

Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
<b>UNIT I: FOUNDATIONS OF NURSING PRACTICE</b> <ol style="list-style-type: none"> <li>Discuss the historical development of professional nursing roles.</li> <li>Discuss the importance of education in professional nursing practice.</li> <li>Describe the purpose of professional standards of nursing practice.</li> <li>Differentiate among the types of nursing delivery models.</li> <li>Describe the elements of decentralized decision making.</li> <li>Discuss the ways in which a nurse manager supports staff involvement in a decentralized decision-making model.</li> <li>Discuss ways to apply clinical care coordination skills in nursing practice.</li> </ol>	<ol style="list-style-type: none"> <li>Introduction to Nursing               <ol style="list-style-type: none"> <li>Nursing as a Profession                   <ol style="list-style-type: none"> <li>Historical Perspectives</li> </ol> </li> </ol> </li> <li>Professionalism               <ol style="list-style-type: none"> <li>Licensed Practical Nurse Education</li> <li>Registered Nurse Education</li> <li>Advanced Education</li> <li>Theory</li> <li>Service</li> <li>Autonomy</li> <li>Code of Ethics</li> </ol> </li> <li>Standard of Nursing Practice               <ol style="list-style-type: none"> <li>Standards of Care</li> </ol> </li> <li>Building a Nursing Team               <ol style="list-style-type: none"> <li>Nursing Care Delivery Models                   <ol style="list-style-type: none"> <li>Functional Nursing</li> <li>Team Nursing</li> <li>Total Patient Care</li> <li>Primary Nursing</li> <li>Case Management</li> </ol> </li> <li>Decentralized Decision Making                   <ol style="list-style-type: none"> <li>Decentralized management</li> <li>Responsibility</li> <li>Authority</li> <li>Accountability</li> <li>Staff Involvement</li> </ol> </li> </ol> </li> </ol>	<p>Read: Potter and Perry Chapter 13, 5, &amp; 6</p> <p>Read: Corresponding unit in your ATI Book</p> <p>Audiomedia and worksheets as per center</p> <p>Unit Exam</p>
Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
<ol style="list-style-type: none"> <li>Describe the legal objectives and role of nurses regarding federal and state laws that affect health care.</li> </ol>	<ol style="list-style-type: none"> <li>Leadership Skills for Nursing Students               <ol style="list-style-type: none"> <li>Clinical Care Coordination                   <ol style="list-style-type: none"> <li>Clinical Decisions</li> <li>Priority Setting</li> </ol> </li> </ol> </li> </ol>	

<p>10. Explain the legal concepts of standard of care and informed consent.</p> <p>12. List sources for standards of care for nurses.</p> <p>13. Explain the concept of negligence and identify the elements of professional negligence.</p> <p>14. Explain the importance of accountability and responsibility in nursing practice.</p> <p>15. Discuss patient advocacy.</p> <p>16. Describe the role of ethics in nursing practice.</p>	<p>c. Organizational Skills d. Use of Resources e. Time Management f. Evaluation</p> <p>2. Team Communication</p> <p>V. Legal Limits of Nursing A. Sources of Law B. Criminal Law C. Torts</p> <p>VI. Standards of Care A. Malpractice Insurance B. Documentation C. Risk Management &amp; Quality Assurance</p> <p>VII. Good Samaritan Laws</p> <p>VIII. Consent A. Informed Consent B. Restraints C. Death &amp; Dying     1. Advanced Directives     2. Organ &amp; Tissue Donation     3. Autopsies D. Confidentiality</p>	
Unit Objectives/Outcomes	Contents	Learning Activities/Assessment

	IX. Other Legal Issues in Nursing Practice <ul style="list-style-type: none"> <li>A. Physician or Health Care Provider</li> </ul> Orders <ul style="list-style-type: none"> <li>B. Nursing Students</li> <li>C. Patient Abandonment &amp; Delegation Issues</li> <li>D. Controlled Substances</li> <li>E. Reporting Obligations</li> </ul> X. Ethics <ul style="list-style-type: none"> <li>A. Basic Definitions</li> <li>B. Ethical Principles <ul style="list-style-type: none"> <li>1. Autonomy</li> <li>2. Justice</li> <li>3. Fidelity</li> <li>4. Beneficence</li> <li>5. Nonmaleficence</li> </ul> </li> <li>C. Code of Ethics <ul style="list-style-type: none"> <li>1. Advocacy</li> <li>2. Ethical Dilemma</li> </ul> </li> </ul>	
Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
<b>UNIT II: INFECTION PREVENTION &amp; CONTROL/HEALTH &amp; ILLNESS</b>  1. Identify the body's normal defenses against infection.	I. Scientific Knowledge Base <ul style="list-style-type: none"> <li>A. Nature of Infection</li> </ul>	Read: Perry and Potter Chapters 14 & 2 & pgs. 19-27

<ol style="list-style-type: none"> <li>2. Discuss the events in the inflammatory response.</li> <li>3. Describe signs and symptoms of localized and systematic infection.</li> <li>4. Describe characteristics of each link of the infection chain.</li> <li>5. Assess patients at risk for acquiring infection.</li> <li>6. Explain conditions that promote development of health care-associated infections.</li> <li>7. Describe strategies for standard precautions.</li> <li>8. Identify principle of medical &amp; surgical asepsis.</li> <li>9. Describe nursing intervention designed to break each link in the infection chain.</li> <li>10. Perform proper barrier isolation techniques.</li> <li>11. Perform proper procedures for hand hygiene.</li> <li>12. Apply and remove a surgical mask and gloves using correct technique.</li> </ol> <p><b>Unit Objectives/Outcomes</b></p>	<ol style="list-style-type: none"> <li>B. Chain of Infection               <ol style="list-style-type: none"> <li>1. Infectious Agent</li> <li>2. Reservoir</li> <li>3. Portal of Exit</li> <li>4. Mode of Transmission</li> <li>5. Portal of Entry</li> <li>6. Susceptible Host</li> </ol> </li> <li>C. Course of Infection</li> <li>D. Defenses Against Infection               <ol style="list-style-type: none"> <li>1. Normal Flora</li> <li>2. Body System Defenses</li> <li>3. Inflammation</li> <li>4. Immune Response</li> </ol> </li> <li>E. Health Care-Associated Infection (HAI)               <ol style="list-style-type: none"> <li>1. Asepsis                   <ol style="list-style-type: none"> <li>a. Aseptic Technique</li> <li>b. Medical Asepsis</li> <li>c. Surgical Asepsis</li> </ol> </li> </ol> </li> </ol> <p>II. Nursing Knowledge Base</p> <p><b>Contents</b></p>	<p>Read: Corresponding unit in your ATI book.</p> <p>Audiomedia and worksheets as per center</p> <p><i>Mosby's Nursing Video Skills (DVD/DVD-ROM):</i></p> <p><u>Basic Video Skills</u></p> <ul style="list-style-type: none"> <li>• Basic Infection Control</li> </ul> <p><u>Intermediate Video Skills</u></p> <ul style="list-style-type: none"> <li>• Infection Control</li> </ul> <p>Unit Exam</p> <p><b>Learning Activities/Assessment</b></p>
<ol style="list-style-type: none"> <li>13. Describe the variable influencing health beliefs and health practices.</li> <li>14. Describe health promotion and illness prevention activities.</li> <li>15. Discuss the three levels of prevention.</li> </ol>	<ol style="list-style-type: none"> <li>III. Nursing Process           <ol style="list-style-type: none"> <li>A. Assessment               <ol style="list-style-type: none"> <li>1. Patient Expectations</li> </ol> </li> <li>B. Nursing Diagnosis</li> <li>C. Planning               <ol style="list-style-type: none"> <li>1. Goals &amp; Outcomes</li> <li>2. Setting Priorities</li> </ol> </li> </ol> </li> </ol>	

<p>16. Describe variables influencing illness behavior.</p> <p>17. Explain the impact of illness on the patient &amp; family.</p> <p>18. Discuss the nurse's role in health &amp; illness.</p>	<p>3. Collaborative Care</p> <p>D. Implementation</p> <p>1. Health Promotion</p> <p>2. Acute Care</p> <p>a. Medical Asepsis</p> <p>1. Control or Elimination of Infectious Agents</p> <p>2. Cleaning</p> <p>3. Disinfection &amp; Sterilization</p> <p>b. Control or Elimination of</p> <p>c. Control of Portals of Exit</p> <p>d. Control of Transmission</p> <p>1. Hand Hygiene</p> <p>2. Isolation &amp; Barrier Protection</p> <p>3. Protective Environment</p> <p>4. Personal Protective</p> <p>5. Specimen Collection</p> <p>6. Bagging</p> <p>7. Removal of Protective</p> <p>8. Transporting Patients</p>	
<p><b>Unit Objectives/Outcomes</b></p>	<p><b>Contents</b></p>	<p><b>Learning Activities/Assessment</b></p>
	<p>e. Control of Portals of Entry</p> <p>f. Protection of the Susceptible Host</p> <p>g. Role of the Infection Prevention &amp; Control Departments</p> <p>h. Health Promotion in Health Care Workers &amp; Patients</p> <p>i. Surgical Asepsis</p> <p>3. Restorative Care</p> <p>4. Long-Term Care</p> <p>E. Evaluation</p> <p>1. Patient Care</p>	

	<p>2. Patient Expectations</p> <p>III. Variables Influencing Health Beliefs &amp; Health Practices</p> <p>A. Internal Variables</p> <ol style="list-style-type: none"> <li>1. Developmental Stage Intellectual Background</li> <li>2. Emotional Factors</li> <li>3. Spiritual Factors</li> </ol> <p>B. External Variables</p> <ol style="list-style-type: none"> <li>1. Family Practices</li> <li>2. Socioeconomic Factors</li> <li>3. Cultural Background</li> </ol> <p>IV. Health Promotion, Wellness &amp; Illness Prevention</p>	
<b>Unit Objectives/Outcomes</b>	<p>A. Three Levels of Prevention</p> <ol style="list-style-type: none"> <li>1. Primary</li> <li>2. Secondary</li> <li>3. Tertiary</li> </ol>	<b>Learning Activities/Assessment</b>
	<b>Contents</b>	
	<p>V. Risk Factors</p> <p>A. Genetic &amp; Physiological Factors</p> <p>B. Age</p> <p>C. Physical Environment</p> <p>D. Lifestyle</p> <p>E. Risk Factor Identification</p>	

	<p>XII. Illness</p> <p>A. Acute and Chronic Illness</p> <p>B. Illness Behavior</p> <p>C. Impact of Illness on Patient &amp; Family</p> <ol style="list-style-type: none"> <li>1. Behavioral &amp; Emotional Changes</li> <li>2. Impact on Body Image</li> <li>3. Impact on Self-Concept</li> <li>4. Impact on Family Roles &amp; Dynamics</li> </ol>	
<b>Unit Objectives/Outcomes</b>		<b>Learning Activities/Assessment</b>
<p><b>UNIT III: LOSS &amp; GRIEF/CULTURAL DIVERSITY &amp; SPIRITUAL HEALTH</b></p> <ol style="list-style-type: none"> <li>1. Describe Kubler-Ross stages of grieving</li> <li>2. List and discuss the five basic categories of loss.</li> <li>3. Describe the types of grief.</li> <li>4. Describe characteristics of a person experiencing grief.</li> <li>5. Discuss variable that influence a person's response to grief.</li> <li>6. Identify your role in assisting patients with problems related to loss, death, and grief.</li> <li>7. Explain reasons for the need for improved end-of-life care for patients.</li> <li>8. Discuss principles of palliative care.</li> <li>9. Describe how to involve family members in</li> </ol>	<p><b>Contents</b></p> <ol style="list-style-type: none"> <li>I. Scientific Knowledge Base             <ol style="list-style-type: none"> <li>A. Grief                 <ol style="list-style-type: none"> <li>1. Kubler-Ross's Stages of Dying</li> <li>2. Types of Grief                     <ol style="list-style-type: none"> <li>a. Normal Grief</li> <li>b. Anticipatory Grief</li> <li>c. Complicated Grief</li> <li>d. Disenfranchised Grief</li> </ol> </li> </ol> </li> </ol> </li> <li>II. Nursing Knowledge Base             <ol style="list-style-type: none"> <li>A. Factors Influencing Loss &amp; Grief                 <ol style="list-style-type: none"> <li>1. Human Development</li> <li>2. Psychological Perspectives of Loss &amp; Grief</li> <li>3. Socioeconomic Status</li> <li>4. Nature of Personal Relationships</li> <li>5. Nature of the Loss</li> <li>6. Culture &amp; Ethnicity</li> <li>7. Spiritual Beliefs</li> </ol> </li> </ol> </li> </ol>	<p>Read: Perry and Potter Chapter 26, 20, &amp; 21</p> <p>Read: Corresponding Unit in your ATI book</p> <p>Audiomedia and worksheets as per center</p> <p>Unit Exam</p>

<p>Palliative care.</p> <p>10. Discuss the procedure for care of the body after death.</p> <p>11. Discuss the nurse's own loss experience when caring for dying patients.</p> <p><b>Unit Objectives/Outcomes</b></p>	<p>III. Critical Thinking</p> <p>IV. Nursing Process</p> <p>A. Assessment</p> <ol style="list-style-type: none"> <li>1. Types &amp; Stages of Grief</li> <li>2. Coping Resources</li> <li>3. End-of-Life Decisions</li> <li>4. Older Adult Considerations</li> <li>5. Patient Expectations</li> </ol>	
<p>12. Identify the impact of demographic trends on health and nursing.</p> <p>13. Describe health disparities linked with racial and ethnic differences.</p> <p>14. Compare dominant and variant cultural contexts of health and illness.</p> <p>15. Analyze impact of culture in health, illness, and caring patterns.</p> <p>16. Describe steps toward developing cultural competence.</p> <p>17. Use cultural assessment to plan culturally competent care.</p> <p>18. Apply research findings in culturally competent care.</p> <p>19. Describe the relationship between faith, hope, and spiritual well-being.</p> <p>20. Compare and contrast the concepts of religion and spirituality.</p>	<p><b>Content</b></p> <p>B. Nursing Diagnosis</p> <p>C. Planning</p> <ol style="list-style-type: none"> <li>1. Goals &amp; Outcomes</li> <li>2. Setting Priorities</li> <li>3. Collaborative Care</li> </ol> <p>D. Implementation</p> <ol style="list-style-type: none"> <li>1. Health Promotion</li> <li>2. Grief &amp; Loss Support in Acute, Restorative, and Continuing Care Settings</li> </ol> <p>E. Evaluation</p> <ol style="list-style-type: none"> <li>1. Patient Care</li> <li>2. Patient Expectations</li> </ol> <p>V. Cultural Considerations</p> <p>VI. Comparative Worldviews about Health &amp; Illness</p>	<p><b>Learning Activities/Assessment</b></p>



Unit Objectives/Outcomes		Learning Activities/Assessment
<p><b>UNIT IV: COMMUNICATION &amp; ASSESSMENT IN NURSING PRACTICE</b></p> <ol style="list-style-type: none"> <li>1. Identify key reasons for reporting &amp; recording patient care.</li> <li>2. Describe guidelines for effective documentation and reporting in a variety of health care settings.</li> <li>3. Describe methods for multidisciplinary communication within the health care team.</li> <li>4. Compare different methods used in documentation.</li> <li>5. Identify common record-keeping forms.</li> <li>6. Discuss advantages &amp; disadvantages of standardized documentation forms.</li> <li>7. Discuss the advantages of computerized documentation.</li> <li>8. Discuss the relationship between informatics &amp; quality health care.</li> <li>9. Describe the elements of the communication process.</li> <li>10. Describe the three levels of communication and their uses in nursing.</li> </ol>	<p style="text-align: center;"><b>Contents</b></p> <ol style="list-style-type: none"> <li>I. Confidentiality</li> <li>II. Standards</li> <li>III. Multidisciplinary Communication</li> <li>IV. Purposes of Records               <ol style="list-style-type: none"> <li>A. Communication</li> <li>B. Legal Documentation</li> <li>C. Reimbursement</li> <li>D. Education</li> <li>E. Research</li> <li>F. QPPI</li> </ol> </li> <li>V. Guidelines for Quality Documentation &amp; Reporting</li> <li>VI. Methods of Documentation               <ol style="list-style-type: none"> <li>A. Electronic &amp; Paper Documentation</li> <li>B. Problem-Oriented Medical Record                   <ol style="list-style-type: none"> <li>1. Database</li> <li>2. Problem List</li> <li>3. Care Plan</li> <li>4. Progress Notes                       <ol style="list-style-type: none"> <li>a. Narrative Documentation</li> <li>b. SOAP Documentation</li> <li>c. PIE Documentation</li> <li>d. Focus Charting</li> </ol> </li> </ol> </li> </ol> </li> </ol>	<p>Read: Perry and Potter Chapters 10, 11, 15, &amp; 16</p> <p>Read: Corresponding units in your ATI book.</p> <p>Audiomedia and worksheets as per center.</p> <p><i>Mosby's Nursing Video Skills (DVD/DVD-ROM):</i></p> <p style="text-align: center;"><u>Basic Video Skills</u></p> <ul style="list-style-type: none"> <li>• Vital Signs</li> </ul> <p style="text-align: center;"><u>Intermediate Video Skills</u></p> <ul style="list-style-type: none"> <li>• Specimen Collection               <ul style="list-style-type: none"> <li>○ Performing blood glucose testing</li> </ul> </li> </ul> <p>Unit Exam</p>
Unit Objectives/Outcomes	C. Charting by Exception	Learning Activities/Assessment

<ul style="list-style-type: none"> <li>11. Differentiate aspects of verbal &amp; nonverbal communication</li> <li>12. Identify features &amp; expected outcomes of the nurse-patient helping relationship.</li> <li>13. Describe a nurse's focus within each phase of a therapeutic nurse-patient helping relationship.</li> <li>14. Describe behaviors &amp; techniques that affect communication.</li> <li>15. Explain the focus of communication within each phase of the nursing process.</li> <li>16. Discuss effective communication for patients of varying developmental levels.</li> <li>17. Explain techniques used to assist patients with special communication needs.</li> <li>18. Discuss the purposes of physical assessment.</li> <li>19. Describe the techniques used with each assessment skill.</li> <li>20. Discuss how cultural diversity influences health assessment.</li> <li>21. Describe proper positioning for the patient during each phase of the examination.</li> </ul> <p style="text-align: center;"><b>Unit Objectives/Outcomes</b></p>	<p style="text-align: center;"><b>Contents</b></p> <p>VII. Common Record-Keeping Forms</p> <ul style="list-style-type: none"> <li>A. Admission Nursing History Forms</li> <li>B. Flow Sheets and Graphics Records</li> <li>C. Patient Care Summary of Kardex</li> <li>D. Care Plan</li> <li>E. Discharge Summary Forms</li> </ul> <p>VIII. Home Care Documentation</p> <p>IX. Long-Term Care Documentation</p> <p>X. Reporting</p> <ul style="list-style-type: none"> <li>A. Hand-Off Reporting <ul style="list-style-type: none"> <li>1. Change-of-shift Report</li> <li>2. Transfer Reports</li> </ul> </li> <li>B. Telephone Reports &amp; Orders <ul style="list-style-type: none"> <li>1. Telephone Reports</li> <li>2. Verbal Orders</li> <li>3. Fax Orders</li> <li>4. Electronic Orders</li> </ul> </li> <li>C. Incident or Occurrence Reports</li> </ul>	
<ul style="list-style-type: none"> <li>22. List techniques to promote the patient's physical and psychological comfort during an examination.</li> <li>23. Make environmental preparations before an</li> </ul>	<p style="text-align: center;"><b>Contents</b></p> <p>XI. Health Informatics</p>	<p style="text-align: center;"><b>Learning Activities/Assessment</b></p>

<p>examination</p> <p>24. Describe interview techniques used to enhance communication during history taking.</p> <p>25. Identify data to collect from the nursing history before an examination.</p> <p>26. Discuss ways to incorporate health promotion &amp; health teaching into an assessment.</p> <p>27. Discuss normal physical findings for patients across the life span.</p> <p>28. Identify self-screening assessments commonly performed by patients.</p> <p>29. Use physical assessment techniques &amp; skills during routine nursing care.</p> <p>30. Document assessment findings on appropriate forms.</p> <p><b>Unit Objectives/Outcomes</b></p>	<p>A. Nursing Information Systems</p> <p>B. Privacy, Confidentiality, &amp; Security Mechanisms</p> <p>C. Handling &amp; Disposal of Information</p> <p>XII. Basic Elements of the Communication Process</p> <p>A. Levels of Communication</p> <p>B. Forms of Communication</p> <p>1. Verbal Communication</p> <p>a. Vocabulary</p> <p>b. Denotative &amp; Connotative</p> <p>c. Pacing</p> <p>d. Intonation</p> <p>e. Clarity &amp; Brevity</p> <p>f. Timing &amp; Relevance</p> <p>2. Nonverbal Communication</p> <p>a. Personal Appearance</p> <p>b. Posture &amp; Gait</p> <p>c. Facial Expression</p> <p>d. Eye Contact</p> <p>e. Gestures</p> <p>f. Territoriality &amp; Space</p> <p>Meaning</p>	<p><b>Learning Activities/Assessment</b></p>
	<p><b>Contents</b></p> <p>C. Factors Influencing Communication</p> <p>D. Communication Within Caring Relationships</p>	

Unit Objectives/Outcomes	<p>E. Communication Within the Nursing Process</p> <ol style="list-style-type: none"> <li>1. Assessment               <ol style="list-style-type: none"> <li>a. Physical &amp; Emotional Factors</li> <li>b. Developmental Factors</li> <li>c. Sociocultural Factors</li> <li>d. Language</li> <li>e. Gender</li> </ol> </li> <li>2. Nursing Diagnosis</li> <li>3. Planning               <ol style="list-style-type: none"> <li>a. Goals and Outcomes</li> <li>b. Setting Priorities</li> <li>c. Continuity of Care</li> </ol> </li> </ol>	Learning Activities/Assessment
	<p style="text-align: center;"><b>Contents</b></p> <ol style="list-style-type: none"> <li>4. Implementation               <ol style="list-style-type: none"> <li>a. Therapeutic Communication Techniques                   <ol style="list-style-type: none"> <li>1. Conveying Empathy</li> <li>2. Active Listening</li> <li>3. Sharing Observations</li> <li>4. Using Silence</li> <li>5. Providing Information</li> <li>6. Clarifying</li> </ol> </li> </ol> </li> </ol>	

Unit Objectives/Outcomes	<p>Vocabulary</p> <p>disapproval</p> <p>7. Focusing 8. Paraphrasing 9. Summarizing 10. Self-Disclosure 11. Instilling Hope</p> <p>b. Non-Therapeutic Communication Techniques 1. Inattentive Listening 2. Overusing Medical 3. Prying or asking personal Question 4. Giving approval or 5. Changing the subject 6. Automatic responses 7. False reassurance 8. Asking for explanations 9. Arguing 10. Being defensive 11. Sympathy</p> <p>c. Decision Making &amp;</p>	Learning Activities/Assessment
	<p>Communication</p> <p>with</p> <p>d. Assertiveness &amp; Autonomy e. Humor f. Touch g. Communicating with patients special needs</p> <p><b>Contents</b></p> <p>5. Evaluation a. Patient Care b. Patient Expectations</p> <p>XIII. Purposes of Health Assessment &amp; Physical Examination</p> <p>A. Skills of Physical Assessment</p> <p>1. Inspection</p>	

