of the nervous system. • Describe the common etiologies, clinical manifestations, and collaborative care of the patient with increased intracranial pressure. • Differentiate types of head injury by mechanism of injury and clinical manifestations. • Differentiate among the primary causes, collaborative care, and nursing management of brain abscess, meningitis, and 	<p>Quiz #7</p> <p>Online discussion evaluation</p> <p>Care plan evaluation</p> <p>Skills checklist</p> <p>Simulation evaluation</p>	<p><u>Anatomy and Physiology of the Nervous System</u> online SoftChalk module</p> <p><u>Assessment of the Nervous System</u> online SoftChalk module</p> <p>LMS Package</p>

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		<p>encephalitis.</p> <ul style="list-style-type: none"> • Explain the psychosocial impact of a stroke on the patient, caregiver, and family. • Describe the etiology, clinical manifestations, diagnostic studies, collaborative care, and nursing management of patients suffering from chronic neurologic problems. • Compare and contrast different etiologies of dementia. • Differentiate among other neurodegenerative disorders associated with dementia. • Relate the clinical manifestations of spinal cord injury to the level of disruption and rehabilitation potential. • Describe the clinical manifestations, collaborative care, and nursing management of neurogenic and spinal shock. <p>Care Plan:</p> <p>Care plan for a patient with a traumatic brain injury in the hospital.</p> <p>Simulation:</p> <p>CVA/seizures</p> <p>Skills lab:</p> <ul style="list-style-type: none"> ○ assess cranial nerves ○ overview of blood administration (learning objective 23) ○ what do we need to do prior to blood administration? ○ adverse reactions & nursing interventions, treatment for those reactions 		
Module 8	1, 2, 3, 5, 26, 27, 28, 29, 30, 31, 32	<p>Reading – Lewis text chapters 62, 63, 64</p> <p>Online Modules in LMS:</p> <ul style="list-style-type: none"> ▪ Anatomy and Physiology of the Musculoskeletal System online SoftChalk module ▪ Musculoskeletal Assessment online SoftChalk module <p>Online Discussion in LMS:</p> <p><i>Compare and contrast a fat embolism versus a blood clot embolism.??</i></p> <p>Major Concepts:</p> <ul style="list-style-type: none"> • Explain the classification system for joints and movements at synovial joints. 	<p>Quiz #8</p> <p>Online discussion evaluation</p> <p>Skills checklist</p> <p>Simulation evaluation</p>	<p>Anatomy and Physiology of the Musculoskeletal System online SoftChalk module</p> <p>Musculoskeletal Assessment online SoftChalk module</p> <p>LMS Package</p>

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		<ul style="list-style-type: none"> • Compare and contrast the types and structure of muscle tissue. • Describe the functions of cartilage, muscles, ligaments, tendons, fascia, and bursae. • Link age-related changes in the musculoskeletal system to the differences in assessment findings. • Select significant subjective and objective data related to the musculoskeletal system that should be obtained from a patient. • Describe the purpose, significance of results, and nursing responsibilities related to diagnostic studies of the musculoskeletal system. • Differentiate among the etiology, pathophysiology, clinical manifestations, and collaborative care of soft tissue injuries. • Compare closed reduction, cast immobilization, open reduction, and traction in terms of purpose, complications, and nursing management. • Describe the collaborative care and nursing management of patients with various kinds of fractures. • Describe the indications for and the collaborative care and nursing management of the patient with an amputation. • Prioritize the preoperative and postoperative management of the patient having joint replacement surgery. • Differentiate between the causes and characteristics of acute and chronic low back pain. • Differentiate among the types, pathophysiology, clinical manifestations, and collaborative care of bone cancer. • Describe the pathophysiology, clinical manifestations, collaborative care, and nursing management of osteomyelitis. <p>Simulation: Pulmonary embolism/fat emboli</p> <p>Skills lab:</p> <ul style="list-style-type: none"> ○ wrap amputations ○ vision testing ○ discussion of aftercare for cataract surgery ○ physical assessment 		