<p><b>Unit Objectives/Outcomes</b></p>	<ol style="list-style-type: none"> <li>2. Palpation</li> <li>3. Percussion</li> <li>4. Auscultation</li> <li>5. Olfaction</li> </ol> <p>B. Preparation for Assessment</p> <ol style="list-style-type: none"> <li>1. Environment</li> <li>2. Equipment</li> <li>3. Physical Preparation of the Patient</li> </ol>	<p><b>Learning Activities/Assessment</b></p>
	<p>Patient</p> <p><b>Contents</b></p> <p>C. Organization of the Examination</p> <ol style="list-style-type: none"> <li>1. General Survey</li> <li>2. General Appearance &amp; Behavior</li> <li>3. Vital Signs</li> <li>4. Height &amp; Weight</li> </ol> <p>D. Skin, Hair, &amp; Nails</p> <p>E. Head &amp; Neck</p> <p>F. Thorax &amp; Lungs</p>	

	G. Vascular System H. Musculoskeletal System I. Neurological System J. After the Examination	
Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
<b>UNIT V: CRITICAL THINKING IN NURSING PRACTICE</b>  1. Describe characteristics of a critical thinker. 2. Discuss the nurse's responsibility in making clinical decisions. 3. Describe the components of a critical thinking model for decision making. 4. Discuss critical thinking skills used in nursing practice. 5. Explain the relationship between clinical experience and critical thinking. 6. Discuss the effect attitudes for critical thinking have on clinical decision making. 7. Describe each step of the nursing process. 8. Explain the relationship between critical and steps of the nursing process. 9. Discuss approaches to data collection in nursing assessment.	I. Clinical Decision in Nursing Practice II. Critical Thinking Defined A. Reflection B. Language & Intuition III. Thinking & Learning IV. Levels of Critical Thinking in Nursing A. Basic Critical Thinking B. Complex Critical Thinking C. Commitment V. Critical Thinking Competencies A. General Critical Thinking Processes B. Specific Critical Thinking Competencies VI. A Critical Thinking Model	Read: Potter and Perry Chapters 8 & 9  Audiomedia and worksheets as per center.  Read: Corresponding unit in your ATI book.  Unit Exam

<p>10. Differentiate between subjective &amp; objective data.</p> <p>11. Explain the type of conclusions that result from data analysis.</p>		
Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
<p>12. List the steps of the nursing diagnostic process.</p> <p>13. Describe the way in which defining characteristics and the etiological process individualize a nursing diagnosis.</p> <p>14. Discuss the process of priority setting.</p> <p>15. Describe goal setting.</p> <p>16. Discuss the difference between a goal and an expected outcome.</p> <p>17. Identify examples of nursing-sensitive outcomes.</p> <p>18. Develop a plan of care from a nursing assessment.</p> <p>19. Discuss the process of selecting nursing interventions.</p> <p>20. Describe how to evaluate nursing interventions selected for a patient.</p> <p>21. Describe how evaluation leads to revision or modification of a plan of care.</p>	<p>VI. Developing Critical Thinking Skills</p> <p>VII. Critical Thinking Synthesis</p> <p>VIII. The Nursing Process</p> <p>A. Assessment</p> <ol style="list-style-type: none"> <li>1. Data Collection</li> <li>2. Data Collection</li> <li>3. Data Validation</li> <li>4. Data Documentation &amp; Communication</li> </ol> <p>B. Nursing Diagnosis</p> <ol style="list-style-type: none"> <li>1. Critical Thinking &amp; the Nursing Diagnostic Process</li> <li>2. Forming the Nursing Diagnoses               <ol style="list-style-type: none"> <li>a. Types of Nursing Diagnoses</li> <li>b. Components of a Nursing Diagnoses</li> <li>c. Concept Mapping Nursing Diagnoses</li> <li>d. Sources of Diagnostic Errors</li> </ol> </li> </ol> <p>C. Planning</p> <ol style="list-style-type: none"> <li>1. Establishing Priorities</li> <li>2. Critical Thinking in Setting Goals and Expected Outcomes</li> <li>3. Critical Thinking in Planning Nursing Care</li> <li>4. Systems for Planning Nursing Care</li> <li>5. Consulting Other Health Care Professionals</li> </ol>	



Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
	<ul style="list-style-type: none"> <li>D. Implementation               <ul style="list-style-type: none"> <li>1. Standard Nursing Interventions</li> <li>2. Critical Thinking in Implementation</li> <li>3. Implementation Process</li> <li>4. Direct Care</li> <li>5. Indirect Care</li> </ul> </li> <li>E. Evaluation of the Nursing Care Plan               <ul style="list-style-type: none"> <li>1. Critical Thinking &amp; Evaluation</li> <li>2. The Evaluation Process</li> </ul> </li> </ul>	

Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
<b>UNIT VI: NURSING CARE OF PATIENTS WITH SPECIAL NEEDS</b>	I. Scientific Knowledge Base	Read: Potter and Perry

<ol style="list-style-type: none"> <li>1. Compare the characteristics of rest and sleep.</li> <li>2. Explain the effect the 24-hour sleep-wake cycle has on biological function.</li> <li>3. Discuss mechanisms that regulate sleep.</li> <li>4. Describe the normal stages of sleep.</li> <li>5. Explain the functions of sleep.</li> <li>6. Identify factors that promote or disrupt sleep.</li> <li>7. Discuss characteristics of common sleep disorders.</li> <li>8. Describe interventions appropriate in promoting sleep for patients with various sleep disorders.</li> <li>9. Discuss common misconceptions about pain.</li> <li>10. Describe the physiology of pain.</li> <li>11. Identify components of the pain experience.</li> <li>12. Explain how the gate control theory related to the selection of nursing therapies for pain relief.</li> <li>13. Assess a patient experiencing pain.</li> </ol>	<ol style="list-style-type: none"> <li>A. Rest and Sleep <ol style="list-style-type: none"> <li>1. Physiology of Sleep <ol style="list-style-type: none"> <li>a. Circadian Rhythms</li> <li>b. Sleep Regulation <ol style="list-style-type: none"> <li>1. Stages of Sleep</li> <li>2. Sleep Cycle</li> </ol> </li> </ol> </li> <li>2. Functions of Sleep</li> </ol> </li> <li>II. Nursing Knowledge Base <ol style="list-style-type: none"> <li>A. Normal Sleep Requirements &amp; Patterns</li> <li>B. Factors Affecting Sleep <ol style="list-style-type: none"> <li>1. Physical Illness</li> <li>2. Drug &amp; Substances</li> <li>3. Lifestyle</li> <li>4. Usual Sleep Patterns &amp; Excessive <ol style="list-style-type: none"> <li>a. Emotional Stress</li> <li>b. Environment</li> <li>c. Sound</li> <li>d. Exercise &amp; Fatigue</li> <li>e. Food &amp; Calorie Intake</li> </ol> </li> </ol> </li> <li>C. Sleep Disorders <ol style="list-style-type: none"> <li>1. Insomnia</li> <li>2. Sleep Apnea</li> <li>3. Narcolepsy</li> </ol> </li> </ol> </li> </ol>	<p>Chapters 31, 32, 33, 34 &amp; 35 pgs. 941-946</p> <p>Read: Corresponding Unit in ATI book</p> <p>Audiomedia and worksheets as per center</p> <p><i>Mosby's Nursing Video Skills (DVD/DVD-ROM):</i></p> <p><u>Basic Video Skills</u></p> <ul style="list-style-type: none"> <li>• Elimination Assistance</li> </ul> <p><u>Intermediate Video Skills</u></p> <ul style="list-style-type: none"> <li>• Specimen Collection <ul style="list-style-type: none"> <li>○ Collecting a Midstream Urine Sample</li> <li>○ Performing Fecal Occult Blood Testing</li> <li>○ Performing Gastric Occult and pH testing</li> <li>○ Screening Urine for Chemical Properties</li> </ul> </li> <li>• Urinary Catheter Management</li> <li>• Ostomy Care</li> <li>• Enteral Nutrition</li> </ul> <p>Unit Exam</p>
Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
<ol style="list-style-type: none"> <li>14. Develop appropriate nursing diagnoses for a patient in pain.</li> <li>15. Describe guidelines for selecting and individualizing pain therapies.</li> <li>16. Describe applications for use of</li> </ol>	<ol style="list-style-type: none"> <li>4. Sleep Deprivation</li> <li>5. Parasomnias</li> </ol> <p>III. Critical Thinking</p> <p>IV. Nursing Process</p>	

<p>nonpharmacological pain therapies.</p> <p>17. Discuss nursing implications for administering analgesics.</p> <p>18. Differentiate the nursing implications associated with managing cancer pain versus noncancer pain.</p> <p>19. Describe interventions for the relief of acute pain following operative or medical procedures.</p> <p>20. Describe the sequence of treatments recommended in pain management for cancer patients.</p> <p>21. Evaluate a patient's response to pain therapies.</p> <p>22. Explain the structures of the urinary system, including function and role in urine formation and elimination.</p> <p>23. Identify factors that commonly influence urinary elimination.</p> <p>24. Discuss common alterations associated with urinary elimination.</p>	<p>A. Assessment</p> <ol style="list-style-type: none"> <li>Sources for Sleep Assessment</li> <li>Sleep History</li> <li>Patient Expectations</li> </ol> <p>B. Nursing Diagnosis</p> <p>C. Planning</p> <ol style="list-style-type: none"> <li>Goals &amp; Outcomes</li> <li>Setting Priorities</li> <li>Collaborative Care</li> </ol> <p>D. Implementation</p> <ol style="list-style-type: none"> <li>Health Promotion <ol style="list-style-type: none"> <li>Promoting Bedtime Routine</li> <li>Promoting Comfort</li> <li>Promoting Activity</li> <li>Stress Reduction</li> <li>Bedtime Snacks</li> <li>Pharmacological Approaches to Promoting Sleep</li> <li>Managing Specific Sleep Disturbances</li> </ol> </li> <li>Acute Care</li> <li>Restorative &amp; Continuing Care</li> </ol>	
Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
<p>25. Obtain a nursing history from a patient with an alteration in urination.</p> <p>26. Perform a beginning physical assessment related to urinary elimination.</p> <p>27. Describe characteristics of normal and abnormal urine.</p> <p>28. Describe nursing implications of common</p>	<p>E. Evaluation</p> <ol style="list-style-type: none"> <li>Patient Care</li> <li>Patient Expectations</li> </ol> <p>V. Scientific Knowledge Base</p> <p>A. Comfort</p> <p>B. Nature of Pain</p>	

<p>diagnostic tests of the urinary system.</p> <p>29. Identify nursing diagnoses associated with alterations in urinary elimination.</p> <p>30. Discuss nursing measures to promote normal urination and to control incontinence.</p> <p>31. Discuss nursing measures to reduce urinary tract infections.</p> <p>32. Apply an external catheter and insert a urinary catheter.</p> <p>33. Explain the physiology of digestion, absorption, and bowel elimination.</p> <p>34. Discuss physiological and psychological factors that influence bowel elimination.</p> <p>35. Describe common physiological alterations in bowel elimination.</p>	<p>C. Physiology of Pain</p> <ol style="list-style-type: none"> <li>1. Transduction</li> <li>2. Transmission</li> <li>3. Perception</li> <li>4. Modulation               <ol style="list-style-type: none"> <li>a. Neurotransmitters</li> <li>b. Gate Control Theory of Pain</li> <li>c. Physiology Responses</li> <li>d. Behavioral Responses</li> </ol> </li> </ol> <p>D. Acute &amp; Chronic Pain</p> <p>VI. Nursing Knowledge Base</p> <ol style="list-style-type: none"> <li>A. Knowledge, Attitudes, &amp; Beliefs</li> <li>B. Factors Influencing Pain               <ol style="list-style-type: none"> <li>1. Physiological Factors</li> <li>2. Social Factors</li> <li>3. Psychological Factors</li> </ol> </li> </ol>	
Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
<p>36. Assess a patient's bowel elimination pattern.</p> <p>37. List nursing diagnoses related to alterations in bowel elimination.</p> <p>38. Describe nursing implications for common diagnostic examinations of the gastrointestinal tract.</p> <p>39. List nursing measures aimed at promoting normal elimination and defecation.</p> <p>40. Describe nursing care required to maintain structure and function of a bowel diversion.</p> <p>41. Describe the procedure for initiating &amp; maintaining gastric tubes.</p>	<p>VI. Critical Thinking</p> <p>VII. Nursing Process</p> <p>A. Assessment</p> <ol style="list-style-type: none"> <li>1. Patient's Expression of Pain</li> <li>2. Patients Unable to Self-Report</li> <li>3. Characteristics of Pain               <ol style="list-style-type: none"> <li>a. Timing</li> <li>b. Precipitating Factors</li> <li>c. Quality</li> <li>d. Relief Measures</li> <li>d. Region/Location</li> <li>e. Severity</li> <li>f. Effect of Pain of Patient</li> </ol> </li> <li>4. Concomitant Symptoms</li> </ol>	

	<ul style="list-style-type: none"> <li>5. Patient Expectations</li> <li>6. Documentation</li> </ul> <p>B. Nursing Diagnosis</p> <p>C. Planning</p> <ul style="list-style-type: none"> <li>1. Goals &amp; Outcomes</li> <li>2. Setting Priorities</li> <li>3. Collaborative Care</li> </ul>	
Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
	<p>D. Implementation</p> <ul style="list-style-type: none"> <li>1. Health Promotion <ul style="list-style-type: none"> <li>a. Maintaining Wellness</li> <li>b. Nonpharmacological Pain-Relief Measures <ul style="list-style-type: none"> <li>1. Reducing Pain Reception &amp; Perception</li> <li>2. Anticipatory Guidance</li> <li>3. Distraction</li> <li>4. Cutaneous Stimulation</li> <li>5. Relaxation &amp; Guided Imagery</li> </ul> </li> </ul> </li> <li>2. Acute Care <ul style="list-style-type: none"> <li>a. Pharmacological Pain Therapy <ul style="list-style-type: none"> <li>1. Analgesics</li> <li>2. Perineural Local Anesthetic Infusion</li> <li>3. Local Anesthetics</li> <li>4. Epidural Analgesia</li> </ul> </li> </ul> </li> <li>3. Restorative &amp; Continuing Care <ul style="list-style-type: none"> <li>a. Opioid Infusions</li> <li>b. Failure of Pain Control</li> </ul> </li> </ul> <p>Medications &amp; Chronic Pain</p>	

	<ul style="list-style-type: none"> <li>c. Palliative Care</li> <li>d. Hospice</li> </ul> <ul style="list-style-type: none"> <li>E. Evaluation               <ul style="list-style-type: none"> <li>1. Patient Care</li> <li>2. Patient Expectations</li> </ul> </li> </ul>	
--	--	--

Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
	<p>IX. Scientific Knowledge Base</p> <ul style="list-style-type: none"> <li>A. Urinary Elimination               <ul style="list-style-type: none"> <li>1. Anatomy and Physiology</li> <li>2. Act of Urination</li> <li>3. Factors Influencing Urination</li> <li>4. Common Urinary Elimination Problems                   <ul style="list-style-type: none"> <li>a. Urinary Retention</li> <li>b. Urinary Tract Infections</li> <li>c. Urinary Incontinence</li> </ul> </li> </ul> </li> </ul> <p>X. Nursing Knowledge Base</p> <ul style="list-style-type: none"> <li>A. Infection Control &amp; Hygiene</li> <li>B. Developmental Considerations</li> <li>C. Psychosocial Implications</li> </ul> <p>XI. Critical Thinking</p>	

## XII. Nursing Process

### A. Assessment

1. Nursing History
  - a. Pattern of Urination
  - b. Symptoms of Urinary Alterations
  - c. Factors Affecting Urination
2. Patient Expectations
3. Physical Assessment
  - a. Skin & Mucosa
  - b. Kidneys
  - c. Bladder
  - d. Urethral Meatus
  - e. Assessment of Urine
4. Laboratory & Diagnostic Testing
  - a. Specimen Collection
  - b. Diagnostic Examinations

### B. Nursing Diagnosis

### C. Planning

1. Goals & Outcomes
2. Setting Priorities
3. Continuity of Care

Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
	<p>D. Implementation</p> <ol style="list-style-type: none"> <li>1. Health Promotion               <ol style="list-style-type: none"> <li>a. Normal Micturition                   <ol style="list-style-type: none"> <li>1. Stimulating Micturition Reflex</li> <li>2. Maintaining Adequate Fluid Intake</li> </ol> </li> <li>b. Promotion of Bladder Emptying                   <ol style="list-style-type: none"> <li>1. Strengthening Pelvic Floor Muscles</li> <li>2. Manual Bladder Compression</li> <li>3. Drug Therapy</li> </ol> </li> </ol> </li> <li>2. Acute Care               <ol style="list-style-type: none"> <li>a. Catheterization                   <ol style="list-style-type: none"> <li>1. Types of Catheterization</li> <li>2. Indications for Use</li> <li>3. Catheter Insertion</li> <li>4. Routine Catheter Care</li> </ol> </li> <li>b. Alternatives to Urethral Catheterization</li> </ol> </li> <li>3. Restorative &amp; Continuing Care               <ol style="list-style-type: none"> <li>a. Preventing Infections</li> <li>b. Promotion of Comfort</li> <li>c. Maintenance of Skin Integrity</li> </ol> </li> </ol> <p>E. Evaluation</p> <ol style="list-style-type: none"> <li>1. Patient Care</li> <li>2. Patient Expectations</li> </ol>	
Unit Objectives/Outcomes	Contents	Learning Activities/Assessment



	<p>XIII. Scientific Knowledge Base</p> <p>A. Bowel Elimination</p> <ol style="list-style-type: none"> <li>1. Patient Care</li> <li>2. Patient Expectations</li> </ol> <p>XIV. Nursing Knowledge Base</p> <p>A. Common Bowel Elimination Problems</p> <ol style="list-style-type: none"> <li>1. Constipation</li> <li>2. Impaction</li> <li>3. Diarrhea</li> <li>4. Flatulence</li> <li>5. Hemorrhoids</li> <li>6. Bowel Diversions               <ol style="list-style-type: none"> <li>a. Ostomies</li> <li>b. Alternative Procedures</li> </ol> </li> </ol> <p>XV. Critical Thinking</p> <p>XVI. Nursing Process</p> <p>A. Assessment</p> <ol style="list-style-type: none"> <li>1. Health History</li> <li>2. Laboratory &amp; Diagnostic Examinations               <ol style="list-style-type: none"> <li>a. Laboratory Tests</li> <li>b. Fecal Specimens</li> <li>c. Diagnostic Examinations</li> </ol> </li> <li>3. Patient Expectations</li> </ol>	
Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
	<p>B. Nursing Diagnosis</p> <p>C. Planning</p>	

	<ol style="list-style-type: none"> <li>1. Goals &amp; Outcomes</li> <li>2. Setting Priorities</li> <li>3. Continuity of Care</li> </ol> <p>D. Implementation</p> <ol style="list-style-type: none"> <li>1. Health Promotion <ol style="list-style-type: none"> <li>a. Diet</li> <li>b. Exercise</li> <li>c. Timing</li> <li>d. Promotion of Normal</li> </ol> </li> <li>2. Acute Care <ol style="list-style-type: none"> <li>a. Positioning on Bedpan</li> <li>b. Medications</li> <li>c. Enemas</li> <li>d. Digital Removal of Stool</li> </ol> </li> <li>3. Continuing &amp; Restorative Care <ol style="list-style-type: none"> <li>a. Bowel Training</li> <li>b. Ostomy Care</li> <li>c. Care of Hemorrhoids</li> <li>d. Maintenance of Skin Integrity</li> </ol> </li> </ol> <p>E. Evaluation</p> <ol style="list-style-type: none"> <li>1. Patient Care</li> <li>2. Patient Expectations</li> </ol>	
<b>Unit Objectives/Outcomes</b>	<b>Contents</b>	<b>Learning Activities/Assessment</b>
	<p>F. Enteral Tube</p> <ol style="list-style-type: none"> <li>1. Gastrostomy &amp; Jejunostomy Tube Feedings <ol style="list-style-type: none"> <li>a. Purpose</li> <li>b. Verifying Feeding Tube Placement</li> <li>c. Administering Enteral Nutrition Via Nasoenteric, Gastrostomy, Jejunostomy Tube</li> </ol> </li> </ol>	

--	--	--

Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
<b>UNIT VII: NURSING CARE OF THE SURGICAL CLIENT</b>  1. Describe the basic physiological mechanism responsible for maintaining fluid and electrolyte balance.  2. Discuss common disturbances in fluids and electrolytes.  3. Discuss and identify factors that affect normal fluid and electrolytes.  4. Discuss clinical assessments for determining fluid and electrolyte imbalances.	I. Body Fluids and Electrolytes  A. Distribution of Body Fluids  B. Composition of Body Fluids  C. Movement of Body Fluids 1. Diffusion 2. Osmosis 3. Filtration 4. Active transport	Read: Perry and Potter Chapters 17, 38, & 36  Read: Corresponding Unit in your ATI book  Audiomedia and worksheets as per center  <i>Mosby's Nursing Video Skills</i> <i>(DVD/DVD-ROM):</i>  <u>Basic Video Skills</u> • Safe Patient Handling

<ol style="list-style-type: none"> <li>5. List and discuss appropriate nursing interventions for patients with fluid and electrolyte.</li> <li>6. Explain the concept of Perioperative nursing care.</li> <li>7. Differentiate between the classifications of surgery.</li> <li>8. Differentiate between general and regional anesthesia.</li> <li>9. Explain “informed consent”.</li> </ol>	<ol style="list-style-type: none"> <li>D. Regulation of Body Fluids               <ol style="list-style-type: none"> <li>1. Fluid Intake</li> <li>2. Hormonal Regulation</li> <li>3. Fluid Output Regulation</li> </ol> </li> <li>E. Regulation of Electrolytes               <ol style="list-style-type: none"> <li>1. Cations                   <ol style="list-style-type: none"> <li>a. Sodium Regulation</li> <li>b. Potassium Regulation</li> <li>c. Calcium Regulation</li> <li>d. Magnesium Regulation</li> </ol> </li> <li>2. Anions                   <ol style="list-style-type: none"> <li>a. Chloride Regulation</li> <li>b. Bicarbonate Regulation</li> <li>c. Phosphorus-Phosphate Regulation</li> </ol> </li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li> <ol style="list-style-type: none"> <li>o Transferring from a Bed to a Stretcher</li> <li>o Applying Elastic Stockings</li> <li>o Using a Sequential Compression Device</li> </ol> </li> <li>• Vital Signs</li> </ol> <p><u>Intermediate Video Skills</u></p> <ul style="list-style-type: none"> <li>• Infection Control</li> <li>• Preoperative Nursing Care</li> <li>• Postoperative Nursing Care</li> <li>• Specimen Collection</li> </ul> <p>Unit Exam</p>
Unit Objectives/Outcomes	Contents	Learning Activities/Assessment

<ol style="list-style-type: none"> <li>12. List factors to include in the preoperative assessment of a surgical patient.</li> <li>13. Identify preoperative teaching needs for individual patients.</li> <li>14. Demonstrate postoperative exercises: diaphragmatic breathing, coughing, turning, leg exercises.</li> <li>15. Discuss physical and psychological preparation of a surgical patient.</li> <li>16. Discuss nursing responsibilities during the intraoperative period.</li> <li>17. Describe nursing assessment and care in the PACU.</li> <li>18. Identify parameters to assess during ongoing postoperative care.</li> <li>19. Identify interventions specific to the prevention of complications in the immediate and early postoperatively phases.</li> <li>20. Use the nursing process to develop an individualized plan of care for the surgical patient during each phase of the perioperative period.</li> <li>21. Analyze rationale for nursing interventions designed to prevent postoperative complications.</li> </ol>	<ol style="list-style-type: none"> <li>F. Disturbances in Electrolytes and Fluids               <ol style="list-style-type: none"> <li>1. Electrolyte Imbalances                   <ol style="list-style-type: none"> <li>a. Sodium Imbalances</li> <li>b. Potassium Imbalances</li> <li>c. Calcium Imbalances</li> <li>d. Magnesium Imbalances</li> <li>e. Chloride Imbalances</li> </ol> </li> <li>2. Fluid Disturbances</li> </ol> </li> <li>G. Nursing Knowledge Base</li> <li>H. Critical Thinking in Patient Care</li> <li>I. Nursing Process</li> <li>J. Assessment               <ol style="list-style-type: none"> <li>1. Nursing History</li> <li>2. Physical Examination</li> <li>3. Daily Weights &amp; Fluid Intake &amp; Output</li> <li>4. Laboratory Studies</li> <li>5. Patient Expectations</li> </ol> </li> </ol>	
---	--	--

Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
<p>22. Describe risk factors for pressure ulcer development.</p> <p>23. List the National Pressure Ulcer Advisory Panel (NPUAP) classification of pressure ulcer staging.</p> <p>24. Discuss the body's response during each phase of the wound healing process.</p> <p>25. Describe wound assessment criteria: anatomical location, size, type and percentage of wound tissue, volume and color of wound drainage, and condition of surrounding skin.</p> <p>26. Differentiate healing by primary and secondary intention.</p> <p>27. Discuss common complications of wound healing.</p> <p>28. Explain factors that impair or promote normal wound healing.</p> <p>29. Describe the purposes of and precautions taken with applying dressings and binders.</p> <p>30. Describe the mechanism of action of wound dressings.</p> <p>31. Describe the differences in therapeutic effects heat and cold.</p> <p>32. Complete an assessment for a patient with impaired skin integrity.</p>	<p>K. Nursing Diagnosis</p> <p>L. Planning</p> <ol style="list-style-type: none"> <li>1. Goals &amp; Outcomes</li> <li>2. Setting Priorities</li> <li>3. Collaborative Care</li> </ol> <p>M. Implementation</p> <ol style="list-style-type: none"> <li>1. Health Promotion</li> <li>2. Acute Care               <ol style="list-style-type: none"> <li>a. Daily Weight &amp; Intake and Output Measurement</li> <li>b. Restriction of Fluids</li> </ol> </li> </ol> <p>N. Evaluation</p> <ol style="list-style-type: none"> <li>1. Patient Care</li> <li>2. Patient Expectations</li> </ol> <p>II. The Surgical Patient</p>	

Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
<p>33. List nursing diagnoses associated with impaired skin integrity.</p> <p>34. Develop a nursing care plan for a patient with impaired skin integrity.</p> <p>35. State evaluation criteria for a patient with impaired skin integrity</p>	<p>A. Preoperative Surgical Phase</p> <ol style="list-style-type: none"> <li>1. Assessment               <ol style="list-style-type: none"> <li>a. Medical and Nursing History</li> <li>b. Physical Examination</li> <li>c. Patient Expectations</li> <li>d. Risk Factors</li> <li>e. Diagnostic Screening</li> <li>f. Physical Examination</li> </ol> </li> <li>2. Nursing Diagnosis</li> <li>3. Planning</li> <li>4. Implementation               <ol style="list-style-type: none"> <li>a. Informed Consent</li> <li>b. Health Promotion                   <ol style="list-style-type: none"> <li>1. Preoperative Teaching</li> <li>2. Postoperative Exercises</li> <li>3. Activity Resumption</li> <li>4. Promotion of Nutrition</li> <li>5. Promotion of Rest</li> </ol> </li> <li>c. Acute Care                   <ol style="list-style-type: none"> <li>1. Minimize Risk of Surgical Wound Infection</li> <li>2. Prevention of Bowel Incontinence &amp; Contamination</li> <li>3. Interventions on Day of Surgery</li> </ol> </li> </ol> </li> <li>5. Evaluation</li> </ol>	
Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
	<p>B. Intraoperative Surgical Phase</p> <ol style="list-style-type: none"> <li>1. Nurse's Role During Surgery</li> <li>2. Admission to the Operating Room</li> </ol>	

	<ul style="list-style-type: none"> <li>3. Nursing Process <ul style="list-style-type: none"> <li>a. Assessment</li> <li>b. Nursing Diagnosis</li> <li>c. Planning</li> <li>d. Implementation</li> <li>e. Evaluation</li> </ul> </li> <li>C. Postoperative Surgical Phase <ul style="list-style-type: none"> <li>1. Recovery and Postanesthesia Care in Ambulatory Surgery (PACU)</li> <li>2. Convalescence</li> </ul> </li> </ul>	
Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
	<ul style="list-style-type: none"> <li>3. Nursing Process <ul style="list-style-type: none"> <li>a. Assessment <ul style="list-style-type: none"> <li>1. Respiration</li> <li>2. Circulation</li> <li>3. Temperature Control</li> <li>4. Neurological Function</li> <li>5. Fluid &amp; Electrolyte Balance</li> <li>6. Skin Integrity &amp; Condition of</li> </ul> </li> </ul> </li> </ul>	



	<p>the</p> <ul style="list-style-type: none"> <li>Wound</li> <li>7. Genitourinary Function</li> <li>8. Gastrointestinal Function</li> <li>9. Comfort</li> <li>b. Nursing Diagnosis</li> <li>c. Planning</li> <li>d. Implementation <ul style="list-style-type: none"> <li>1. Respiration</li> <li>2. Circulation</li> <li>3. Temperature Control</li> <li>4. Neurological Function</li> <li>5. Fluid &amp; Electrolyte</li> <li>6. Genitourinary Function</li> <li>7. Gastrointestinal Function</li> <li>8. Comfort</li> <li>9. Promoting Wound Healing</li> <li>10. Restorative &amp; Continuing Care</li> </ul> </li> <li>e. Evaluation</li> </ul>	
Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
	<p>III. Skin Integrity</p> <ul style="list-style-type: none"> <li>A. Pressure Ulcers <ul style="list-style-type: none"> <li>1. Pressure Ulcer</li> <li>2. Tissue Ischemia</li> <li>3. Nonblanchable Hyperemia <ul style="list-style-type: none"> <li>a. Contributing Factors <ul style="list-style-type: none"> <li>1. Shear</li> <li>2. Friction</li> <li>3. Moisture</li> <li>4. Nutrition</li> </ul> </li> </ul> </li> </ul> </li> </ul>	

Unit Objectives/Outcomes	<ul style="list-style-type: none"> <li>5. Cachexia</li> <li>6. Infection</li> <li>7. Age</li> </ul> <p>B. Origins of Pressure Ulcer</p> <p>C. Wound Classification</p> <ul style="list-style-type: none"> <li>1. Stage I</li> <li>2. Stage II</li> <li>3. Stage III</li> <li>4. Stage IV</li> </ul> <p>D. Wound Healing Process</p> <ul style="list-style-type: none"> <li>1. Partial-Thickness Wound Repair               <ul style="list-style-type: none"> <li>a. Inflammatory Response</li> <li>b. Epidermal Repair</li> <li>c. Dermal Repair</li> </ul> </li> <li>2. Full-Thickness Wound Repair               <ul style="list-style-type: none"> <li>a. Inflammatory Phase</li> <li>b. Proliferative Phase</li> <li>c. Remodeling Phase</li> </ul> </li> </ul>	Learning Activities/Assessment
	<p style="text-align: center;"><b>Contents</b></p> <p>E. Complications of Wound Healing</p> <ul style="list-style-type: none"> <li>1. Hemorrhage</li> <li>2. Infection</li> <li>3. Dehiscence</li> <li>4. Evisceration</li> <li>5. Fistula</li> </ul> <p>XVI. Nursing Knowledge Base</p> <ul style="list-style-type: none"> <li>A. Predication &amp; Prevention</li> </ul> <p>XVII. Critical Thinking</p> <ul style="list-style-type: none"> <li>A. Nursing Process               <ul style="list-style-type: none"> <li>1. Assessment                   <ul style="list-style-type: none"> <li>a. Pressure Ulcers                       <ul style="list-style-type: none"> <li>1. Skin</li> <li>2. Mobility</li> <li>3. Nutritional Status</li> </ul> </li> </ul> </li> </ul> </li> </ul>	

Unit Objectives/Outcomes	<ul style="list-style-type: none"> <li>b. Wounds               <ul style="list-style-type: none"> <li>1. Emergency Setting</li> <li>2. Stable Setting</li> <li>3. Wound Cultures</li> </ul> </li> <li>c. Patient Expectations</li> <li>2. Nursing Diagnosis</li> <li>3. Planning</li> <li>4. Implementation               <ul style="list-style-type: none"> <li>a. Health Promotion                   <ul style="list-style-type: none"> <li>1. Pressure Ulcers</li> <li>2. Wounds                       <ul style="list-style-type: none"> <li>a. First Aid for Wounds</li> </ul> </li> <li>3. Dressings                       <ul style="list-style-type: none"> <li>a. Purposes</li> <li>b. Types</li> <li>c. Changing Dressings</li> </ul> </li> </ul> </li> </ul> </li> </ul>	Learning Activities/Assessment
<p>of</p> <p>Cold</p> <p>Cold</p> <p>&amp;</p> <p>Temperature</p>	<p><b>Contents</b></p> <ul style="list-style-type: none"> <li>d. Securing Dressings</li> <li>e. Comfort Measures</li> <li>4. Wound Cleansing               <ul style="list-style-type: none"> <li>a. Wound Irrigation</li> <li>b. Suture Care</li> <li>c. Drainage Evacuation</li> </ul> </li> <li>5. Bandages &amp; Binders               <ul style="list-style-type: none"> <li>a. Principles for Application</li> </ul> </li> <li>Bandages &amp; Binders               <ul style="list-style-type: none"> <li>b. Binder Application</li> <li>c. Bandage Application</li> </ul> </li> <li>6. Heat &amp; Cold Therapy               <ul style="list-style-type: none"> <li>a. Body Response to Heat &amp;</li> <li>b. Local Effects of Heat &amp;</li> <li>c. Factors Influencing Heat</li> <li>Cold Tolerance</li> <li>d. Assessment for</li> <li>Tolerance</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>e. Patient Education &amp; Safety</li> <li>f. Applying Heat &amp; Cold</li> <li>g. Choice of Moist or Dry</li> <li>h. Warm Moist Compresses</li> <li>i. Warm Soaks</li> <li>j. Sitz Bath</li> <li>k. Aquathermia (Water-Flow Pads)</li> <li>l. Commercial Hot Packs</li> <li>m. Hot-Water Bottles</li> <li>n. Electric Heating Pads</li> <li>o. Cold Moist Compresses</li> <li>p. Cold Soaks</li> <li>q. Ice bag or Collar</li> <li>r. Commercial Cold Packs</li> </ul> <p>C. Restorative &amp; Continuing Care</p> <p>5. Evaluation</p>	
--	---	--

Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
<b>UNIT I: THE ART AND SCIENCE OF MEDICATION ADMINISTRATION</b>  1. Discuss the nurse's legal responsibilities in medication administration. 2. Identify the medication preparations, including nomenclature, classification and pharmacodynamics. 3. Describe the physiological mechanisms of pharmacokinetics. 4. Differentiate among the adverse effects of medications. 5. List factors that affect drug action.	I. Scientific Knowledge Base A. Application of Pharmacology in Nursing Practice 1. Names 2. Classifications 3. Medication Forms  B. Medication Legislation & Standards 1. Governmental Regulation of Medications 2. Health Care Institutions & Medication 3. Medication Regulations & Nursing Practice 4. Non-therapeutic Medication Use  C. Pharmacokinetics as the Basis of Medication Actions 1. Pharmacokinetics a. Absorption b. Distribution c. Metabolism d. Excretion  D. Types of Medication Action 1. Therapeutic Effects 2. Side Effects/Adverse Reactions 3. Medication Interactions 4. Medication Dose Responses  E. Routes of Administration 1. Oral Routes 2. Parenteral Routes 3. Topical Administration	Read: Potter and Perry pp. 373-385  Read: Horntvedt pp 390-392  Unit Exam
Unit Objectives/Outcomes	Contents	Learning Activities/Assessment

<p><b>UNIT II: CLINICAL APPLICATIONS</b></p> <ol style="list-style-type: none"> <li>1. Apply the use of decimals and fractions to dosage calculations.</li> <li>2. Identify common units of household and metric measurements.</li> <li>3. Convert metric weights and volumes within the system.</li> <li>4. Calculate adult drug dosages using the various systems of equivalents.</li> <li>5. Describe principles used to safely prepare and administer medications.</li> <li>6. Discuss the types of medication orders and components</li> </ol>	<p>II. Dimensional Analysis</p> <p>A. Systems of Medication Measurement</p> <ol style="list-style-type: none"> <li>1. Metric System</li> <li>2. Household Measurements</li> <li>3. Solutions</li> </ol> <p>B. Clinical Calculations</p> <ol style="list-style-type: none"> <li>1. Conversions within one system</li> <li>2. Conversions between systems</li> <li>3. Dosage calculations</li> </ol> <p>C. Administering Medications</p> <ol style="list-style-type: none"> <li>1. Prescriber's Role</li> <li>2. Types of Orders in Acute Care Agencies</li> <li>3. Prescriptions</li> <li>4. Pharmacist's Role</li> <li>5. Distribution Systems</li> </ol> <p>D. Medication Errors</p> <p>E. Critical Thinking</p> <ol style="list-style-type: none"> <li>1. Synthesis <ol style="list-style-type: none"> <li>a. Knowledge</li> <li>b. Experience</li> <li>c. Attitudes</li> <li>d. Standards <ol style="list-style-type: none"> <li>1) Three Checks</li> <li>2) Five Rights</li> </ol> </li> </ol> </li> </ol>	<p>Read: Potter and Perry pp. 385-400 *omit Peds dosage</p> <p>Read: Horntvedt Chapters 1-8</p> <p>Mosby's Nursing Video Skills (DVD DVD-ROM): <u>Advanced Video Skills</u></p> <ul style="list-style-type: none"> <li>• Safe Medication Administration</li> </ul> <p>Unit Exam</p>
Unit Objectives/Outcomes	Contents	Learning Activities/Assessment

<b>UNIT III: APPLICATION OF NURSING PROCESS</b> 1. Discuss the correct method to prepare and administer oral medications. 2. Obtain patient information necessary to establish medication history. 3. Describe the correct methods utilized in the preparation and administration of parenteral medications. 4. Explain the correct method of applying topical agents. 5. Demonstrate the correct procedure for eye and ear instillations and irrigations. 6. Demonstrate the correct procedure for nasal instillations. 7. Discuss the procedure to be followed in administering vaginal suppositories and creams. 8. Demonstrate the correct procedure for documenting medication administration on the correct MAR. 9. Develop teaching plans to meet patient needs specific to medication administration. 10. Describe how to evaluate the patient's response to medications.	<b>III. Nursing Process</b> <b>A. Assessment</b> 1. History 2. Patient's Perceptual or Coordination Problems 3. Patient's Current Condition 4. Patient's Attitude About Medication Use 5. Patient's Learning Needs  <b>B. Nursing Diagnosis</b>  <b>C. Planning</b>  <b>D. Implementation</b> 1. Health Promotion Activities 2. Acute Care Activities a. Receiving Medication Orders b. Correct Transcription & Communication of Orders c. Accurate Dosage Calculation & Measurement d. Correct Administration e. Recording Medication Administration 3. Restorative Care Activities a. Special Considerations  <b>E. Evaluation</b>	Read: Potter and Perry pp. 400-426; 430-453 * omit intravenous content  Read: Horntvedt Chapters 9, 10, 14-16 & Appendix A,B,C,D  Mosby's Nursing Video Skills (DVD-DVD-ROM): <u>Advanced Video Skills</u> <ul style="list-style-type: none"> <li>Non-parenteral Medication Administration</li> <li>Injections</li> </ul> Unit Exam
Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
	<b>IV. Oral/NG/G-Tube Medication Administration</b>	

	<p>V. Topical Medication Administration</p> <ul style="list-style-type: none"> <li>A. Skin Application</li> <li>B. Nasal Instillation</li> <li>C. Eye Instillation</li> <li>D. Ear Instillation</li> <li>E. Vaginal Instillation</li> <li>F. Rectal Instillation</li> </ul> <p>VI. Inhalation Medication Administration</p> <p>VII. Irrigation Medication Administration</p> <p>VIII. Parenteral Medication Administration</p> <ul style="list-style-type: none"> <li>A. Equipment</li> <li>B. Preparing an injection from an Ampule</li> <li>C. Preparing an injection from a Vial</li> <li>D. Mixing Medications</li> <li>E. Insulin Preparation</li> <li>F. Administering Injections <ul style="list-style-type: none"> <li>1. Subcutaneous injections</li> <li>2. Intramuscular injections</li> <li>3. Intradermal injections</li> <li>4. Safety in Administering Medications by Injection</li> </ul> </li> </ul>	
Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
<p><b>UNIT IV: OXYGENTATION</b></p> <ol style="list-style-type: none"> <li>1. Describe the principles of respiratory physiology.</li> <li>2. Discuss the factors affecting respiratory functioning.</li> <li>3. Demonstrate a focused assessment of the respiratory system.</li> </ol>	<p>IX. Oxygenation</p> <ul style="list-style-type: none"> <li>A. Scientific Knowledge Base <ol style="list-style-type: none"> <li>1. Cardiopulmonary Physiology</li> <li>2. Structure &amp; Function</li> <li>3. Factors Affecting</li> </ol> </li> </ul>	<p>Read: Potter and Perry pp. 278-280; pp. 800-831&amp; 847-848</p> <p>Mosby's Nursing Video Skills (DVD-DVD/ROM): <u>Intermediate Video Skills</u></p>



<ol style="list-style-type: none"> <li>4. Describe common diagnostic procedures utilized to assess respiratory functioning.</li> <li>5. Develop nursing diagnoses that correctly identify problems that may be treated by independent nursing interventions.</li> <li>6. Describe nursing strategies to promote adequate respiratory functioning, identifying their rationale.</li> <li>7. Explain the nurse's role in administering inhalers.</li> <li>8. Identify the factors involved concerning the safe administration of oxygen.</li> <li>9. Describe the various methods to administer oxygen.</li> </ol>	<p>Oxygenation</p> <ol style="list-style-type: none"> <li>4. Alterations of the Pulmonary System</li> </ol> <p>B. Nursing Knowledge Base</p> <ol style="list-style-type: none"> <li>1. Developmental Factors</li> <li>2. Lifestyle Factors</li> </ol> <p>C. Critical Thinking</p> <ol style="list-style-type: none"> <li>1. Synthesis</li> </ol> <p>D. Nursing Process</p> <ol style="list-style-type: none"> <li>1. Assessment               <ol style="list-style-type: none"> <li>a. Nursing History                   <ol style="list-style-type: none"> <li>1) Risk Factors</li> <li>2) Fatigue</li> <li>3) Pain</li> <li>4) Breathing Patterns</li> <li>5) Orthopnea</li> </ol> </li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Respiratory Care and Suctioning</li> </ul> <p>Unit Exam</p>
Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
	<ol style="list-style-type: none"> <li>6) Wheezing</li> <li>7) Cough</li> <li>8) Respiratory Infections</li> <li>9) Medication Use</li> <li>b. Patient Expectations</li> <li>c. Physical Examination</li> <li>d. Diagnostic Tests</li> <li>2. Nursing Diagnosis</li> <li>3. Planning               <ol style="list-style-type: none"> <li>a. Goals &amp; Outcomes</li> <li>b. Setting Priorities</li> </ol> </li> </ol>	

- |  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"><li>c. Collaborative Care</li></ul> <ul style="list-style-type: none"><li>4. Implementation<ul style="list-style-type: none"><li>a. Health Promotion</li><li>b. Acute Care</li><li>c. Restorative Care</li></ul></li><li>5. Evaluation<ul style="list-style-type: none"><li>a. Patient Care</li><li>b. Patient Expectations</li></ul></li></ul> |  |
|--|---|--|



**Course Name: Fundamentals of Nursing in Health Care**

**Course Number: PNN-127**

**Course Department: Health Sciences**

**Course Term: FALL/SPRING**

**Last Revised by Department: 2017**

**Total Semester Hour(s) Credit: 5**

**Total Contact Hours per Semester: Lecture: 60 Lab: 30**

**Catalog Description:**

This course introduces the art and science of nursing practice. Professionalism, nursing roles, critical thinking, ethical and legal concepts are emphasized. The concepts of the nursing process, communication, safety, pharmacology, the health-illness continuum and cultural diversity are introduced. Skills and technology utilized in the routine care of adult clients in traditional health care settings are presented.

**Pre-requisites and/or Co-requisites:** **Pre-requisites:** Cardiopulmonary Resuscitation (CPR), Certified Nursing Assistant (CNA), BIO-168 Human Anatomy & Physiology I with lab. **Co-requisites:** HSC-112 Medical Terminology, PSY-121 Developmental Psychology, BIO-151 Nutrition, BIO-173 Human Anatomy & Physiology II with lab, PNN-121 Clinical Practicum 1, PNN-206 Medication Administration for Nurses.

**Textbooks Required:**

- Course syllabus
- Ackley & Ladwig, Nursing Diagnosis Handbook, 11th Edition, Mosby, 2016.
- Ehren, RNNotes, 4th Edition, F.A. Davis, 2014.
- Taber's Cyclopedic Medical Dictionary, 22nd Edition, F. A. Davis, 2016.
- Potter, Perry, Stockert, & Hall Essentials for Nursing Practice, 8th Edition, Elsevier, 2015.
- Potter, Perry, Stockert, & Hall Essentials for Nursing Practice Study Guide, 8th Edition, Elsevier, 2015.
- Deglin-Vallerand, Davis Drug Guide 15th Edition, F.A. Davis, 2016.
- ICCC Assessment Guide
- Hornvedt, Calculating Dosages Safely: A dimensional Analysis Approach, (Davis Plus), 2014

**Other Required Materials:**

- Mosby's Nursing Video Skills (Basic, Intermediate, & Advanced) 4<sup>th</sup> Edition DVD/DVD-ROM's (Required)

**Materials Required:**

- Basic Calculator for clinical and classwork-during testing a calculator will be provided (No cell phone calculators)
- Catheter Kits (straight and indwelling)
- Stethoscope and Sphygmomanometer
- Pen light, bandage scissors, gait belt
- Watch with a second hand
- Student Picture Identification name tag (Issued by Iowa Central) with no last name.