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Module 9	1, 2, 3, 4, 5, 14, 18, 19, 26, 27, 28, 29, 30, 31, 32	<p>Reading – Lewis text chapters 48, 49, 50</p> <p>Online modules in LMS:</p> <ul style="list-style-type: none"> ▪ Anatomy and Physiology of the Endocrine System online SoftChalk module ▪ Assessment of the Endocrine System online SoftChalk module <p>Online discussion in LMS: <i>Discuss and compare key features of diabetes insipidus and SIADH.</i></p> <p>Major Concepts:</p> <ul style="list-style-type: none"> • Select significant subjective and objective assessment data related to the endocrine system that should be obtained from a patient. • Link age-related changes in the endocrine system to differences in assessment findings. • Differentiate normal from common abnormal findings of a physical assessment of the endocrine system. • Describe the purpose, significance of results, and nursing responsibilities related to diagnostic studies of the endocrine system. • Describe the pathophysiology and clinical manifestations of diabetes mellitus. • Differentiate between type 1 and type 2 diabetes mellitus • Describe the collaborative care and nursing management of a patient with diabetes mellitus. • Relate the pathophysiology of acute and chronic complications of diabetes mellitus to the clinical manifestations. • Explain the pathophysiology, clinical manifestations, collaborative care, and nursing management of the patient with an imbalance of either the anterior or posterior pituitary gland. • Identify the pathophysiology, clinical manifestations, collaborative care, and nursing management of the patient with an imbalance of hormones produced by either the adrenal cortex or adrenal medulla. • Describe common nursing assessments, interventions, rationales, and expected outcomes related to patient teaching for management of chronic endocrine problems. <p>Care Plan:</p>	<p>Quiz #9</p> <p>Online discussion evaluation</p> <p>Care Plan evaluation</p> <p>Skills checklist</p> <p>Simulation evaluation</p>	<p><u>Anatomy and Physiology of the Endocrine System</u> online SoftChalk module</p> <p><u>Assessment of the Endocrine System</u> online SoftChalk module</p> <p>LMS Package</p>

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		<p>Create a care plan for a patient recently diagnosed with type 2 diabetes.</p> <p>Simulation: Diabetic ketoacidosis</p> <p>Skills lab:</p> <ul style="list-style-type: none"> ○ Insulin injections ○ Medication administration ○ Palpation of glands ○ Endocrine assessment 		
Module 10	1, 2, 3, 4, 5, 8, 15, 16, 17, 26, 27, 28, 29, 30, 31, 32	<p>Reading – Lewis text chapters 66, 67, 68, 69, 25</p> <p>Online modules in LMS:</p> <ul style="list-style-type: none"> ▪ Assessment of fluid and electrolyte imbalances online SoftChalk module. ▪ Acid-Base Assessment laboratory profile activity online in SoftChalk. <p>Online discussion in LMS: <i>Differentiate among simple, compensated or acute, and chronic respiratory or metabolic acidosis and alkalosis.</i></p> <p>and</p> <p><i>Describe major causes of electrolyte and acid-base imbalances and their clinical manifestations. Describe assessment and nursing management of patients with these problems</i></p> <p>Major Concepts:</p> <ul style="list-style-type: none"> • Select appropriate nursing interventions to manage common problems and needs of critically ill patients. • Apply the principles of hemodynamic monitoring to the collaborative care and nursing management of patients receiving this intervention. • Different the purpose of, indications for, and function of circulatory assist devices and related collaborative care and nursing management. • Select appropriate nursing interventions related to the care of an intubated patient. • Relate the principles of mechanical ventilation to the collaborative care and nursing management of patients receiving this intervention. 	<p>Quiz #10</p> <p>Online discussion evaluation</p> <p>Care Plan evaluation</p> <p>Skills checklist</p> <p>Simulation evaluation</p>	<p><u>Assessment of fluid and electrolyte imbalances</u> online SoftChalk module.</p> <p>Acid-Base Assessment laboratory profile activity online in SoftChalk.</p> <p>LMS Package</p>