**Institutional Outcomes:**

Critical Thinking: The ability to dissect a multitude of incoming information, sorting the pertinent from the irrelevant, in order to analyze, evaluate, synthesize, or apply the information to a defensible conclusion.

Effective Communication: Information, thoughts, feelings, attitudes, or beliefs transferred either verbally or nonverbally through a medium in which the intended meaning is clearly and correctly understood by the recipient with the expectation of feedback.

Personal Responsibility: Initiative to consistently meet or exceed stated expectations over time.

**Department/Program Outcomes:**

1. Provide effective education in nursing and related areas to produce graduates competent to practice at the beginning level of practical nursing and who participate in personal and professional development.
  - a. Evaluation Criteria:
    - Passing rates on NCLEX exam
    - Employer and student surveys
    - Employment and placement data
    - ATI test results
2. Provide flexible programming to meet individual needs in completing practical nursing including secondary health students and other transfer students.
  - a. Evaluation Criteria:
    - Admissions data
    - Enrollment patterns
    - Transfer data
    - Graduation rates
3. Provide transferable education to allow students to continue their education at the associate degree level.
  - a. Evaluation Criteria
    - Follow-up studies of graduates
    - Validation agreements

**Course Outcomes:**

1. Utilize critical thinking in beginning the nursing process.
2. Practice basic nursing care skills in the laboratory setting.
3. Identify the levels of basic human needs and begin to recognize priorities.
4. Identify the values, attributes, behaviors, ethics and legal obligations appropriate to the practice of nursing.
5. Identify the nursing student's role as a provider of care.
6. Recognize the basic care needs of adults with common problems along the health-illness continuum.
7. Utilize basic therapeutic communication skills with the adult.

**Student Learning Outcomes:**

1. Obtain data from the patient, and patient's family, significant other, health care team member, and other sources:
  - Establish and/or add to a database.
  - Compare collected data to established norms.
  - Knowledge of basic communication theory and factors that influence therapeutic communication.
2. Implement nursing care to assist the patients in achieving their goals.
  - Carry out nursing interventions based on the established plan of nursing care.
  - Implement previously developed plan of care in an organized, systematic method.
3. Demonstrate nursing skills safely:
  - Document and/or report assessment, implementation of nursing interventions and patient response to care

4. Skills related to elimination:
  - Palpate full bladder
  - Auscultate bowel sounds
  - Irrigate catheter
  - Catheterize
  - Bowel and bladder training
  - Enema
  - Colostomy care
5. Skills related to specimen collection:
  - Collect and label specimens: urine, sputum, stool, cultures
  - Examine stool for occult blood
6. Skills related to administering medication:
  - Knowledge of effective pharmacologic and non-pharmacologic pain relief measures
  - Prepare and administer oral medications.
  - Prepare and administer intramuscular, subcutaneous medications
  - Prepare and administer intradermal medications
  - Prepare and administer vaginal and rectal medications
  - Prepare and administer eye and ear medications
  - Prepare and administer topical medications
  - Administer PRN medications
  - Dosage calculation
7. Skills related to wound care:
  - Wound assessment
  - Change sterile/unsterile dressings
  - Maintain drainage devices and systems

8. Skills related to hot and cold therapies:

- Apply hot and cold therapies.

9. Skills related to respiratory care:

- Administer oxygen
- Obtain pulse oximetry reading
- Humidifiers and nebulizers
- Oropharyngeal suctioning

10. Skills related to enteral nutrition

- providing enteral feeding

11. Skills related to miscellaneous categories:

- Knowledge of the functions, regulation, sources, and losses of body fluids, electrolytes and acid-base balance
- Knowledge of the functions and physiology of sleep and the variables that influence rest and sleep
- Knowledge of the developmental needs of older adults
- Pre- and post-operative care
- Follow infection control guidelines
- Follow standard precaution guidelines
- Follow hazardous materials disposal guidelines
- Verify identity of consumer
- Maintain patient confidentiality
- Use slings, binders, elastic bandages
- Implement pain management interventions
- Post mortem care

**Unit Objectives:**

Refer to Syllabus



**College Procedures:** All college-wide procedures are located in the Iowa Central Community College Student Handbook

**Department/Program Policies:**

See current Nursing Student Handbook

**Assessments:**

**a. Assessments:**

(Ongoing) Quizzes, homework, skills competency check-offs.

(Summative) Unit exams, comprehensive final exam, completion of non-proctored ATI Assessment and completion of proctored ATI Assessment.

Grades are configured by calculating the student's total points & dividing it by the total points possible in the course.

**b. Grading Policy/Scale:**

Grading Scale:

92 - 100%	A
84 - 91%	B
80 - 83%	C
70 - 79.99%	D
0 - 69%	F

**\*Please note that assessments are subject to change.**

**Non-discrimination statement:**

It is the policy of Iowa Central Community College not to discriminate on the basis of race, color, national origin, sex, disability, age (employment), sexual orientation, gender identity, creed, religion, and actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code §§ 216.6 and 216.9, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. §§ 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), Age Discrimination Act of 1975 (34 CFR Part 110), and Title II of the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.).

If you have questions or complaints related to compliance with this policy, please contact Kim Whitmore, Director of Human Resources, phone number 515-574-1138, whitmore@iowacentral.edu; or the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison, Suite 1475, Chicago, IL 60661, phone number 312-730-1560, fax 312-730-1576.

**Disability/Accommodation Services**

If you have a request for an accommodation based on the impact of a disability, it is Iowa Central's policy that you contact the Academic Assistance & Accommodations Coordinator to discuss your specific needs and to provide supporting information and documentation, so we may determine appropriate accommodations. The office for accommodations is located in the Academic Resource Center, and it can be reached by calling 515-574-1045. For online information about accommodations, please go to [www.iowacentral.edu/accommodations](http://www.iowacentral.edu/accommodations).

**Bias-Free Classroom Statement**

The Fundamentals of Nursing in Health Care course maintains high standards of respect in regard to individual beliefs and values when selecting classroom materials including textbooks, project activities, power points, videos, presentations, and classroom discussions.

It is our belief that all people have the right to obtain an education within our department/program courses free of bias, with full respect demonstrated to all who enroll in the courses of this department/program.

**External Accreditation** None



**Course Name: Life Span Health Care**

**Course Number: PNN-621**

**Course Department: Health Sciences/Nursing Department**

**Course Term: Fall 2017**

**Last Revised by Department: January 2014**

**Total Semester Hour(s) Credit: 8.5 credits**

**Total Contact Hours per Semester:**

Lecture: 153 Lab: Clinical: Internship/Practicum:

**Catalog Description:** This course is designed for the beginning nursing student and introduces the health care needs of individuals and families. It presents content on the nurses' role in health promotion, maintenance and disease prevention while looking at the effects of the environment on the health of children, pregnancy, adults and the elderly. The focus is on common health problems associated with each body system and an introduction of pharmacology in the therapeutic management of disease.

**Pre-requisites and/or Co-requisites:** Pre-requisite: PNN-127 Fundamentals of Nursing in Health Care, PNN-121 Clinical Practicum 1, PNN-206 Medication Administration for Nurses, HSC-112 or HSC-113 Medical Terminology, BIO-151 Nutrition, PSY-121 Developmental Psychology, BIO-173 Human Anatomy & Physiology II with Lab Co-requisite: PNN-622 Clinical Practicum 2.

**Textbook(s) Required:**

- Williams, L. & Hopper, P. Understanding Medical Surgical Nursing, F. A. Davis, 2015, 5<sup>th</sup> Edition ISBN: 13: 978-0-8036-4068-9
- Ackley, B. & Ladwig, G. Nursing Diagnosis Handbook: An Evidence-Based Guide to Planning Care, Mosby Elsevier, 2014, 10<sup>th</sup> Edition ISBN: 978-0-323-08549-6
- Kee, J. Laboratory and Diagnostic Tests with Nursing Implications, 2014, 9<sup>th</sup> Edition ISBN: 13: 978-0-13-313905-1
- Hazard-Vallerand, A & Sanoski, C. Davis Drug Guide for Nurses, F. A. Davis, 2015, 14<sup>th</sup> Edition ISBN: 978-0-8036-3976-8
- Leifer, G. Introduction to Maternity and Pediatric Nursing, Elsevier-Saunders, 2015, 7<sup>th</sup> Edition ISBN: 978-1-4557-7015-1

- Kee, J., Hayes, E. & McCuiston, L. Pharmacology: A Patient-Centered Nursing Process Approach, Elsevier-Saunders, 2015, 8<sup>th</sup> Edition, ISBN: 978-1-4557-5148-8
- Horntvedt, T. Calculating Dosages Safely: A Dimensional Analysis Approach, F.A. Davis, 2015 ISBN: 978-0-8036-4459-5

**Access Code:**

- ATI access to PN and RN resources. Access code is provided in PNN-127 Fundamentals of Nursing in Health Care.

**Materials Required:**

- Remediation binder. This is started in PNN-127 Fundamentals of Nursing in Health Care.
- Basic calculator

**Suggested Materials:**

- ATI books

**Institutional Outcomes:**

**Critical Thinking:** The ability to dissect a multitude of incoming information, sorting the pertinent from the irrelevant, in order to analyze, evaluate, synthesize, or apply the information to a defensible conclusion.

**Effective Communication:** Information, thoughts, feelings, attitudes, or beliefs transferred either verbally or nonverbally through a medium in which the intended meaning is clearly and correctly understood by the recipient with the expectation of feedback.

**Personal Responsibility:** Initiative to consistently meet or exceed stated expectations over time.

**Department/Program Outcomes:**

1. Provide effective education in nursing and related areas to produce graduates competent to practice at the beginning level of practical nursing and who participate in personal and professional development.

Evaluation Criteria:

- Passing rates on NCLEX exam
- Employer and student surveys
- Employment and placement data
- ATI test results

2. Provide flexible programming to meet individual needs in completing practical nursing including secondary health students and other transfer students.

Evaluation Criteria:

- Admissions data
  - Enrollment patterns
  - Transfer data
  - Graduation rates
3. Provide transferable education to allow students to continue their education at the associate degree level.
    - Evaluation Criteria
      - Follow-up studies of graduates
      - Validation agreements

### **Student Learning Outcomes:**

1. Utilize critical thinking skills in applying the nursing process to patients across the life span with common illnesses – along the Health-Illness Continuum.
2. Expand the knowledge of nursing care skills.
3. Apply the levels of basic human needs to patients across the Life Span.
4. Explore the values, attributes, behaviors, ethics, and legal obligations appropriate to the practice of nursing as applied to common health-illness concerns.
5. Determine a plan to provide basic care to individuals of varying ages.
6. Utilize a basic knowledge of common health-illness concerns in determining the nursing care needs of various aged individuals.
7. Enlarge upon basic communication skills to include individuals across the life span.

### **Course Objectives:**

1. Obtain data from the patient and patient's family, significant other, health care team members and other resources. (Graduate Outcome #1,2,3,4,5) (Student Learning Outcome #1,5,7)
  - Establish and/or add to a database.
  - Compare collected data to establish norms.
2. Identify actual or potential health problems based on assessment. (Graduate Outcome #1) (Student Learning Outcome #1)
  - Recognize change in status relating to basic needs, (oxygen nutrition, elimination, activity, and sleep) to safety, and to the psychosocial, cultural, and spiritual well-being of the patient.
3. Establish patient centered goals. (Graduate Outcome #1,3,4) (Student Learning Outcome #1,5,7)
  - Determine realistic goals with the patient for care.
4. Establish priorities of care. (Graduate Outcome #1,4) (Student Learning Outcome #1,3,5)
  - Establish priorities of care based on nursing assessment.
  - Identifies appropriate nursing diagnosis based on assessed health status.
5. Develop nursing interventions that relate to the patient's cultural and spiritual beliefs and physiological, psychosocial, and developmental needs. (Graduate Outcome #1,2,4) (Student Learning Outcome #1,3,5,6)

- Contributes to the development of an individualized plan of nursing care.
- 6. Implement nursing care to assist the patients in achieving their goals. (Graduate Outcome #1) (Student Learning Outcome #1,4)
  - Carries out nursing interventions based on an established plan of nursing care.
  - Implements previously developed plan of care in an organized, systematic method.
- 7. Determine nursing skills safety. (Graduate Outcome #1,4,5,6) (Student Learning Outcome #2,3)
  - Participates in prescribed medical regime by preparing, assisting, and providing care to patients undergoing diagnostic and/or therapeutic procedures.
  - Document and/or report implemented nursing interventions.
  - Document and/or reports patient response to care.
    - Skills related to nutrition.
      - Take feedings: gravity and pump.
    - Skills related to elimination.
      - Ostomy care (skin care and appliances).
      - Colostomy irrigation.
    - Skills related to specimen collection.
      - Gastric analysis
    - Skills related to diagnostic testing.
      - Testing urine for glucose, acetone, and specific gravity.
      - Performing skin tests.
      - Testing blood glucose (capillary).
    - Skills related to assisting with diagnostic procedures.
      - Proctoscopy/Colonoscopy.
      - Pelvic and breast examination, pap smear.
      - Radiological preparation.
    - Skills related to administering IV solutions and blood.
      - Regulating IV flow.
      - Daily care of site and tubing.
    - Skills related to wound care.
      - Remove staples/sutures.
    - Skills related to respiratory care.
      - Using incentive spirometer.
      - Suctioning: pharyngeal, nasopharyngeal, endotracheal.
      - Tracheostomy: Suctioning, oxygen, trach care, and site of care.
      - Maintain chest-draining system.
    - Skills related to emergency measures.
      - Seizure protection.
      - Performing basic neurological assessments.
    - Skills related to miscellaneous categories.
      - Irrigating the NG tube.

- Recognizes drug, food, and fluid interactions.
- 8. Evaluate the patients' progress toward their goals and revise the care plan as needed. (Graduate Outcome #1) (Student Learning Outcome #1,6)
  - Evaluate plan of care using established criteria.

**College Procedures:** All college-wide procedures are located in the Iowa Central Community College Student Handbook.

**Assessments:** All points are weighted equally and may include any of the following:

- Quizzes (announced and unannounced)
- Exams (online and paper)
- Papers
- Homework
- ATI Testing
- ATI Homework
- Presentations
- Projects (Individual and group)
- Skills Testing
- Attendance

*\*Please note that assessments are subject to change.*

Grading Policy/Scale:

92-100%	A
84-91 %	B
80-83%	C
70-79%	D
0-69%	F

### **Non-discrimination Statement:**

It is the policy of Iowa Central Community College not to discriminate on the basis of race, color, national origin, sex, disability, age (employment), sexual orientation, gender identity, creed, religion, and actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code §§ 216.6 and 216.9, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. §§ 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), Age Discrimination Act of 1975 (34 CFR Part 110), and Title II of the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.).

If you have questions or complaints related to compliance with this policy, please contact Kim Whitmore, Director of Human Resources, phone number 515-574-1138, whitmore@iowacentral.edu; or the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison, Suite 1475, Chicago, IL 60661, phone number 312-730-1560, fax 312-730-1576.

**Disability/Accommodation Services:**

If you have a request for an accommodation based on the impact of a disability, it is Iowa Central's policy that you contact the Academic Assistance & Accommodations Coordinator to discuss your specific needs and to provide supporting information and documentation, so we may determine appropriate accommodations. The office for accommodations is located in the Academic Resource Center, and it can be reached by calling 515-574-1045. For online information about accommodations, please go to [www.iowacentral.edu/accommodations](http://www.iowacentral.edu/accommodations).

**Bias-Free Classroom Statement:**

Life Span Health Care maintains high standards of respect in regard to individual beliefs and values when selecting classroom materials including textbooks, project activities, power points, videos, presentations, and classroom discussions.

It is our belief that all people have the right to obtain an education within our department/program courses free of bias, with full respect demonstrated to all who enroll in the courses of this department/program.





**Course Name: Clinical Practicum 2**

**Course Number: PNN-622**

**Course Department: Health Sciences/Nursing Department**

**Course Term: Fall 2017**

**Last Revised by Department: January 2014**

**Total Semester Hour(s) Credit: 4**

**Total Contact Hours per Semester:**

Lecture: Lab: Clinical: 180 Internship/Practicum:

**Catalog Description:** This course provides an opportunity for students to apply Life Span Health Care theory in the clinical setting with different age groups through the use of assessment, nursing diagnosis, planning, intervention and evaluation.

**Pre-requisites and/or Co-requisites:** Pre-requisite: PNN-127 Fundamentals of Nursing in Health Care, PNN-121 Clinical Practicum 1, PNN-206 Medication Administration for Nurses, HSC-112 or HSC-113 Medical Terminology, BIO-151 Nutrition, PSY-121 Developmental Psychology, BIO-173 Human Anatomy & Physiology II with Lab Co-requisite: PNN-622 Clinical Practicum 2.

**Textbook(s) Required:**

- Ackley, B. & Ladwig, G. Nursing Diagnosis Handbook: An Evidence-Based Guide to Planning Care, Mosby Elsevier, 2014, 10<sup>th</sup> Edition ISBN: 978-0-323-08549-6
- Kee, J. Laboratory and Diagnostic Tests with Nursing Implications, 2014, 9<sup>th</sup> Edition ISBN: 13: 978-0-13-313905-1
- Hazard-Vallerand, A & Sanoski, C. Davis Drug Guide for Nurses, F. A. Davis, 2015, 14<sup>th</sup> Edition ISBN: 978-0-8036-3976-8

**Access Code:** None required

**Materials Required:**

- Bandage scissors
- Pen light
- Basic Calculator
- Stethoscope

- Blood Pressure Cuff
- Watch with a second hand (No digital watches or Fitbits)
- Clinical paperwork as given out by the instructor at the start of the semester
- Uniform in compliance with Uniform Policy in the Nursing Student Handbook

### **Suggested Materials:**

- Williams, L. & Hopper, P. Understanding Medical Surgical Nursing, F. A. Davis, 2015, 5<sup>th</sup> Edition ISBN: 13: 978-0-8036-4068-9
- Leifer, G. Introduction to Maternity and Pediatric Nursing, Elsevier-Saunders, 2015, 7<sup>th</sup> Edition ISBN: 978-1-4557-7015-1
- Kee, J., Hayes, E. & McCuiston, L. Pharmacology: A Patient-Centered Nursing Process Approach, Elsevier-Saunders, 2015, 8<sup>th</sup> Edition, ISBN: 978-1-4557-5148-8
- All ATI resources and books.

### **Institutional Outcomes:**

**Critical Thinking:** The ability to dissect a multitude of incoming information, sorting the pertinent from the irrelevant, in order to analyze, evaluate, synthesize, or apply the information to a defensible conclusion.

**Effective Communication:** Information, thoughts, feelings, attitudes, or beliefs transferred either verbally or nonverbally through a medium in which the intended meaning is clearly and correctly understood by the recipient with the expectation of feedback.

**Personal Responsibility:** Initiative to consistently meet or exceed stated expectations over time.

### **Department/Program Outcomes:**

1. Provide effective education in nursing and related areas to produce graduates competent to practice at the beginning level of practical nursing and who participate in personal and professional development.

Evaluation Criteria:

- Passing rates on NCLEX exam
- Employer and student surveys
- Employment and placement date
- ATI test results

2. Provide flexible programming to meet individual needs in completing practical nursing including secondary health students and other transfer students.

Evaluation Criteria:

- Admissions data
- Enrollment patterns
- Transfer data
- Graduation rates

3. Provide transferable education to allow students to continue their education at the associate degree level.

Evaluation Criteria

- Follow-up studies of graduates
- Validation agreements

**Student Learning Outcomes:**

1. Utilize critical thinking skills in applying the nursing process to patients across the life span with common illnesses – along the Health-Illness Continuum.
2. Expand the knowledge of nursing care skills.
3. Apply the levels of basic human needs to patients across the Life Span.
4. Explore the values, attributes, behaviors, ethics, and legal obligations appropriate to the practice of nursing as applied to common health-illness concerns.
5. Determine a plan to provide basic care to individuals of varying ages.
6. Utilize a basic knowledge of common health-illness concerns in determining the nursing care needs of various aged individuals.
7. Enlarge upon basic communication skills to include individuals across the life span.

**Course Objectives:**

1. Obtain data from the patient and patient's family, significant other, health care team members and other resources. (Graduate Outcome #1,2,3,4,5) (Student Learning Outcome #1,5,7)
  - Establish and/or add to a database.
  - Compare collected data to establish norms.
2. Identify actual or potential health problems based on assessment. (Graduate Outcome #1) (Student Learning Outcome #1)
  - Recognize change in status relating to basic needs, (oxygen nutrition, elimination, activity, and sleep) to safety, and to the psychosocial, cultural, and spiritual well-being of the patient.
3. Establish patient centered goals. (Graduate Outcome #1,3,4) (Student Learning Outcome #1,5,7)
  - Determine realistic goals with the patient for care.
4. Establish priorities of care. (Graduate Outcome #1,4) (Student Learning Outcome #1,3,5)
  - Establish priorities of care based on nursing assessment.
  - Identifies appropriate nursing diagnosis based on assessed health status.
5. Develop nursing interventions that relate to the patient's cultural and spiritual beliefs and physiological, psychosocial, and developmental needs. (Graduate Outcome #1,2,4) (Student Learning Outcome #1,3,5,6)
  - Contributes to the development of an individualized plan of nursing care.
6. Implement nursing care to assist the patients in achieving their goals. (Graduate Outcome #1) (Student Learning Outcome #1,4)
  - Carries out nursing interventions based on an established plan of nursing care.

- Implements previously developed plan of care in an organized, systematic method.
7. Determine nursing skills safety. (Graduate Outcome #1,4,5,6) (Student Learning Outcome #2,3)
- Participates in prescribed medical regime by preparing, assisting, and providing care to patients undergoing diagnostic and/or therapeutic procedures.
  - Document and/or report implemented nursing interventions.
  - Document and/or reports patient response to care.
    - Skills related to nutrition.
      - Take feedings: gravity and pump.
    - Skills related to elimination.
      - Ostomy care (skin care and appliances).
      - Colostomy irrigation.
    - Skills related to specimen collection.
      - Gastric analysis
    - Skills related to diagnostic testing.
      - Testing urine for glucose, acetone, and specific gravity.
      - Performing skin tests.
      - Testing blood glucose (capillary).
    - Skills related to assisting with diagnostic procedures.
      - Proctoscopy/Colonoscopy.
      - Pelvic and breast examination, pap smear.
      - Radiological preparation.
    - Skills related to administering IV solutions and blood.
      - Regulating IV flow.
      - Daily care of site and tubing.
    - Skills related to wound care.
      - Remove staples/sutures.
    - Skills related to respiratory care.
      - Using incentive spirometer.
      - Suctioning: pharyngeal, nasopharyngeal, endotracheal.
      - Tracheostomy: Suctioning, oxygen, trach care, and site of care.
      - Maintain chest-draining system.
    - Skills related to emergency measures.
      - Seizure protection.
      - Performing basic neurological assessments.
    - Skills related to miscellaneous categories.
      - Irrigating the NG tube.
      - Recognizes drug, food, and fluid interactions.
8. Evaluate the patients' progress toward their goals and revise the care plan as needed. (Graduate Outcome #1) (Student Learning Outcome #1,6)
- Evaluate plan of care using established criteria.

**College Procedures:** All college-wide procedures are located in the Iowa Central Community College Student Handbook.

**Assessments:** All points are weighted equally and may include any of the following:

- Rubrics
- Clinical Homework
- Participation
- Skills Testing
- Attendance

*\*Please note that assessments are subject to change.*

**Grading Policy/Scale:**

92-100%	A
84-91 %	B
80-83%	C
70-79%	D
0-69%	F

### **Non-discrimination Statement:**

It is the policy of Iowa Central Community College not to discriminate on the basis of race, color, national origin, sex, disability, age (employment), sexual orientation, gender identity, creed, religion, and actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code §§ 216.6 and 216.9, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. §§ 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), Age Discrimination Act of 1975 (34 CFR Part 110), and Title II of the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.).

If you have questions or complaints related to compliance with this policy, please contact Kim Whitmore, Director of Human Resources, phone number 515-574-1138, whitmore@iowacentral.edu; or the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison, Suite 1475, Chicago, IL 60661, phone number 312-730-1560, fax 312-730-1576.

### **Disability/Accommodation Services:**

If you have a request for an accommodation based on the impact of a disability, it is Iowa Central's policy that you contact the Academic Assistance & Accommodations Coordinator to discuss your specific needs and to provide supporting information and documentation, so we may determine appropriate accommodations. The office for accommodations is located in the Academic Resource Center, and it can be reached by calling 515-574-1045. For online information about accommodations, please go to [www.iowacentral.edu/accommodations](http://www.iowacentral.edu/accommodations).

**Bias-Free Classroom Statement:**

Clinical Practicum 2 maintains high standards of respect in regard to individual beliefs and values when selecting classroom materials including textbooks, project activities, power points, videos, presentations, and classroom discussions.

It is our belief that all people have the right to obtain an education within our department/program courses free of bias, with full respect demonstrated to all who enroll in the courses of this department/program.



**IOWA CENTRAL  
COMMUNITY COLLEGE**

Course Name: Selected Clinical Nursing Course Number: PNN-811 Course Department: Health Sciences Course Term: Spring & Summer Revised: 2017		
Room: AST-215	Day: Refer to your schedule	Time: Refer to your schedule
Time		
Course Start Date/End: Refer to your schedule		
Instructor: Jen Leffler, RN, MSN & Sara Carlson, RN, MSN	Office Location: Jen- AST-201C Sara- AST-201B	
E-mail Address: leffler@iowacentral.edu Carlson_s@iowacentral.edu	Office Hours: Posted outside office	
Phone: Jen: (515) 574-1310 or (800) 362-2793 x 1310 Sara: (515) 574-1317 or (800) 362-2793 x 1317		

Total Semester Hour(s) Credit: 1

Total Contact Hours per Semester:

Lecture: 18 (50 minute)

- ### 1. Catalog Description:

This course is designed to assist the practical nursing student to understand common adult health problems with emphasis on the nursing process and pharmacology.

2. Pre-requisites/Co-requisites:

**Pre-requisites:** PNN-127 Fundamentals of Nursing Health Care, PNN-121 Clinical Practicum 1, PNN-206 Medical Administration for Nurses, PSY-121

Developmental Psychology, BIO-168 Human Anatomy & Physiology I w/lab, BIO-151 Nutrition, HSC-112 Medical Terminology, BIO-173 Human Anatomy & Physiology II w/lab, PNN-621 Life Span Health Care, & PNN-622 Clinical Practicum 2.

**Co-requisites:** PNN-311 PN Issues & Trends & PNN-731 Clinical Practicum.

3. Textbook Required:

- Selected Clinical Nursing syllabus
- Eyles, M.: Mosby's Comprehensive Review of Practical Nursing, 17<sup>th</sup> Edition, 2014
- Assessment Technologies Institute Testing (A.T.I.) Texts

4. Materials Required: Basic calculator, ScanTron sheets

5. Institutional Outcomes:

1. *Critical Thinking*: The ability to dissect a multitude of incoming information, sorting the pertinent from the irrelevant, in order to analyze, evaluate, synthesize, or apply the information to a defensible conclusion.
2. *Effective Communication*: Information, thoughts, feelings, attitudes, or beliefs transferred either verbally or nonverbally through a medium in which the intended meaning is clearly and correctly understood by the recipient with the expectation of feedback.
3. *Personal Responsibility*: Initiative to consistently meet or exceed stated expectations over time.

6. Program Outcomes:

1. Provide effective education in nursing and related areas to produce graduates competent to practice at the beginning level of practical nursing and who participate in personal and professional development.
  - a. Evaluation Criteria:
    - Passing rates on NCLEX exam
    - Employer and student surveys
    - Employment and placement data
    - ATI test results
2. Provide flexible programming to meet individual needs in completing practical nursing including secondary health students and other transfer students.
  - a. Evaluation Criteria:
    - Admissions data
    - Enrollment patterns
    - Transfer data
    - Graduation rates



3. Provide transferable education to allow students to continue their education at the associate degree level.
  - a. Evaluation Criteria
    - Follow-up studies of graduates
    - Validation agreements
7. Student Learning Outcomes:
  1. Prepare for success in the NCLEX-PN state licensure examination
8. Student Objectives:
  1. Refer to Unit Objectives/Outcomes in syllabus
9. College Procedures:
  1. Administrative Withdrawal Process

An expectation of this course is that you will participate in all class meetings and conscientiously complete all required course activities and/or assignments. After you miss 25% of the course meetings, you will be administratively withdrawn from this course and a “W” will appear on your transcript. You have the right to appeal the withdrawal to the Vice President of Instruction. Administrative withdrawal may have academic, scholarship, financial aid, and/or housing implications. If you have questions about the administrative withdrawal policy at any point during the semester, please contact me.
  2. Children in the Classroom: Students are not allowed to bring children into the classrooms, labs, shops, or hallways during class times.
  3. Weather policy: In the event of extreme weather conditions necessitating closing the college, the following radio stations will be asked to announce the closing, starting at 6 am for day classes and 4 pm for evening classes: KVFD, KUEL, KKEZ, KIAQ, KQWC, KTPR, KHBT, KTLB, KAYL, and KDLS. Instructors may make final decisions on make-ups due to inclement weather. The final decision to attend college classes can only be made by the individual based on his or her specific extenuating circumstances that may make it hazardous for him or her to travel. Students are encouraged to sign up for Iowa Central cancellations and weather alerts sent to their cell phone through Triton Pass.
  4. Course withdrawal procedure:
    1. The student will submit the withdrawal request online. This is located in WebAdvisor.

2. The instructor immediately receives an email telling him/her that the student has requested the drop.
  3. The instructor will go into WebAdvisor and approve or deny the request.
  4. If the instructor does not respond immediately, he/she will receive an email each night until the request is approved or denied.
  5. If the instructor does not respond after two working days, the department chair will receive an email saying the instructor has not responded to the request yet.
  6. Once the request is approved, the Student Records Office will withdraw the student based on the date the student submitted the request.
5. Class cancellation: Class cancellations will be posted on Triton Pass and emailed to students. Cancellations, including campus closings, are also available as text messages through Triton Alert.

#### 10. Grade Appeal Process:

1. Students who believe a course grade they have received is inaccurate may seek an appeal. Please refer to the Student Handbook for more specific information.

#### 11. Special Populations/Accommodations:

1. Students who feel they may need academic accommodations should contact the Coordinator of Special Needs early in the semester. The Coordinator will verify documentation and coordinate appropriate and reasonable accommodations. Students must obtain a new accommodation notification each semester.

For information contact:  
Academic Resource Center  
515-574-1045

#### 12. Department/Program Policies: (Refer to the Student Nursing Handbook)

Iowa Board of Nursing Policy: All nursing courses with a clinical component may not be taken by a person:

1. Who has been denied licensure by the Iowa Board of Nursing.
  2. Whose license is currently suspended, surrendered or revoked in any U.S. jurisdiction.
  3. Whose license/registration is currently suspended, surrendered or revoked in another country due to disciplinary action.
- (Iowa Board of Nursing, 655 Iowa Administrative Rules, Chapter 2)

- If one of the above statements applies to a student, the student needs to contact the Iowa Board of Nursing, 515-281-3255.

13. Course Specific Policies:

- a. Course Syllabus Agreement: While enrolled in this course the student agrees to the policies in the syllabus which includes “Student Policy Acknowledgement Form” signed by all students
- b. Communication: Please feel free at any time to contact me at any time with questions or concerns (refer to my office phone number and email).
- c. Personal Responsibility:
  - The College requires that attendance be taken in every class. It is the student’s responsibility to contact the instructor of an absence prior to class. If a student misses a class, they are to get notes from another classmate. We will be setting up partners in class in the event of any absence, you will contact one of your classmates to obtain any handouts/ information provided.
- d. Classroom Management and Behavior:
  - **Cell phones and/or pagers will OFF and placed on your desk table face down during class.** Failure to do so will result in a deduction of **5 points** from your total points instantly.
  - If a student leaves the classroom to receive a phone call, you may not return to class until there is a break.
  - If a student is late to class and lecture/exam has started, you will need to wait in the hall until break and then come into the classroom. This is to decrease disruptions in the classroom. If you are late for an exam, you will need to arrange a different time to take the exam and the 10% deduction will apply per student handbook.
  - When a classmate or instructor is participating in classroom discussion, please be respectful by listening and not talking. This also applies to when the instructor is lecturing. If you have a question during lecture, write it down and if I had not answered it by the end of class, I will be happy to answer any questions at that time.
  - You may eat or drink in the classroom *except* during an exam or in the lab area. If you spill anything, please clean it up and dispose of your containers in the garbage.

e. Participation/Attendance Policy:

- Please notify me by email or phone if you will be absent or late.
- It is expected that students participate in classroom/lab activities. Points may be awarded at the discretion of the instructor.

Preparing for a career in nursing means meeting standards set by the profession. Any student enrolled at Iowa Central Community College in either the Practical Nursing or Associate Degree Nursing program will be entering a profession with a stated code of ethics. Students will fail a course or be subject to other disciplinary action when the academic, clinical or personal performance is determined to be inconsistent with the responsibility and accountability for guarding patient safety. As a professional program, it is the responsibility of the faculty to determine if action is indicated.

Students who enroll accept the college's policies, regulations, and operational procedures. Student behavior, which after due process is found to be disruptive to classes or to destroy the rights of others or property, may result in disciplinary probation, suspension and/or withdrawal from a nursing course.

All students are expected to display professional behavior with instructors, staff, other students and individuals in the clinical and classroom settings. Students are also expected to communicate with others respectfully and in a non-threatening manner.

Examples of professional conduct and respect for others includes:

- Active participation in class activities.
- Offering assistance to others without prompting.
- Speaking to others in a calm, courteous, polite manner.
- Cooperating in group projects.
- Encouraging others.
- Listening quietly and attentively in class or post conference.
- Being quiet during testing.

Examples of unprofessional conduct and disrespect for others includes:

- Arriving late to class/clinical or leaving class/clinical when class/clinical is still in session.
- Making comments that are rude or sarcastic.
- Displaying hostility.
- Invading the personal space of others.
- Talking to classmates during lecture, AV presentations, and clinical conferences.
- Using cell phones during class – text messaging, receiving and/or making phone calls.
- Using profanity anywhere on campus or at clinical sites.
- Using confrontational words or body language.
- Following a student in their car, home, etc. uninvited.
- Appearing at another individual's home, etc. uninvited.
- Threatening or stalking another individual.
- Lying.
- Persistent judgmental errors in performance of care.
- Use of patient's medications for self or family.
- Illegal gain and distribution of drugs.
- Use of illegal drugs or alcohol before or during class or clinical learning activities.
- Failure to respect policies of health agencies used for clinical learning.
- Violation of HIPPA

f. Assessments: Exam/Quizzes

**Testing Policies will be followed as discussed in class.**

● Make-up exams are taken at the Library. Please arrange the time with me. If an exam is **not** taken during the scheduled class time, **10% will be deducted** from the exam score before it is corrected. Students missing exams due to an Iowa Central sponsored activity will not receive the 10% deduction. If you do not make-up the exam in one week after returning to class, you will receive a "0".

● The instructor has the option of providing another format of the exam to be made-up. It could be short answer or essay.

- If you leave the classroom during the exam, the exam will be turned in to the instructor and considered finished. You may not leave the classroom and return to complete.

**●During an examination:**

- all bags, caps/hats/coats, keys will be placed in the front of the room-or-the designated area.
- all cell phones will be placed in the designated area—IT MUST BE OFF or you will earn a deduction of 5 points>>>>>DO NOT PUT THEM IN YOUR BAG
- You will leave the cell phone in the designated area until all have completed the exam

- g. Grading Policy/Scale:  
Students must earn 80% (non round-up) in order to pass this course.

\*Please note that assessments are subject to change

92%-100% = A  
84%-91% = B  
80%-83% = C  
70%-79.99%= D  
69% & lower = F

- h. Late Work Policy: No late work will be accepted in this course unless otherwise designated.
- i. Standards for Written Work: All assignments are to be typed using correct grammar, punctuation and spelling as instructions provided.

Students are responsible for keeping track of grades and seeking assistance as necessary. Student's grades will be accessed through Triton Pass. The student may access the instructor's grade book for individual grades at any time from any computer. Students must maintain a 2.0 GPA to continue in the Associate Degree Nursing Program.

j. Scholastic Honesty Policy:

Scholastic dishonesty will not be tolerated in this course. Iowa Central has policies-see the *Student Nursing Handbook*.

k. Teaching Philosophy:

Students are responsible for their own learning by reading the assigned text, completing the assigned written homework, and being accountable for your own outcomes. The instructor role is to facilitate your learning. If you have questions or concerns about your grades, study skills, or need clarification of lecture, please make an appointment with me, stop by my office, call my office, or email me.

l. Computer Considerations:

The college computers have "Microsoft Word". "Works" and other programs may not open unless you save the file as a rich text format or .rtf file. Excuses about disks or printers are not acceptable. Complete your work early and this will not be a problem.

m. Miscellaneous:

Review *IC Student Handbook* for specific dates of special events, entertainment, holidays, breaks, weather announcements, figuring GPA, etc.

Review *Student Nursing Handbook for clinical dress code*. No body piercing except for one small earring in each ear lobe. Hair is to be up and off the shoulders, no crayon color hair, and no jewelry except wedding or engagement rings. The dress code is an area that is graded in your clinical proficiency. Refer to all of the dress code requirements in your handbook.

Our Health Science secretary will **NOT** make personal copies for students. Copies can be made at the Bookstore or Academic Resource Center for 10 cents/copy.

## **College Procedures:**

**Administrative Withdrawal:** An expectation of this course is that you will participate in all class meetings and conscientiously complete all required course activities and/or assignments. You will be notified via Iowa Central email and Triton Alerts when you have missed 15%, 20%, and 25%. It is your responsibility to check email and sign up for Triton Alerts. After you miss 25% of scheduled class meetings, you will be administratively withdrawn from this course. You have the right to appeal the withdrawal to the Vice President of Instruction. Administrative withdrawal may have academic, scholarship, financial aid, and/or housing implications. If you have questions about the administrative withdrawal policy at any point during the semester, please contact me.

## **Non-Discrimination Statement**

It is the policy of Iowa Central Community College not to discriminate on the basis of race, color, national origin, sex, disability, age (employment), sexual orientation, gender identity, creed, religion, and actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code §§ 216.6 and 216.9, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. §§ 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), Age Discrimination Act of 1975 (34 CFR Part 110), and Title II of the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.).

If you have questions or complaints related to compliance with this policy, please contact Kim Whitmore, Director of Human Resources, phone number 515-574-1138, whitmore@iowacentral.edu; or the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison, Suite 1475, Chicago, IL 60661, phone number 312-730-1560, fax 312-730-1576.



***FYI: from the Iowa Board of Nursing (IBON):***

The NCLEX Exam Application asks the question “Have you ever pled guilty to, or been convicted of, a criminal offense, other than a minor traffic violation?” (Include deferred judgments) This must be answered honestly and the exam applicants will need to submit with the examination application photocopies of court records: i.e. trial information, judgment entry and sentencing order. Again the board staff will not answer any questions regarding an individual’s past criminal history and whether they would or would not be able to be licensed. This decision is determined at the time the individual has graduated from a nursing program and has applied to take the licensing exam. The board staff continues to have phone calls from prospective nursing students concerning criminal convictions and licensure. As a reminder, The Iowa Board of Nursing will not be able to answer questions on whether an individual can be licensed if they have certain criminal convictions. All convictions will be reviewed at the time an applicant seeks licensure

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p><b>UNIT I: OB/NEWBORN</b></p> <p>A. Identify common terms in Maternity care.</p> <p>B. Discuss diagnostic tests/procedures common in obstetric care.</p> <p>C. Describe anatomy of reproduction and physiology of fetus.</p> <p>D. List signs of pregnancy &amp; the interventions used for discomforts of pregnancy.</p> <p>E. Describe potential complications of pregnancy.</p> <p>F. Describe common methods of assessing fetal status during intrapartum.</p>	<p>A. Common terminology in maternity nursing</p> <p>B. Diagnostic tests/procedures in obstetrics</p> <p>C. Anatomy/Physiology of reproduction/fetus</p> <p>D. Antepartum</p> <ol style="list-style-type: none"> <li>1. Presumptive signs</li> <li>2. Probable signs</li> <li>3. Positive signs</li> <li>4. Discomforts of pregnancy</li> </ol> <p>E. Abnormal antepartal conditions</p> <ol style="list-style-type: none"> <li>1. Hypertension</li> <li>2. Hyperemesis gravidarum</li> <li>3. Hemorrhagic Conditions</li> <li>4. Infectious Conditions</li> <li>5. Diabetes mellitus</li> </ol> <p>F. Intrapartum</p> <ol style="list-style-type: none"> <li>1. Passenger</li> <li>2. Presentation</li> <li>3. Position</li> <li>4. Powers</li> </ol>	<p>Review: Mosby's PN Review text Chapter 7 &amp; Chapter Review Questions</p> <p>Mosby's PN Review text Pharmacology: pp. 106-107 Female Reproductive System &amp; Chapter Review Questions</p>

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p>G. Differentiate among the four stages of labor.</p> <p>Describe the nurse's role when caring for the patient during labor and delivery.</p> <p>H. Discuss common abnormal conditions of intrapartum.</p> <p>I. List and describe the points of assessment and nursing care on a postpartum woman.</p> <p>J. Discuss abnormal postpartum conditions; including causes, signs and symptoms, and treatments.</p> <p>K. Describe the normal characteristics of the newborn.</p> <p>L. Describe how to perform newborn care.</p>	<p>G. The process of labor and delivery and nursing care.</p> <ol style="list-style-type: none"> <li>1. First stage</li> <li>2. Second stage</li> <li>3. Third stage</li> <li>4. Fourth stage</li> </ol> <p>H. Abnormal intrapartum</p> <ol style="list-style-type: none"> <li>1. Dystocia</li> <li>2. Prolapsed cord</li> <li>3. Multiple pregnancies</li> <li>4. Induction of labor</li> <li>5. Operative procedures</li> </ol> <p>I. Normal postpartum</p> <ol style="list-style-type: none"> <li>1. Nursing assessment</li> <li>2. Nursing care</li> </ol> <p>J. Abnormal postpartum</p> <ol style="list-style-type: none"> <li>1. Infection</li> <li>2. Hemorrhage</li> </ol> <p>K. Normal newborn</p> <ol style="list-style-type: none"> <li>1. Immediate care</li> <li>2. Assessment</li> </ol>	

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p>M. Discuss abnormal conditions of the newborn.</p> <p>N. Describe family planning methods and teaching.</p> <p>O. Discuss common medications for the child bearing woman.</p>	<p>G. Abnormal newborn</p> <ol style="list-style-type: none"> <li>1. Premature newborn</li> <li>2. Respiratory distress</li> <li>3. Birth injuries</li> <li>4. Infections</li> <li>5. Congenital malformations</li> <li>6. Hemolytic disease</li> <li>7. Infants of Diabetic Mothers</li> </ol> <p>H. Family planning</p> <ol style="list-style-type: none"> <li>1. Oral contraceptives</li> <li>2. IUD</li> <li>3. Condoms</li> <li>4. Injections</li> <li>5. Implants</li> <li>6. Sterilization</li> </ol> <p>I. Medications</p> <ol style="list-style-type: none"> <li>1. Fertility</li> <li>2. Contraceptives</li> <li>3. Oxytocic</li> <li>4. Uterine Relaxants</li> </ol>	

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p><b>UNIT II: PEDIATRICS</b></p> <p>A. Identify physical and psychosocial developmental tasks for children from 1 month through 1 year.</p> <p>B. Describe disorders of infancy including symptoms and treatments/nursing interventions.</p>	<p>A. Infant</p> <ol style="list-style-type: none"> <li>1. Normal growth and development</li> <li>2. Disorders of infancy               <ol style="list-style-type: none"> <li>a. Failure To Thrive (FTT)</li> <li>b. Upper Respiratory infections</li> <li>c. Acute Otitis Media</li> <li>d. Respiratory Syncytial Virus (RSV)</li> <li>e. Viral pneumonia</li> <li>f. Infectious gastroenteritis</li> <li>g. Hypertrophic pyloric stenosis</li> <li>h. Febrile seizures</li> <li>i. Meningitis</li> <li>j. Infantile eczema</li> <li>k. Impetigo</li> <li>l. Cleft lip and palate</li> <li>m. Gastroesophageal Reflux (GER)</li> <li>n. Hirschsprung's disease</li> <li>o. Omphalocele</li> <li>p. Imperforate anus</li> <li>q. Esophageal atresia</li> <li>r. Intussusception</li> <li>s. Hydrocephalus</li> <li>t. Down's syndrome</li> <li>u. Epispadias/Hypospadias</li> <li>v. Cryptorchidism</li> <li>w. Wilm's tumor</li> <li>x. Club foot</li> <li>y. Hip Dysplasia</li> <li>z. Congenital heart defects</li> </ol> </li> </ol>	<p>Review: Mosby's PN Review text Chapter 8 &amp; Chapter Review Questions</p> <p>Mosby's PN Review text Pharmacology: pp. 86-87 Pediatric Drug Administration &amp; Chapter Review Questions</p> <p>Review Developmental Stages and Milestones</p>