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		<ul style="list-style-type: none"> • Relate the pathophysiology to the clinical manifestations of the different types of shock: cardiogenic, hypovolemic, obstructive, and obstructive. • Compare the collaborative care, drug therapy, and nursing management of patients experiencing different types of shock. • Describe the nursing management of a patient experiencing multiple organ dysfunction system. • Differentiate between the nursing and collaborative management of the patient with hypoxemic or hypercapnic respiratory failure. • Relate the pathophysiologic mechanisms and the clinical manifestations associated with acute lung injury and acute respiratory distress syndrome (ARDS). • Apply the steps in triage, the primary survey, and the secondary survey to a patient experiencing a medical, surgical, or traumatic injury. • Relate the pathophysiology to the assessment and collaborative care of select environmental emergencies (e.g., hyperthermia, hypothermia, submersion injury, bites). • Relate the pathophysiology to the assessment and collaborative care of select toxicologic emergencies. • Select appropriate nursing interventions for victims of violence. • Apply the tools used to determine the severity of burns. • Compare the pathophysiology, clinical manifestations, complications, and collaborative management throughout the three burn phases. • Compare the fluid and electrolyte shifts during the emergent and acute burn phases. • Prioritize nursing interventions in the management of the burn patient’s physiologic and psychosocial needs. <p>Care Plan: Care plan an 80-year old patient admitted from an SNIF (skilled nursing facility) with dehydration.</p> <p>Simulation: Shock (and dehydration?)</p>		

Unit or Module #	CCNS Competency	Unit/Module Activities: Learner Interaction & Engagement	Unit/Module Assessments & Rubrics	Publish to OER
		Skills lab: <ul style="list-style-type: none"> ○ Translate or transcribe medication orders accurately ○ Skin ○ Perfusion ○ Mental status assessment 		
Module 11	1, 2, 3, 5, 6, 8, 10, 11, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 34, 39, 40, 41	Reading – Lewis text chapters 16, 30, 31 Online modules in LMS: <ul style="list-style-type: none"> ▪ Cancer development, pathophysiology, abnormal cells, staging and classification online SoftChalk module. ▪ Calculating the Absolute Neutrophil Count online SoftChalk module. ▪ Cancer medication overview online SoftChalk module. Online discussion in LMS: <i>Discuss these genetic tests for breast cancer or colon cancer (BRCA1, BRCA2, APC, MLH1 and MSH2). What are they, what are current recommendations and ethical considerations?</i> and <i>Discuss ethical and legal obligations of the nurse with regard to end-of-life care. Cite at least 1 outside resource.</i> Online Activity in LMS: Medicare payment rules article activity. Review articles and write 1-2 paragraph response – submit to Dropbox. Major Concepts: <ul style="list-style-type: none"> • Differentiate the three phases of cancer development. • Describe the role of the immune system related to cancer. • Differentiate among the various classifications of drugs used to treat cancer. • Discuss the role of the nurse in the prevention, detection, and diagnosis of cancer. • Identify the classifications of chemotherapy agents and methods of administration. • Describe the effects of radiation therapy and chemotherapy on normal tissues. • Describe the nursing management of patients receiving chemotherapy, radiation therapy, and biologic and targeted therapy. 	Quiz #10 Online discussion evaluation Online activity evaluation Skills checklist Simulation evaluation	<u>Cancer development, pathophysiology, abnormal cells, staging and classification</u> online SoftChalk module. <u>Calculating the Absolute Neutrophil Count</u> online SoftChalk module. <u>Cancer medication overview online SoftChalk module.</u> Hyperlink to medicare payment rules articles LMS Package

Unit or Module #	CCNS Competency	Unit/Module Activities: Learner Interaction & Engagement	Unit/Module Assessments & Rubrics	Publish to OER
		<ul style="list-style-type: none"> • Identify the various complications associated with advanced cancer. • Describe the psychological support interventions for cancer patients, cancer survivors, and their caregivers. • Describe the structures and functions of the hematologic system. • Link the age-related changes in the hematologic system to differences in findings of hematologic studies. • Select the significant subjective and objective assessment data related to the hematologic system that should be obtained from a patient. • Describe the purpose, significance of results, and nursing responsibilities related to diagnostic studies of the hematologic system. • Differentiate the etiologies, clinical manifestations, diagnostic findings, and nursing and collaborative management of iron-deficiency, megaloblastic, and aplastic anemias and anemia of chronic disease. • Explain the pathophysiology, clinical manifestations, and nursing and collaborative management of various types of thrombocytopenia and polycythemia. • Explain the nursing and collaborative management of acute and chronic leukemias. • Describe the spleen disorders and related collaborative care. • Describe the nursing management of the patient receiving transfusions of blood and blood components. <p>Skills lab: Complete physical assessment</p>		

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