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p>C. Identify physical and psychosocial development tasks for the toddler.</p> <p>D. Describe disorders of toddlers including symptoms and treatments/nursing interventions.</p> <p>E. Identify physical and psychosocial developmental tasks for the preschool child.</p> <p>F. Describe disorders of preschoolers including symptoms and treatments/nursing interventions.</p>	<p>aa. Sickle cell anemia bb. Hypopituitarism cc. Congenital hypothyroidism dd. Sudden Infant Death Syndrome (SIDS)</p> <p>B. Toddler Hood</p> <ol style="list-style-type: none"> <li>1. Normal growth and development</li> <li>2. Disorders of the toddler               <ol style="list-style-type: none"> <li>a. Epiglottitis</li> <li>b. Cystic fibrosis</li> <li>c. Kawasaki disease</li> <li>d. Celiac disease</li> <li>e. Strabismus</li> <li>f. Amblyopia</li> <li>g. Cerebral palsy</li> <li>h. Accidents</li> </ol> </li> </ol> <p>C. Preschool child</p> <ol style="list-style-type: none"> <li>1. Normal growth and development</li> <li>2. Disorders of the preschool-child               <ol style="list-style-type: none"> <li>a. Tonsillitis/Adenoiditis</li> <li>b. Nephrotic Syndrome</li> <li>c. Acute glomerulonephritis</li> <li>d. Hemophilia</li> <li>e. Leukemia</li> <li>f. Muscular Dystrophy</li> <li>g. Attention-Deficit Hyperactivity Disorder (ADHD)</li> </ol> </li> </ol>	

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p>G. Identify physical and psychosocial developmental tasks or the school-aged child.</p> <p>H. Describe disorder of the school-aged child including symptoms and treatments/nursing interventions.</p> <p>I. Identify physical and psychosocial developmental tasks of adolescence.</p> <p>J. Describe disorders of adolescence including symptoms and treatments/nursing interventions.</p>	<p>D. School aged child</p> <ol style="list-style-type: none"> <li>1. Normal growth and development</li> <li>2. Disorders of school-aged child               <ol style="list-style-type: none"> <li>a. Asthma</li> <li>b. Allergic rhinitis</li> <li>c. Appendicitis</li> <li>d. Pinworms</li> <li>e. Epilepsy</li> <li>f. Scoliosis</li> <li>g. Ringworm</li> <li>h. Pediculosis</li> <li>i. Hives</li> <li>j. Rheumatic fever</li> <li>k. Diabetes mellitus</li> </ol> </li> </ol> <p>E. Adolescence</p> <ol style="list-style-type: none"> <li>1. Normal growth and development</li> <li>2. Disorders of adolescence               <ol style="list-style-type: none"> <li>a. Substance abuse</li> <li>b. Suicide</li> <li>c. Anorexia Nervosa/Bulimia</li> <li>d. Crohn's disease</li> <li>e. Mononucleosis</li> <li>f. Acne vulgaris</li> <li>g. Acquired Immunodeficiency Syndrome (AIDs)</li> </ol> </li> </ol>	

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p>K. Describe characteristics of battered children and their parents.</p> <p>L. Discuss poisonings in children, assessment and treatment.</p> <p>M. Discuss the care of the hospitalized child.</p> <p>N. Review math calculations for administering medications to children.</p> <p>O. Describe procedure for giving oral and parenteral medications.</p>	<p>F. Battered Child Syndrome</p> <p>G. Poisonings</p> <p>H. Hospitalized child</p> <p>I. Medication administration</p> <ol style="list-style-type: none"> <li>1. Pediatric dosage calculations</li> <li>2. Oral medication</li> <li>3. Injections</li> </ol>	



UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p><b>UNIT III: THE PATIENT WITH CARDIOVASCULAR DISTURBANCES</b></p> <p>A. Review the Anatomy &amp; Physiology of the Circulatory System.</p> <p>B. Describe diagnostic tests used to evaluate cardiovascular disease.</p> <p>C. Discuss nursing assessments of the cardiovascular system.</p> <p>D. Differentiate between arteriosclerosis and atherosclerosis.</p> <p>E. Identify similarities and differences in symptoms and management of angina and infarction.</p> <p>F. Define hypertension and discuss general treatment and teaching.</p> <p>G. Describe causes, symptoms, treatment, and nursing care for the patient with congestive heart failure.</p> <p>H. Discuss inflammatory disease of the heart.</p>	<p>A. Anatomy and physiology of the Circulatory System</p> <p>B. Diagnostic cardiovascular tests/methods</p> <p>C. Nursing assessment of the cardiovascular system</p> <p>D. Medical disease of cardiovascular system</p> <ol style="list-style-type: none"> <li>1. Arteriosclerosis and atherosclerosis</li> <li>2. Angina pectoris</li> <li>3. Hypertension</li> <li>4. Myocardial infarction</li> <li>5. Heart failure</li> <li>6. Valvular conditions</li> <li>7. Inflammatory disorders</li> </ol>	<p>Mosby's PN Review text Chapter 5- pp. 192-211 &amp; Chapter Review Questions</p> <p>Mosby's PN Review text Pharmacology: pp. 99-103 Cardiovascular System &amp; Chapter Review Questions</p> <p>Review lab values</p> <p>Review IV Math Calculations</p> <p>Document cardiovascular assessment and care appropriate for patient with cardiovascular disorder.</p>

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p>I. Describe etiology, symptoms, treatment, and nursing management of various peripheral vascular disorders.</p> <p>J. Describe nursing assessment and diagnostic tests associated with hematologic conditions.</p> <p>K. Compare and contrast anemias caused by RBC destruction and inadequate production.</p> <p>L. Describe basic nursing care of patients with blood disorders.</p> <p>M. Discuss care of patients with HIV/AIDs.</p>	<p>E. Peripheral vascular disorders</p> <ol style="list-style-type: none"> <li>1. Nursing assessment</li> <li>2. Diagnostic tests</li> <li>3. Arteriosclerosis obliterans</li> <li>4. Buerger's disease</li> <li>5. Raynaud's disease</li> <li>6. Aneurysms</li> <li>7. Phlebitis and thrombophlebitis</li> <li>8. Embolism</li> <li>9. Varicose veins</li> </ol> <p>F. Hematologic conditions</p> <ol style="list-style-type: none"> <li>1. Nursing assessment</li> <li>2. Diagnostic tests</li> <li>3. Anemia</li> <li>4. Leukemia</li> <li>5. AIDs</li> <li>6. Lymphoma</li> </ol>	

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
N. Discuss medications that affect the cardiovascular system.	G. Medications <ol style="list-style-type: none"> <li>1. Antianginals</li> <li>2. Vasodilators</li> <li>3. Antihypertensives</li> <li>4. Diuretics</li> <li>5. Cardiac glycosides</li> <li>6. Antidysrhythmics</li> <li>7. Anticoagulants</li> <li>8. Antihyperlipidemics</li> <li>9. Anemia treatment</li> </ol>	

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p><b>UNIT IV: THE PATIENT WITH RESPIRATORY SYSTEMS DISORDERS</b></p> <p>A. Review the Anatomy &amp; Physiology of the Respiratory System.</p> <p>B. Describe pertinent nursing assessments of the respiratory system.</p> <p>C. Identify respiratory diagnostic tests &amp; nursing implications.</p> <p>D. Describe etiology, symptoms and management of common acute respiratory infections.</p> <p>E. Describe common disorders of the nose including . symptoms, and nursing interventions.</p> <p>F. Compare and contrast pneumothorax, hemothorax related nursing implications.</p> <p>G. Describe nursing care of a patient with a chest tube.</p> <p>H. Discuss etiology, treatment, and nursing interventions of cancer of the larynx.</p> <p>I. Explain predisposing factors, communicability, symptoms, treatment, and nursing care for the patient with tuberculosis.</p>	<p>A. A &amp; P of respiratory system</p> <p>B. Nursing assessments of respiratory system</p> <p>C. Diagnostic tests of the respiratory system</p> <p>D. Acute respiratory system disorders</p> <ol style="list-style-type: none"> <li>1. Sinusitis</li> <li>2. Epistaxis</li> <li>3. Deviated septum</li> <li>4. Polyps</li> <li>5. Laryngitis</li> <li>6. Pneumonia</li> <li>7. Pleurisy</li> <li>8. Pneumothorax/Hemothorax</li> <li>9. Influenza</li> </ol> <p>E. Chronic respiratory system disorders</p> <ol style="list-style-type: none"> <li>1. Cancer of the larynx</li> <li>2. Pulmonary Tuberculosis</li> <li>3. COPD</li> <li>4. Asthma</li> <li>5. Chronic bronchitis</li> <li>6. Emphysema</li> <li>7. Lung cancer</li> </ol>	<p>Mosby's PN Review text Chapter 5- pp. 182-194 &amp; Chapter Review Questions</p> <p>Mosby's PN Review text Pharmacology: pp. 98-99 &amp; 112 Respiratory System &amp; Chapter Review Questions</p> <p>Mosby's PN Review text pp. 34-36 Measures to meet Oxygen Needs &amp; Chapter Review Questions</p> <p>Review: Chest Tube Drainage, Oxygen Administration, Mantoux Test Assessing Lung Sounds ABG Evaluation</p>

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p>J. Discuss etiology, symptoms, treatment, nursing care and rehabilitation of persons with asthma, chronic bronchitis, and emphysema.</p> <p>K. Discuss etiology, symptoms, prevention, and treatment of cancer of the lung.</p> <p>L. Discuss medications that affect the respiratory system.</p> <p>M. Discuss safety factors related to the administration of oxygen.</p> <p>N. Discuss the use of inhalers and nebulizer treatment.</p>	<p>8. Obstructive Sleep Apnea</p> <p>9. Severe Acute Respiratory Syndrome (SARS)</p> <p>F. Medications/Respiratory treatment</p> <ol style="list-style-type: none"> <li>1. Antihistamines</li> <li>2. Nasal Decongestants</li> <li>3. Expectorants</li> <li>4. Antitussives</li> <li>5. Mucolytics</li> <li>6. Bronchodilators</li> <li>7. Oxygen</li> <li>8. Inhalers/Nebulizers</li> <li>9. Suctioning</li> </ol>	

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p><b>UNIT V: THE PATIENT WITH A GASTROINTESTINAL DISORDER</b></p> <p>A. Review the Anatomy &amp; Physiology of the G.I. System.</p> <p>B. Discuss nursing assessments of the G.I. system.</p> <p>C. Explain diagnostic procedures and the associated nursing implications related to the G.I. system.</p> <p>D. Describe etiology, symptoms, medical and nursing management of common esophageal disorders.</p> <p>E. Describe etiology, symptoms, medical and nursing management of common gastric disorders.</p> <p>F. Describe etiology, symptoms, and management of common intestinal disorders.</p>	<p>A. A &amp; P of gastrointestinal system</p> <p>B. Nursing assessment of the G.I. system</p> <p>C. Diagnostic tests of the G.I. system</p> <p>D. Disorders of the G.I. system</p> <ol style="list-style-type: none"> <li>1. Esophageal <ol style="list-style-type: none"> <li>a. Esophagitis</li> <li>b. Esophageal varices</li> </ol> </li> <li>2. Gastric <ol style="list-style-type: none"> <li>a. Hiatal hernia</li> <li>b. Gastritis</li> <li>c. Cancer of the stomach</li> <li>d. Peptic ulcers</li> </ol> </li> <li>3. Intestinal <ol style="list-style-type: none"> <li>a. Obstruction</li> <li>b. Crohn's disease</li> <li>c. Ulcerative colitis</li> <li>d. Diverticulosis/Diverticulitis</li> <li>e. Colon/rectal cancer and polyps</li> <li>f. Hemorrhoids</li> <li>g. Hernia</li> </ol> </li> </ol>	<p>Mosby's PN Review text Chapter 5- pp. 211-225 &amp; Chapter Review Questions</p> <p>Mosby's PN Review text Pharmacology: pp. 103-105 Gastrointestinal System &amp; Chapter Review Questions</p> <p>Mosby's PN Review text pp. 32-33, 34-36 Measures to meet Nutritional, Bowel Elimination, and Gastrointestinal Needs &amp; Chapter Review Questions</p>

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p>G. Discuss symptoms, medical treatment and nursing Implications for common disorders of the accessory digestive organs.</p> <p>H. Describe etiology, symptoms, medical and nursing management of common infections of G.I. system.</p> <p>I. Describe reasons and procedures for special therapeutic measures related to G.I. disorders.</p> <p>J. Discuss medications that affect the G.I. system.</p>	<p>E. Disorders of the accessory digestive organs</p> <ol style="list-style-type: none"> <li>1. Cholelithiasis/Cholecystitis</li> <li>2. Hepatitis</li> <li>3. Cirrhosis</li> <li>4. Pancreatitis</li> <li>5. Cancer of the pancreas</li> </ol> <p>F. Infection of the G.I. system</p> <ol style="list-style-type: none"> <li>1. Appendicitis</li> <li>2. Peritonitis</li> </ol> <p>G. Digestive System Therapies</p> <ol style="list-style-type: none"> <li>1. Gastrointestinal decompression</li> <li>2. Enemas</li> <li>3. Digital removal of feces</li> <li>4. Colostomy irrigation</li> <li>5. Tube feeding/gastrostomy tubes</li> </ol> <p>H. Medications</p> <ol style="list-style-type: none"> <li>1. Antacids</li> <li>2. Histamine H2 blockers</li> <li>3. Antiemetics</li> <li>4. Antidiarrheals</li> <li>5. Laxatives/Stools softeners</li> <li>6. Motility drugs</li> </ol>	

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p><b>UNIT VI: ENDOCRINE SYSTEM</b></p> <p>A. Review the Anatomy &amp; Physiology of the Endocrine System &amp; describe the appropriate nursing assessments for the endocrine system.</p> <p>B. Discuss diagnostic test related to endocrine system.</p> <p>C. Discuss medications that affect the endocrine system.</p> <p>D. Differentiate between hyperpituitarism and hypopituitarism including signs and symptoms, treatments, and nursing interventions.</p> <p>E. Discuss etiology, symptoms, diagnosis, treatment and nursing implications for disorders of the thyroid.</p> <p>F. Identify diagnostic tests for thyroid disorders and related nursing responsibilities.</p> <p>G. Differentiate between hyperparathyroidism and hypoparathyroidism including signs and symptoms, treatments and nursing interventions.</p> <p>H. Discuss etiology, classification, symptoms, diagnosis, treatment, and nursing implications of diabetes mellitus.</p> <p>I. Compare diabetic coma and insulin shock including signs and symptoms, treatments and nursing interventions.</p>	<p>A. Assessment of Endocrine System</p> <p>B. Diagnostic Endocrine Tests</p> <p>C. Medications for the Endocrine System</p> <p>D. Disorders of the Pituitary Gland</p> <ol style="list-style-type: none"> <li>1. Hyperpituitarism</li> <li>2. Hypopituitarism</li> </ol> <p>E. Disorders of the thyroid gland</p> <ol style="list-style-type: none"> <li>1. Hyperthyroidism (Grave's Disease)</li> <li>2. Hypothyroidism</li> <li>3. Cancer of the thyroid</li> </ol> <p>F. Disorders of the parathyroid gland</p> <ol style="list-style-type: none"> <li>1. Hyperparathyroidism</li> <li>2. Hypoparathyroidism</li> </ol> <p>G. Care of the patient with disorders of the pancreas</p> <ol style="list-style-type: none"> <li>1. Diabetes Mellitus</li> <li>2. Diabetic coma</li> <li>3. Hyperglycemic Hyperosmolar Nonketotic Coma (HHNC)</li> <li>4. Hypoglycemia (Insulin Shock)</li> <li>5. Diabetes Insipidus</li> </ol>	<p>Mosby's PN Review text Chapter 5- pp. 235-245, 512-513 &amp; Chapter Review Questions</p> <p>Mosby's PN Review text Pharmacology: pp. 105-106,108-110 Endocrine System &amp; Diabetes Mellitus &amp; Chapter Review Questions</p> <p>Review: Mixing Insulin, Insulin Injection Sites &amp; Technique Sliding Scale Insulin, Glucometer Math Calculations</p>



UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p>J. Describe HHNC, Hypoglycemia(Insulin Shock) and Diabetes Insipidus.</p> <p>K. Discuss disorders of the adrenal glands including etiology, symptoms, diagnosis, treatment, and nursing implications.</p> <p>L. Compare the action of epinephrine with that of norepinephrine.</p>	<p>H. Disorders of the adrenal gland</p> <ol style="list-style-type: none"> <li>1. Addison's disease</li> <li>2. Cushing's syndrome</li> </ol> <p>I. Disorders of adrenal medulla</p> <ol style="list-style-type: none"> <li>1. Pheochromocytoma</li> </ol>	

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p><b>UNIT VII: THE PATIENT WITH INTEGUMENTARY DISORDERS</b></p> <p>A. Review the Anatomy &amp; Physiology of the integumentary system.</p> <p>B. Describe the appropriate nursing assessments for the integumentary system.</p> <p>C. Differentiate between contact dermatitis and psoriasis, including signs and symptoms, treatments, and nursing interventions.</p> <p>D. Explain the differences between Herpes Simplex and Herpes Zoster.</p> <p>E. Describe common classifications of tumors of the skin and the treatments.</p> <p>F. Explain descriptions of burns and treatments and grafts.</p> <p>G. Review medications that affect the integumentary system.</p>	<p>A. Anatomy and physiology of the Integumentary System</p> <p>B. Assessment of the integumentary system</p> <p>C. Disorders of the integumentary system</p> <ol style="list-style-type: none"> <li>1. Contact dermatitis</li> <li>2. Psoriasis</li> <li>3. Herpes Simplex Type 1</li> <li>4. Herpes Zoster</li> <li>5. Neoplasms</li> <li>6. Burns</li> </ol> <p>D. Medications for the skin</p> <ol style="list-style-type: none"> <li>1. Topicals</li> <li>2. Antiviral agents</li> <li>3. Corticosteroids</li> <li>4. Antifungals</li> </ol>	<p>Mosby's PN Review text Chapter 5- pp. 266-271, &amp; 507-508 (Burn Emergencies) &amp; Chapter Review Questions</p> <p>Mosby's PN Review text Pharmacology: pp. 112-113 &amp; Chapter Review Questions</p>

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p><b>UNIT VIII: MUSCULOSKELETAL</b></p> <p>A. Review the Anatomy &amp; Physiology of the Skeletal System.</p> <p>B. Review the Anatomy &amp; Physiology of the Muscular System.</p> <p>C. Identify the major nursing assessments of the musculoskeletal system.</p> <p>D. Discuss nursing care for the patient with a cast of traction.</p> <p>E. Differentiate between a sprain and a dislocation.</p> <p>F. Describe diagnostic tests related to MS system.</p> <p>G. Describe similarities and differences of rheumatoid arthritis and osteoarthritis including symptoms, treatment and nursing care.</p> <p>H. Discuss symptoms, treatment and nursing care of gout.</p> <p>I. Discuss inflammatory conditions of MS system.</p> <p>J. Differentiate between various conditions that cause bones to soften and bone mass to decrease.</p> <p>K. Describe signs and symptoms, treatment and nursing interventions for a patient with a herniated disk.</p>	<p>A. A &amp; P of the Skeletal System</p> <p>B. A &amp; P of the Muscular System</p> <p>C. Nursing Assessment of the M/S System</p> <p>D. Diagnostic Tests/Methods</p> <p>E. Major Medical Diagnoses</p> <ol style="list-style-type: none"> <li>1. Rheumatoid Arthritis</li> <li>2. Osteoarthritis</li> <li>3. Gout</li> <li>4. Degenerative Joint Disease</li> <li>5. Muscular Dystrophy</li> <li>6. Systemic Lupus Erythematosus</li> <li>7. Scleroderma</li> <li>8. Osteomyelitis</li> <li>9. Osteoporosis</li> <li>10. Osteogenic Sarcoma</li> <li>11. Fibromyalgia Syndrome (FMS)</li> <li>12. Paget's Disease</li> <li>13. Herniated Disc</li> </ol>	<p>Mosby's PN Review text Chapter 5- pp. 171-182, &amp; Chapter Review Questions</p> <p>Mosby's PN Review text Pharmacology: pp. 87-93 &amp; Chapter Review Questions</p> <p>Mosby's PN Review text pp. 40-42 Measures to meet Activity, Exercise, &amp; Pain Relief Needs &amp; Chapter Review Questions</p> <p>Review: ROM Transfer Techniques Ted Hose Positioning Crutches/walker Cane Perform neurovascular assessment IM injection sites</p>

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p>L. Describe and discuss symptoms, etiology, diagnosis, treatment and nursing care of fractures.</p> <p>M. Describe nursing care of the patient with hip and/or knee replacement.</p> <p>N. Discuss arthroplasty of a joint.</p> <p>O. Discuss basic nursing care, aspects of rehabilitation, and emotional support needed by the patient with an amputation.</p> <p>P. Describe medications that affect the MS system.</p>	<p>12. Fractures</p> <p>13. Fractured Hip</p> <p>14. Arthroplasty</p> <p>15. Amputation</p> <p>F. Medications</p> <p>1. NSAID</p> <p>2. Analgesics</p> <p>3. Skeletal muscle relaxants</p>	

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p><b>UNIT IX: RENAL SYSTEM</b></p> <p>A. Review the Anatomy &amp; Physiology of the renal system.</p> <p>B. Discuss nursing assessments of the renal system.</p> <p>C. Describe diagnostic tests related to renal system.</p> <p>D. Identify and discuss etiology, symptoms, diagnosis, treatment, and nursing implications of common infections of the urinary system.</p> <p>E. Discuss special considerations for the patient with renal system obstruction with regards to symptoms, diagnosis and treatment.</p> <p>F. Differentiate between acute and chronic renal failure with regards to symptoms, diagnosis and treatment.</p> <p>G. Discuss nursing care with regards to dialysis.</p>	<p>A. A &amp; P of the renal system</p> <p>B. Nursing assessment of the renal system</p> <p>C. Diagnostic tests of the renal system</p> <p>D. Care of the patient with renal infectious disorders</p> <ol style="list-style-type: none"> <li>1. Cystitis</li> <li>2. Urethritis</li> <li>3. Pyelonephritis</li> </ol> <p>E. Care of the patient with renal system obstructions</p> <ol style="list-style-type: none"> <li>1. Renal calculi</li> <li>2. Hydronephrosis</li> <li>3. Bladder tumors</li> <li>4. Urinary diversion</li> <li>5. Kidney tumor</li> </ol> <p>F. Renal Failure</p> <ol style="list-style-type: none"> <li>1. Acute</li> <li>2. Chronic</li> </ol> <p>G. Dialysis</p> <ol style="list-style-type: none"> <li>1. Peritoneal dialysis</li> <li>2. Hemodialysis</li> </ol>	<p>Mosby's PN Review text Chapter 5- pp. 245-256 &amp; Chapter Review Questions</p> <p>Mosby's PN Review text Pharmacology: pp. 110-112 &amp; Chapter Review Questions</p> <p>Mosby's PN Review text pp. 37-39 Measures to meet Urinary Elimination Needs &amp; Chapter Review Questions</p> <p>Review: Catheter &amp; Perineal Care Catheterization Continuous Bladder Irrigation Specimen Collection Sterile technique</p> <p>Document urinary assessment and care appropriate for a patient with urinary disease.</p>

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p>H. Identify patient problems associated with kidney transplant.</p> <p>I. Identify specific antibiotics, antispasmodics, and antiseptics used to treat urinary problems.</p>	<p>H. Kidney transplant</p> <p>I. Medications</p> <ol style="list-style-type: none"> <li>1. Antibiotics</li> <li>2. Antispasmodics</li> <li>3. Urinary antiseptics</li> </ol>	

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p><b>UNIT X: REPRODUCTIVE SYSTEM</b></p> <p>A. Review the Anatomy &amp; Physiology of the male reproductive System.</p> <p>B. Discuss symptoms, medical treatment and nursing implications for disorders of the male reproductive system.</p> <p>C. Discuss patient teaching with regards to early detection of testicular cancer.</p> <p>D. Review A &amp; P of the female reproductive system.</p> <p>E. Identify subjective and objective data that describes assessments of the female reproductive system.</p> <p>F. List diagnostic tests utilized to assess the female reproductive system.</p> <p>G. Differentiate between various menstrual abnormalities describing signs and symptoms, treatments and nursing interventions.</p> <p>H. Identify and discuss etiology, symptoms, diagnosis, . treatment, and nursing implications of common infections of the reproductive system.</p>	<p>A. A &amp; P of the male reproductive system</p> <p>B. Male genitourinary system disorders</p> <ol style="list-style-type: none"> <li>1. Hyperphasia (BPH)</li> <li>2. Cancer of the prostate</li> <li>3. Hydrocele</li> <li>4. Cancer of the testes               <ol style="list-style-type: none"> <li>a. Testicular self-examination</li> </ol> </li> </ol> <p>C. A &amp; P of female reproductive system</p> <p>D. Nursing Assessment of female reproductive system</p> <p>E. Diagnostic tests</p> <p>Menstrual abnormalities</p> <ol style="list-style-type: none"> <li>1. Dysmenorrhea</li> <li>2. Premenstrual Syndrome (PMS)</li> <li>3. Amenorrhea</li> <li>4. Menorrhagia</li> <li>5. Metorrhagia</li> </ol> <p>Female reproductive infections</p> <ol style="list-style-type: none"> <li>1. Vaginitis</li> <li>2. Pelvic inflammatory disease</li> </ol>	<p>Mosby's PN Review text Chapter 5- pp. 253-267 &amp; Chapter Review Questions</p> <p>Mosby's PN Review text Pharmacology: pp. 106-107 &amp; Chapter Review Questions</p> <p>Mosby's PN Review text pp. 49 Measures for Vaginal Care &amp; Chapter Review Questions</p> <p>Review: Testicular Self-Examination</p> <p>Document reproductive assessment and care appropriate for patient with reproductive disorders</p>

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p>I. Describe etiology, symptoms, diagnostic measures, treatment and nursing implications of uterine disorders.</p> <p>J. Differentiate between fibrocystic breast disease and cancer with regards to symptoms, diagnosis and treatment.</p> <p>K. Discuss patient teaching with regards to early detection and prevention of breast disease.</p> <p>L. Define Paget's disease and its treatment.</p> <p>M. Discuss medications that affect the female and male reproductive system.</p>	<p>3. Sexually Transmitted Diseases</p> <ol style="list-style-type: none"> <li>Syphilis</li> <li>Gonorrhea</li> <li>Herpes Genitalis</li> <li>Chlamydia Trachomatis</li> <li>Condylomata Acuminata</li> <li>Trichomoniasis/Candidiasis</li> </ol> <p>H. Female reproductive disorders</p> <ol style="list-style-type: none"> <li>Uterine cancer</li> <li>Uterine Fibroid tumors</li> <li>Endometriosis</li> <li>Vaginal Fistula</li> <li>Prolapsed uterus</li> <li>Cystocele and Rectocele</li> <li>Ovarian tumors</li> <li>Cancer of the cervix</li> <li>Bartholin's cysts</li> </ol> <p>I. Breast disorders</p> <ol style="list-style-type: none"> <li>Fibrocystic disease</li> <li>Cancer</li> <li>Breast self-examination</li> <li>Paget's disease</li> </ol> <p>J. Female and male reproduction medications</p> <ol style="list-style-type: none"> <li>Hormones</li> </ol>	



UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p><b>UNIT XI: THE PATIENT WITH A NERVOUS SYSTEM DISORDER</b></p> <p>A. Review the Anatomy &amp; Physiology of the Neurological System</p> <p>B. Identify the cranial nerves and their function.</p> <p>C. Describe assessment and documentation of neurologic system.</p> <p>D. List diagnostic tests for the patient with a neurologic disorder.</p> <p>E. Identify problems and nursing care for patient and family with neurological disorders.</p> <p>F. Describe signs and symptoms, treatment, and nursing interventions to decrease increased intracranial pressure.</p> <p>G. Describe nursing measures specific to the care of a patient with a convulsive disorder.</p> <p>H. Compare and contrast signs and symptoms, nursing care, and rehabilitation of a patient with TIA vs CVA.</p> <p>I. Describe signs and symptoms and the nursing interventions of a patient with a brain tumor.</p>	<p>A. A &amp; P of Neurological system</p> <p>B. Cranial nerves</p> <p>C. Nursing assessment of neurologic system</p> <p>D. Diagnostic tests</p> <p>E. Patient problems/care with neurologic disorder</p> <p>F. Major medical neurological disorders</p> <ol style="list-style-type: none"> <li>1. Increased intracranial pressure</li> <li>2. Convulsive disorders</li> <li>3. Transient ischemic attacks (TIAs)</li> <li>4. Cerebrovascular Accident (CVA)</li> <li>5. Brain tumor</li> <li>6. Head injuries</li> <li>7. Multiple sclerosis</li> <li>8. Parkinson's disease</li> <li>9. Amyotrophic lateral sclerosis (ALS)</li> </ol>	<p>Mosby's PN Review text Chapter 5- pp. 225-234 &amp; Chapter Review Questions</p> <p>Mosby's PN Review text Pharmacology: pp. 87-98 &amp; Chapter Review Questions</p> <p>Review Neuro Assessment Complete Neurovascular Check Sheet</p> <p>Document neurological assessment and care appropriate for a patient with neurological disorder.</p>

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p>J. Define various types of head injuries.</p> <p>K. Contrast nursing measures provided for the multiple sclerosis patient and the patient with amyotrophic lateral sclerosis.</p> <p>L. Discuss signs and symptoms, treatments and nursing interventions for Parkinson's Disease.</p> <p>M. Discuss spinal dysfunction, causes, and specific nursing measures.</p> <p>N. Discuss medications that affect the nervous system.</p>	<p>G. Spinal cord impairment</p> <ol style="list-style-type: none"> <li>1. Spinal cord lesions</li> <li>2. Spinal cord injuries</li> </ol> <p>H. Central nervous system medications</p> <ol style="list-style-type: none"> <li>1. Antidepressants</li> <li>2. Anticonvulsants</li> <li>3. Antiparkinson's</li> <li>4. Sedatives</li> </ol>	

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p><b>UNIT XII: THE PATIENT WITH EYE, EAR, NOSE, DISORDERS</b></p> <p>A. Review the Anatomy &amp; Physiology of the visual system.</p> <p>B. Discuss nursing assessments of the visual system.</p> <p>C. Describe diagnostic tests related to the visual system.</p> <p>D. Discuss common eye disorders and associated nursing care.</p> <p>E. Discuss etiology, symptoms and treatment of cataracts.</p> <p>F. Describe etiology, symptoms and treatment of glaucoma.</p> <p>G. Describe etiology, symptoms and treatment of a detached retina.</p> <p>H. Review the Anatomy &amp; Physiology of the Auditory system.</p> <p>I. Discuss nursing assessments of the Auditory system.</p> <p>J. Describe diagnostic tests related to the auditory system.</p>	<p>A. A &amp; P of the visual system</p> <p>B. Nursing assessment of the eyes</p> <p>C. Diagnostic tests of the eyes</p> <p>D. Eye disorders</p> <ol style="list-style-type: none"> <li>1. Low vision</li> <li>2. Blindness</li> <li>3. Refractive disorders</li> <li>4. Conjunctivitis</li> <li>5. Cataracts</li> <li>6. Glaucoma</li> <li>7. Detached retina</li> </ol> <p>E. A &amp; P of the Auditory system</p> <p>F. Nursing assessment of the ears</p> <p>G. Diagnostic tests of the ears</p>	<p>Mosby's PN Review text Chapter 5- pp. 271-276 &amp; Chapter Review Questions</p> <p>Mosby's PN Review text Pharmacology: pp. 107 &amp; Chapter Review Questions</p> <p>Mosby's PN Review text pp. 47-48 Measures for Eye, Ear, &amp; Throat Disorders &amp; Chapter Review Questions</p> <p>Review: Abbreviations, eye gtts, ointment, ear gtts, nose gtts, ear irrigations, Insert/Remove contact lens</p>

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p>K. Discuss common ear disorders and associated nursing care.</p> <p>L. Describe medications that affect the visual system.</p> <p>M. Describe appropriate eye treatments and eye irrigation.</p>	<p>H. Ear disorders</p> <ol style="list-style-type: none"> <li>1. Meniere's Syndrome</li> <li>2. Mastoiditis</li> <li>3. Otosclerosis</li> </ol> <p>I. Medications</p> <ol style="list-style-type: none"> <li>1. Antibiotics</li> <li>2. Mydriatics</li> <li>3. Miotics</li> </ol> <p>J. Eye</p> <ol style="list-style-type: none"> <li>1. Treatments</li> <li>2. Irrigations</li> </ol>	

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p><b>UNIT XIII: THE PATIENT WITH MENTAL HEALTH DISORDERS</b></p> <p>A. Review therapeutic communication techniques.</p> <p>B. Describe various mental disturbances, their assessment data and interventions.</p> <p>C. Describe dementia with aging adults.</p> <p>D. Review Kubler-Ross stages of death and dying.</p> <p>E. Describe the common components in all crisis situations.</p> <p>F. List risk factors for suicide and interventions in suicide prevention</p> <p>G. Review treatment modalities in mental disorders.</p> <p>H. Review medications used to treat psychiatric related disorders.</p>	<p>A. Communication</p> <p>B. Mental Disturbances</p> <ol style="list-style-type: none"> <li>1. Anxiety</li> <li>2. Phobias</li> <li>3. Obsessive Compulsive Disorder</li> <li>4. Thought Disorders</li> <li>5. Affective Disorders               <ol style="list-style-type: none"> <li>a. Depressive disorders</li> <li>b. Bipolar disorders</li> </ol> </li> <li>6. Eating disorders</li> <li>7. Personality disorders</li> </ol> <p>C. Organic Brain Disorders</p> <p>D. Death &amp; Dying</p> <p>E. Crisis</p> <p>F. Suicide</p> <p>G. Treatment Modalities</p> <ol style="list-style-type: none"> <li>1. Psychotherapy</li> <li>2. Electroconvulsive Therapy (ECT)</li> </ol> <p>H. Medications</p> <ol style="list-style-type: none"> <li>1. Antidepressant drugs</li> <li>2. Antipsychotic drugs</li> <li>3. Antimanic drugs</li> <li>4. Stimulants</li> <li>5. Appetite suppressants</li> </ol>	<p>Mosby's PN Review text Chapter 6 pp. 314-335 &amp; Chapter Review Questions</p> <p>Mosby's PN Review text Pharmacology: pp. 92-96 &amp; Chapter Review Questions</p> <p>Mosby's PN Review text pp. 51 Caring for the Dying &amp; Chapter Review Questions</p>



Course Syllabus	
Course Name: PN Issues & Trends Course Number: PNN-311 Course Department: Health Sciences Course Term: Spring & Summer Revised: 2016	
Room:	Day: Time:
Course Start Date/End:	
Instructor:	Office Location:
E-mail Address:	Office Hours: <b>Posted outside office</b>
Phone:	

Total Semester Hour(s) Credit: 1

Total Contact Hours per Semester:

Lecture: 18 (50 minute)

1. Catalog Description:

This course is designed to assist the practical nursing student to develop an awareness and understanding of responsibilities to self and career. The course content includes historical perspectives, ethical and legal considerations, professional organizations, leadership skills, career opportunity review, health resources and career responsibilities.

2. Pre-requisites/Co-requisites:

**Pre-requisites:** PNN-127 Fundamentals of Nursing Health Care, PNN-121 Clinical Practicum 1, PNN-206 Medical Administration for Nurses, PSY-121 Developmental Psychology, BIO-168 Human Anatomy & Physiology I w/lab, BIO-151 Nutrition, HSC-112 Medical Terminology, BIO-173 Human Anatomy & Physiology II w/lab, PNN-621 Life Span Health Care, & PNN-622 Clinical Practicum 2.

**Co-requisites:** PNN-811 Selected Clinical & PNN-731 Clinical Practicum.

3. Textbook Required:

- see required textbooks in syllabus

4. Materials Required: Basic calculator, ScanTron sheets

5. Institutional Outcomes:

1. *Critical Thinking:* The ability to dissect a multitude of incoming information, sorting the pertinent from the irrelevant, in order to analyze, evaluate, synthesize, or apply the information to a defensible conclusion.
2. *Effective Communication:* Information, thoughts, feelings, attitudes, or beliefs transferred either verbally or nonverbally through a medium in which the intended meaning is clearly and correctly understood by the recipient with the expectation of feedback.
3. *Personal Responsibility:* Initiative to consistently meet or exceed stated expectations over time.

6. Program Outcomes:

1. Provide effective education in nursing and related areas to produce graduates competent to practice at the beginning level of practical nursing and who participate in personal and professional development.
  - a. Evaluation Criteria:
    - Passing rates on NCLEX exam
    - Employer and student surveys
    - Employment and placement data
    - ATI test results

2. Provide flexible programming to meet individual needs in completing practical nursing including secondary health students and other transfer students.
  - a. Evaluation Criteria:
    - Admissions data
    - Enrollment patterns
    - Transfer data
    - Graduation rates
  
3. Provide transferable education to allow students to continue their education at the associate degree level.
  - a. Evaluation Criteria
    - Follow-up studies of graduates
    - Validation agreements
  
7. Course Outcomes:
  1. Examine critical thinking skills in applying the essential components of each phase of the nursing process to a multiple patient assignment.
  2. Determine nursing care skills appropriate for patients with common health-illness concerns.
  3. Relate basic human needs in caring for a multiple patient assignments.
  4. Analyze the values, attributes, behaviors, ethics, and legal obligations appropriate to the entry level practical nurse.
  5. Correlate beginning nursing skills in providing care to a multiple patient assignment with basic health needs.
  6. Formulate nursing care to individuals with common problems along the health-illness continuum.
  7. Associate basic therapeutic communication skills to individuals across the life span.
  
8. Student Outcomes:
  1. Refer to Unit Objectives/Outcomes in syllabus
  
9. College Procedures:
  1. Administrative Withdrawal Process
 

An expectation of this course is that you will participate in all class meetings and conscientiously complete all required course activities and/or assignments. After you miss 25% of the course meetings, you will be administratively withdrawn from this course and a "W" will appear on your transcript. You have the right to appeal the withdrawal to the Vice President of Instruction. Administrative withdrawal may have academic, scholarship, financial aid, and/or housing implications. If you have questions about the administrative withdrawal policy at any point during the semester, please contact me.
  
  2. Children in the Classroom: Students are not allowed to bring children into the classrooms, labs, shops, or hallways during class times.



3. Weather policy: In the event of extreme weather conditions necessitating closing the college, the following radio stations will be asked to announce the closing, starting at 6 am for day classes and 4 pm for evening classes: KVFD, KUEL, KKEZ, KIAQ, KQWC, KTPR, KHBT, KTLB, KAYL, and KDLS. Instructors may make final decisions on make-ups due to inclement weather. The final decision to attend college classes can only be made by the individual based on his or her specific extenuating circumstances that may make it hazardous for him or her to travel. Students are encouraged to sign up for Iowa Central cancellations and weather alerts sent to their cell phone through Triton Pass.
4. Course withdrawal procedure:
  1. The student will submit the withdrawal request online. This is located in WebAdvisor.
  2. The instructor immediately receives an email telling him/her that the student has requested the drop.
  3. The instructor will go into WebAdvisor and approve or deny the request.
  4. If the instructor does not respond immediately, he/she will receive an email each night until the request is approved or denied.
  5. If the instructor does not respond after two working days, the department chair will receive an email saying the instructor has not responded to the request yet.
  6. Once the request is approved, the Student Records Office will withdraw the student based on the date the student submitted the request.
5. Class cancellation: Class cancellations will be posted on Triton Pass and emailed to students. Cancellations, including campus closings, are also available as text messages through Triton Alert.

10. Grade Appeal Process:

1. Students who believe a course grade they have received is inaccurate may seek an appeal. Please refer to the Student Handbook for more specific information.

11. Special Assistance:

Iowa Central Community College offers a wide variety of individual help for students. We have academic assistance in the Academic Resource Center & Student Support Services/TRIO programs, a licensed counselor, a school nurse and services to help students map and achieve goals. These services are free of charge and available to all Iowa Central students:

- Academic Resource Center (ARC): 515.574.1045
- Counselor: 515.574.1051
- Triton Enrichment Center: 515.574.1192
- Nurse: 515.574.1047
- Student Support Services/TRIO: 515.574.1165

If you may need an accommodation based on the impact of a disability, please contact the Academic Assistance & Accommodations Coordinator to discuss your specific needs and to determine appropriate accommodations. The office for accommodations is located in the Academic Resource Center and can be reached by calling 515.574.1045. For online information about accommodations, please go to <http://www.iowacentral.edu/arc>.

#### 11. Department/Program Policies: (Refer to the Student Nursing Handbook)

Iowa Board of Nursing Policy: All nursing courses with a clinical component may not be taken by a person:

1. Who has been denied licensure by the Iowa Board of Nursing.
2. Whose license is currently suspended, surrendered or revoked in any U.S. jurisdiction.
3. Whose license/registration is currently suspended, surrendered or revoked in another country due to disciplinary action.  
(Iowa Board of Nursing, 655 Iowa Administrative Rules, Chapter 2)

- If one of the above statements applies to a student, the student needs to contact the Iowa Board of Nursing, 515-281-3255.

#### 12. Course Specific Policies:

- a. Course Syllabus Agreement: While enrolled in this course the student agrees to the policies in the syllabus which includes "Student Policy Acknowledgement Form" signed by all students
- b. Communication: Please feel free at any time to contact me at any time with questions or concerns (refer to my office phone number and email).
- c. Personal Responsibility:
  - The College requires that attendance be taken in every class. It is the student's responsibility to contact the instructor of an absence prior to class. If a student misses a class, they are to get notes from another classmate. We will

be setting up partners in class in the event of any absence, you will contact one of your classmates to obtain any handouts/ information provided.

d. Classroom Management and Behavior:

- **Cell phones and/or pagers will OFF and placed on your desk table face down during class.** Failure to do so will result in a deduction of **5 points** from your total points instantly.
- If a student leaves the classroom to receive a phone call, you may not return to class until there is a break.
- If a student is late to class and lecture/exam has started, you will need to wait in the hall until break and then come into the classroom. This is to decrease disruptions in the classroom. I
- If you are late for an exam, you will need to arrange a different time to take the exam and the 10% deduction will apply per student handbook.
- When a classmate or instructor is participating in classroom discussion, please be respectful by listening and not talking. This also applies to when the instructor is lecturing. If you have a question during lecture, write it down and if I had not answered it by the end of class, I will be happy to answer any questions at that time.
- You may eat or drink in the classroom *except* during an exam or in the lab area. If you spill anything, please clean it up and dispose of your containers in the garbage.

e. Participation/Attendance Policy:

- Please notify me by email or phone if you will be absent or late.
- It is expected that students participate in classroom/lab activities. Points may be awarded at the discretion of the instructor.

Preparing for a career in nursing means meeting standards set by the profession. Any student enrolled at Iowa Central Community College in either the Practical Nursing or Associate Degree Nursing program will be entering a profession with a stated code of ethics. Students will fail a course or be subject to other disciplinary action when the academic, clinical or personal performance is determined to be inconsistent with the responsibility and accountability for guarding patient safety. As a professional program, it is the responsibility of the faculty to determine if action is indicated.

Students who enroll accept the college's policies, regulations, and operational procedures. Student behavior, which after due process is found to be disruptive to classes or to destroy the rights of others or property, may result in disciplinary probation, suspension and/or withdrawal from a nursing course.

All students are expected to display professional behavior with instructors, staff, other students and individuals in the clinical and classroom settings. Students are also expected to communicate with others respectfully and in a non-threatening manner.

Examples of professional conduct and respect for others includes:

- Active participation in class activities.
- Offering assistance to others without prompting.
- Speaking to others in a calm, courteous, polite manner.
- Cooperating in group projects.
- Encouraging others.
- Listening quietly and attentively in class or post conference.
- Being quiet during testing.

Examples of unprofessional conduct and disrespect for others includes:

- Arriving late to class/clinical or leaving class/clinical when class/clinical is still in session.
- Making comments that are rude or sarcastic.
- Displaying hostility.
- Invading the personal space of others.
- Talking to classmates during lecture, AV presentations, and clinical conferences.
- Using cell phones during class – text messaging, receiving and/or making phone calls.
- Using profanity anywhere on campus or at clinical sites.
- Using confrontational words or body language.
- Following a student in their car, home, etc. uninvited.
- Appearing at another individual's home, etc. uninvited.
- Threatening or stalking another individual.
- Lying.
- Persistent judgmental errors in performance of care.
- Use of patient's medications for self or family.
- Illegal gain and distribution of drugs.
- Use of illegal drugs or alcohol before or during class or clinical learning activities.
- Failure to respect policies of health agencies used for clinical learning.
- Violation of HIPPA

f. Assessments: Exam/Quizzes

**Testing Policies will be followed as discussed in class.**

●Make-up exams are taken at the Library. Please arrange the time with me. If an exam is **not** taken during the scheduled class time, **10% will be deducted** from the exam score before it is corrected. Students missing exams due to an Iowa Central sponsored activity will not receive the 10% deduction. If you do not make-up the exam in one week after returning to class, you will receive a “0”.

●The instructor has the option of providing another format of the exam to be made-up. It could be short answer or essay.

●If you leave the classroom during the exam, the exam will be turned in to the instructor and considered finished. You may not leave the classroom and return to complete.

●**During an examination:**

- all bags, caps/hats/coats, keys will be placed in the front of the room-or-the designated area.
- all cell phones will be placed in the designated area—IT MUST BE OFF or you will earn a deduction of 5 points>>>>DO NOT PUT THEM IN YOUR BAG
- You will leave the cell phone in the designated area until all have completed the exam

g. Grading Policy/Scale:

**Students must earn 80% (no round-up) in order to pass this course.**

\*Please note that assessments are subject to change

92%-100% = A  
84%-91% = B  
80%-83% = C  
70%-79.99%= D  
69% & lower = F

h. Late Work Policy: No late work will be accepted in this course unless otherwise designated.

- i. Standards for Written Work: All assignments are to be typed using correct grammar, punctuation and spelling as instructions provided.

Students are responsible for keeping track of grades and seeking assistance as necessary. Student's grades will be accessed through Triton Pass. The student may access the instructor's grade book for individual grades at any time from any computer.

Students must maintain a 2.0 GPA to continue in the Associate Degree Nursing Program.

- j. Scholastic Honesty Policy:

Scholastic dishonesty will not be tolerated in this course. Iowa Central has policies-see the *Student Nursing Handbook*.

- k. Teaching Philosophy:

Students are responsible for their own learning by reading the assigned text, completing the assigned written homework, and being accountable for your own outcomes. The instructor role is to facilitate your learning. If you have questions or concerns about your grades, study skills, or need clarification of lecture, please make an appointment with me, stop by my office, call my office, or email me.

- l. Computer Considerations:

The college computers have "Microsoft Word". "Works" and other programs may not open unless you save the file as a rich text format or .rtf file.

Excuses about disks or printers are not acceptable. Complete your work early and this will not be a problem.

- m. Miscellaneous:

Review *IC Student Handbook* for specific dates of special events, entertainment, holidays, breaks, weather announcements, figuring GPA, etc.

Review *Student Nursing Handbook for clinical dress code*. No body piercing except for one small earring in each ear lobe. Hair is to be up and off the shoulders, no crayon color hair, and no jewelry except wedding or

engagement rings. The dress code is an area that is graded in your clinical proficiency. Refer to all of the dress code requirements in your handbook.

Our Health Science secretary will **NOT** make personal copies for students.

Copies can be made at the Bookstore or Academic Resource Center for 10 cents/copy.

## **College Procedures:**

**Administrative Withdrawal:** An expectation of this course is that you will participate in all class meetings and conscientiously complete all required course activities and/or assignments. You will be notified via Iowa Central email and Triton Alerts when you have missed 15%, 20%, and 25%. It is your responsibility to check email and signup for Triton Alerts. After you miss 25% of scheduled class meetings, you will be administratively withdrawn from this course. You have the right to appeal the withdrawal to the Vice President of Instruction. Administrative withdrawal may have academic, scholarship, financial aid, and/or housing implications. If you have questions about the administrative withdrawal policy at any point during the semester, please contact me.

## **Americans with Disabilities Act (Nondiscrimination) Statement:**

As required by the Department of Education, it is the policy of Iowa Central Community College not to discriminate on the basis of race, creed, color, sexual orientation, gender identity, national origin, sex, disability, religion, or age in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational

Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.).

Individuals having questions or complaints related to compliance with this policy should contact the Vice President of Enrollment Management and Student Development or the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison, Suite 1475, Chicago, IL 60661, phone number 312/730-1560, fax 312/730-1576.

***FYI: from the Iowa Board of Nursing (IBON):***

The NCLEX Exam Application asks the question “Have you ever pled guilty to, or been convicted of, a criminal offense, other than a minor traffic violation?” (Include deferred judgments) This must be answered honestly and the exam applicants will need to submit with the examination application photocopies of court records: i.e. trial information, judgment entry and sentencing order. Again the board staff will not answer any questions regarding an individual's past criminal history and whether they would or would not be able to be licensed. This decision is determined at the time the individual has graduated from a nursing program and has applied to take the licensing exam. The board staff continues to have phone calls from prospective nursing students concerning criminal convictions and licensure. As a reminder, The Iowa Board of Nursing will not be able to answer questions on whether an individual can be licensed if they have certain criminal convictions. All convictions will be reviewed at the time an applicant seeks licensure



## **PNN-206 Medication Administration for Nurses Student Contract**

I, \_\_\_\_\_ have read the syllabus and understand the course and institutional policies. I understand that failure to comply with these policies could affect my success in this course. I have had an opportunity to ask any questions I may have had and am satisfied with the answers I received.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**Course Name: Adult Health Care Clinical Practicum**

**Course Number: ADN-512**

**Course Department: Health Sciences**

**Course Term: Fall 2017**

**Last Revised by Department: May 2017**

**Total Semester Hour(s) Credit: 8.5**

**Total Contact Hours per Semester:**

Lecture: 0 Lab: Clinical: 8.5 Internship/Practicum:

**Catalog Description:** This clinical utilizes the nursing process to care for acute and chronically ill adults. It expands on knowledge previously obtained regarding principles of Man, Health, and the Environment as it affects nursing care during the adult life span. Emphasis is placed on comprehensive nursing care interventions needed for complex health problems.

**Pre-requisites and/or Co-requisites:** PNN-621 Life Span Health Care, PNN-622 Clinical Practicum 2, BIO-186 Microbiology, PSY-111 Introduction to Psychology  
Co-requisites: AND-511 Adult Health Care Course

**Textbook Required:**

Hoffman, J. J., and Sullivan, N. J. Medical-Surgical Nursing: Making Connections to Practice, 1<sup>st</sup> Edition, F.A. Davis, 2017.  
ISBN: 9780803644175

**Access Code:** No code

**Materials Required:**

Course Syllabus, Adult Health Care--2017-2018

Course Packet, Adult Health Care--Faculty, I.C.C.C., 2017-2018

Ackley, B. & Ladwig, G. Nursing Diagnosis Handbook: An evidence-based guide to planning care. 11<sup>th</sup> Edition, Mosby, 2016.

ISBN: 978-0323322249

Calculator—not graphing

Folder

**Equipment Required:**

IV Start kit, IV tubing, gloves, stethoscope, pen light, scissors, watch with second hand (no FitBit, ect.)

**Suggested Materials:** None

**Simulated Learning Environments (SLE):** the simulated learning environment provides students an opportunity to practice a range of communication and nursing skills prior to or during attendance at a clinical placement. Importantly, the SLE also enables clearly constructed, well considered clinical scenarios which nurture and challenge student development. The Simulation Center provides a state of the art clinical training venue along with dedicated nursing lecture with expertise in low fidelity simulation. Students will learn to interact with clients in scenarios which reflect “typical” adult health strategies and interventions for nursing. Where possible, the use of a standardized patient will provide a base for the SLE to unfold. The central aim of the SLE sessions is to reduce students’ anxiety about the way they assess and implement nursing care to a client.

**Institutional Outcomes:**

**Critical Thinking:** The ability to dissect a multitude of incoming information, sorting the pertinent from the irrelevant, in order to analyze, evaluate, synthesize, or apply the information to a defensible conclusion.

**Effective Communication:** Information, thoughts, feelings, attitudes, or beliefs transferred either verbally or nonverbally through a medium in which the intended meaning is clearly and correctly understood by the recipient with the expectation of feedback.

**Personal Responsibility:** Initiative to consistently meet or exceed stated expectations over time.

### **Department/Program Outcomes:**

1. Provide effective education in nursing and related areas to produce graduates competent to practice at the beginning level of registered nursing and who participate in personal and professional development.

#### **Evaluation Criteria:**

- Passing rates on NCLEX exam
- Employer and student surveys
- Employment and placement data
- Assessment Technologies Institute (ATI) test results

2. Provide flexible programming to meet individual needs in completing the associate degree in nursing including secondary health students, practical nursing graduates, and other transfer students

#### **Evaluation Criteria:**

- Admission data
- Enrollment patterns
- Transfer data
- Graduation rates

3. Provide transferable education to allow students to continue their education at the baccalaureate level.

#### **Evaluation Criteria:**

- Follow-up studies of graduates
- Validation agreements
- Transfer requirements of 4-year nursing programs

### **Student Learning Outcomes:**

1. Utilize critical thinking skills in applying the nursing process to the adult patient with more complex health-illness concerns.
2. Plan the adaptation of basic nursing skills to the adult patient with more complex health-illness concerns.
3. Prioritize basic human needs for the adult patient with more complex health-illness concerns.
4. Determine the values, attributes, behaviors, ethics, and legal obligations appropriate to the practice of nursing in the complex adult health setting.
5. Expand the knowledge of nursing skills in planning care for the adult with common or more complex health concerns.

6. Expand the theory base of health-illness in planning nursing care for adults with more complex problems along the health-illness continuum.
7. Expand knowledge of communication to select appropriate responses and teaching strategies in interacting with adults having common or complex health situations.

### **Student Objectives:**

Upon successful completion of Adult Health Care Clinical Practicum 512, the nursing student shall demonstrate the following competencies, in addition to the competencies in Fundamentals of Nursing and Life Span Health Care:

1. Obtain data from the patient and the patient's family, significant other, health care team member, and other resources:
  - Records a nursing history accurately and promptly
2. Identify actual or potential health problems based on the assessment
  - Integrates the data collected with knowledge of the etiology, development and prognosis of less common and more complex health problems
  - Identifies needs of the patient
  - Analyzes the strengths and limitations of the patient
  - Identifies learning needs of patient
  - Identifies barriers to learning in patients
  - Analyzes complexity of problem, situation and degree of learning required
  - Determine what information needs to be presented based on data gathered
  - Determines readiness of the patient to learn
3. Establish patient centered goals:
  - Formulates goals with the patient, family and health care team
  - Develops goals for the teaching learning process of patient
4. Establish priorities of care:
  - Analyze alternatives for altering behavioral, physiological and environmental factors of the patient with multiple problems
  - Establishes appropriate nursing diagnoses within complex situations based on comprehensive database
  - Establishes priorities of learning needs based on information collected from patient, family, and other sources
5. Develop nursing interventions that relate to the patient's cultural and spiritual beliefs and physiological, psychosocial and developmental needs:
  - Develops an individualized plan of nursing care
  - Determines what information needs to be presented, based on data gathered

- Plans learning activities for the patient based upon his/her level of knowledge, education and readiness to learn
  - Formulates a teaching plan
  - Decides on appropriate resources to meet learning needs of the patient
6. Implement nursing care to assist the patients in achieving their goals:
    - Implements the teaching plan for the patient
    - Provides appropriate setting: uses material and resources suited to needs, age, ability of the patient
    - Documents and/or reports patient, family and/or small group learning
  7. Skills related to assisting with diagnostic procedures:
    - Lumbar puncture
    - EKG
    - Arterial blood gases
    - Paracentesis/thoracentesis
    - Bone marrow, liver biopsy
  8. Skills related to administering medications:
    - IV additives
    - Heparin lock, saline lock, and central line catheter
    - IV push
  9. Skills related to administering IV solution and blood:
    - Initiating IV's
    - Hanging of solutions
    - Hanging of blood and blood products
    - Using IV drip chamber, stop-cock
    - Assisting with cutdown, CVP, subclavian, arterial and PICC lines
    - Reading CVP
    - IV pumps and controller
    - Hyperalimentation: Total Parenteral Nutrition (TPN)
  10. Skills related to respiratory care:
    - Assisting with insertion of chest tubes
    - Ventilators
  11. Skills related to emergency measures:
    - Assisting with lavage
  12. Skills related to miscellaneous categories:
    - Hemodialysis and continuous ambulatory peritoneal dialysis (CAPD)
    - Inserting the NG tube
  13. Evaluate the patient's progress toward their goals and revise the care plans as needed:
    - Collaborate with the patient, family and health care team in evaluating the individual's response to care
    - Evaluates degree of learning that has occurred

- Evaluates the effectiveness of the setting, materials, and resources used
  - Assesses need for additional teaching/learning activities
  - Revises and implements changes in teaching/learning activities based on evaluation and ongoing assessment
  - Documents and/or reports patient, family and/or small group learning
14. Set priorities for nursing care for a group of patients:
- Identifies learning needs of family and/or small groups
  - Analyses learning needs of patient and/or small groups on basis of collected data
  - Plans learning activities for families and/or small groups based upon level of knowledge, education and readiness to learn
15. Work in collaboration with other health team members within the work setting to meet the individuals' needs:
- Collaborates with other health disciplines and with community agencies to meet patient and related family needs
  - Implements the teaching plan for family and/or small group
16. Demonstrate the affective attributes pertinent to the role of the registered nurse:
- Responds to situational cues using therapeutic techniques
  - Uses nursing procedures as opportunities for interaction with patients and patient families
  - Demonstrates commitment to health promotion

### **Competencies/Outcomes:**

Graduate Outcome # 1. Obtain in depth data from the patient and the patient's family, significant other, health care team member, and other resources:

Records a nursing history accurately and promptly.

Graduate Outcome # 2. Utilize critical thinking to identify actual or potential health problems based on the assessment

- Integrates the data collected with knowledge of the etiology, development and prognosis of less common and more complex health problems
- Identifies needs of the patient
- Analyses the strengths and limitations of the patient
- Identifies learning needs of the patient
- Identifies barriers to learning in the patient
- Analyses complexity of problem, situation and degree of learning required

- Determine what information needs to be presented based on data gathered
- Determines readiness of the patient to learn

Graduate Outcome # 3.Utilize critical thinking to establish patient centered goals:

- Formulates goals with the patient, family and health care team
- Develops goals for the teaching/learning process of the patient

Graduate Outcome #4.Utilize critical thinking to establish priorities of care:

- Analyze alternatives for altering behavioral, physiological and environmental factors of the patient with multiple problems
- Establishes appropriate nursing diagnoses within complex situations based on comprehensive database
- Establishes priorities of learning needs based on information collected from the patient, family, and other sources

Graduate Outcome #5.Develop comprehensive nursing interventions that relate to the patient's cultural and spiritual beliefs and physiological, psychosocial and developmental needs:

- Develops and individualized plan of nursing care
- Determines what information needs to be presented, based on data gathered
- Plans learning activities for the patient based upon his/her level of knowledge, education and readiness to learn
- Formulates a teaching plan
- Decides on appropriate teaching methodology for specific situation or problem
- Identifies appropriate resources to meet learning needs of the patient

Graduate Outcome #6.Implement nursing care to assist the patients in achieving their goals:

- Implements the teaching plan for the patient
- Provides appropriate setting: uses material and resources suited to needs, age, ability of the patient
- Documents and/or reports patient, family and/or small group learning

Graduate Outcome #7.Skills related to assisting with diagnostic procedures:

- Lumbar puncture
- EKG
- Arterial blood gases
- Paracentesis/thoracentesis



- Bone marrow, liver biopsy
- Skills related to administering medications:
- IV additives
- Heparin lock, saline lock, and central line catheter
- IV push

Graduate Outcome # 8. Skills related to administering IV solution and blood:

- Initiating IV's
- Hanging of solutions
- Hanging of blood and blood products
- Using IV drip chamber, stop-cock
- Assisting with cutdown, CVP, subclavian, arterial and PICC lines
- Reading CVP
- IV pumps and controller
- Hyperalimentation: Total Parenteral Nutrition (TPN)

Graduate Outcome #9. Skills related to respiratory care:

- Assisting with insertion of chest tubes
- Ventilators

Graduate Outcome #10. Skills related to emergency measures:

- Assisting with lavage

Graduate Outcome #11. Skills related to miscellaneous categories:

- Hemodialysis and continuous ambulatory peritoneal dialysis (CAPD)
- Inserting the NG tube

Graduate Outcome #12. Evaluate the patient's progress toward their goals and revise the care plans as needed:

- Collaborate with the patient, family and health care team in evaluating the individual's response to care
- Evaluates degree of learning that has occurred
- Evaluates the effectiveness of the setting, materials, and resources used
- Assesses need for additional teaching/learning activities
- Revises and implements changes in teaching/learning activities based on evaluation and ongoing assessment
- Documents and/or reports patient, family and/or small group learning

Graduate Outcome #13. Utilize critical thinking to set priorities for nursing care for a group of patients:

- Identifies learning needs of families and/or small groups
- Analyzes learning needs of the patient and/or small groups on basis of collected data
- Plans learning activities for families and/or small groups based upon level of knowledge, education and readiness to learn

Graduate Outcome #14. Work in collaboration with other health team members within the work setting to meet the individual's needs:

- Collaborates with other health disciplines and with community agencies to meet patient and related family needs
- Implements the teaching plan for family and/or small group

Graduate Outcome #15. Demonstrates the affective attributes pertinent to the role of the registered nurse:

- Responds to situational cues using therapeutic techniques
- Uses nursing procedures as opportunities for interaction with patients and patient families
- Clarifies interactions with patients and colleagues
- Demonstrates commitment to health promotion

**College Procedures:** All college-wide procedures are located in the Iowa Central Community College Student Handbook

### **Assessments:**

Instructional Methods/Learning Strategies: Lectures, large group discussions, audio-visual materials, computer-assigned instruction; reading and written assignments, presentations, and examinations

Assessment (Summative): Objective tests, quizzes, computer assignments, and presentations, case studies, concept maps, and proficiency records. Assessment for the practicum experience is based on the objectives outlined in the proficiency record. A composite letter grade of the rotations will be given at the completion of the course based, on the weekly evaluation.

\*Please note that assessments are subject to change

Assessment (Formative): Worksheets, case studies, one-minute paper, Muddiest Point, group activities, CD-ROM from texts. Written assignments are to be turned in on the due date. If not turned in on time, it will not be accepted and a zero will be given.

Written care plans based on the nursing process and specialty papers are required. These must be completed and handed to the

appropriate instructor as assigned. The quality of the papers, together with the promptness with which they are submitted, will be reflected in the proficiency record.

Opportunity will be given for each student to discuss his/her weekly evaluation with the appropriate instructor.

\*Please note that assessments are subject to change.

**Review examination policy in nursing handbook.**

- 100 – 92% A
- 91 – 84% B
- 83 – 80% C Must earn “C” in all nursing classes to receive ADN
- 79.99 – 70% D
- 69 – 0% F
- **Must maintain a 2.0 GPA to continue in the Associate Degree Nursing Program**
- **Must earn “C” in all nursing classes to receive ADN**
- **To increase student success in the nursing classes, a minimum of 80% (nothing less) average on all exams/quizzes is required before other assignments will be counted toward the final course grade.**

### **Non-discrimination statement:**

It is the policy of Iowa Central Community College not to discriminate on the basis of race, color, national origin, sex, disability, age (employment), sexual orientation, gender identity, creed, religion, and actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code §§ 216.6 and 216.9, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. §§ 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), Age Discrimination Act of 1975 (34 CFR Part 110), and Title II of the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.).

If you have questions or complaints related to compliance with this policy, please contact Kim Whitmore, Director of Human Resources, phone number 515-574-1138, whitmore@iowacentral.edu; or the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison, Suite 1475, Chicago, IL 60661, phone number 312-730-1560, fax 312-730-1576.

### **Disability/Accommodation Services**

If you have a request for an accommodation based on the impact of a disability, it is Iowa Central's policy that you contact the Academic Assistance & Accommodations Coordinator to discuss your specific needs and to provide supporting information and documentation, so we may determine appropriate accommodations. The office for accommodations is located in the Academic Resource Center, and it can be reached by calling 515-574-1045. For online information about accommodations, please go to [www.iowacentral.edu/accommodations](http://www.iowacentral.edu/accommodations).

### **Bias-Free Classroom Statement**

The Adult Health Care Clinical Practicum-ADN 512 course maintains high standards of respect in regard to individual beliefs and values when selecting classroom materials including textbooks, project activities, power points, videos, presentations, and classroom discussions.

It is our belief that all people have the right to obtain an education within our department/program courses free of bias, with full respect demonstrated to all who enroll in the courses of this department/program.

## **ADN-512 Adult Health Care Student Contract**

I, \_\_\_\_\_ have read the syllabus and understand the course and institutional policies. I understand that failure to comply with these policies could affect my success in this course. I have had an opportunity to ask any questions I may have had and am satisfied with the answers I received.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_



**Course Name: Adult Health Care**

**Course Number: ADN-511**

**Course Department: Health Sciences**

**Course Term: Fall 2017**

**Last Revised by Department: May 2017**

**Total Semester Hour(s) Credit: 8.5**

**Total Contact Hours per Semester:**

Lecture: 8.5 Lab: Clinical: Internship/Practicum:

**Catalog Description:** This course utilizes the nursing process to care for acute and chronically ill adults. It expands on knowledge previously obtained regarding principles of Man, Health, and the Environment as it affects nursing care during the adult life span. Emphasis is placed on comprehensive nursing care interventions needed for complex health problems.

**Pre-requisites and/or Co-requisites:**

PNN-621 Life Span Health Care, PNN-622 Clinical Practicum 2, BIO-186 Microbiology, PSY-111 Introduction to Psychology

Co-requisites: AND-512 Clinical Practicum

**Textbook Required:**

Hoffman, J. J., and Sullivan, N. J. Medical-Surgical Nursing: Making Connections to Practice, 1<sup>st</sup> Edition, F.A. Davis, 2017.  
ISBN: 9780803644175

**Access Code:** No code

**Materials Required:**

Course Syllabus, Adult Health Care--2017-2018

Course Packet, Adult Health Care--Faculty, I.C.C.C., 2017-2018

Ackley, B. & Ladwig, G. Nursing Diagnosis Handbook: An evidence-based guide to planning care. 11<sup>th</sup> Edition, Mosby, 2016.

ISBN: 978-0323322249

Calculator—not graphing

Folder

**Equipment Required:**

IV Start kit, IV tubing, gloves, stethoscope, pen light, scissors

**Suggested Materials:** None

**Simulated Learning Environments (SLE):** the simulated learning environment provides students an opportunity to practice a range of communication and nursing skills prior to or during attendance at a clinical placement. Importantly, the SLE also enables clearly constructed, well considered clinical scenarios which nurture and challenge student development. The Simulation Center provides a state of the art clinical training venue along with dedicated nursing lecture with expertise in low fidelity simulation. Students will learn to interact with clients in scenarios which reflect “typical” adult health strategies and interventions for nursing. Where possible, the use of a standardized patient will provide a base for the SLE to unfold. The central aim of the SLE sessions is to reduce students’ anxiety about the way they assess and implement nursing care to a client.

**Institutional Outcomes:**

**Critical Thinking:** The ability to dissect a multitude of incoming information, sorting the pertinent from the irrelevant, in order to analyze, evaluate, synthesize, or apply the information to a defensible conclusion.

**Effective Communication:** Information, thoughts, feelings, attitudes, or beliefs transferred either verbally or nonverbally through a medium in which the intended meaning is clearly and correctly understood by the recipient with the expectation of feedback.

**Personal Responsibility:** Initiative to consistently meet or exceed stated expectations over time.

**Department/Program Outcomes:**

1. Provide effective education in nursing and related areas to produce graduates competent to practice at the beginning level of registered nursing and who participate in personal and professional development.

Evaluation Criteria:

- Passing rates on NCLEX exam
- Employer and student surveys
- Employment and placement data
- Assessment Technologies Institute (ATI) test results

2. Provide flexible programming to meet individual needs in completing the associate degree in nursing including secondary health students, practical nursing graduates, and other transfer students

Evaluation Criteria:

- Admission data
- Enrollment patterns
- Transfer data
- Graduation rates

3. Provide transferable education to allow students to continue their education at the baccalaureate level.

Evaluation Criteria:

- Follow-up studies of graduates
- Validation agreements
- Transfer requirements of 4-year nursing programs

**Student Learning Outcomes:**

1. Utilize critical thinking skills in applying the nursing process to the adult patient with more complex health-illness concerns.
2. Plan the adaptation of basic nursing skills to the adult patient with more complex health-illness concerns.
3. Prioritize basic human needs for the adult patient with more complex health-illness concerns.
4. Determine the values, attributes, behaviors, ethics, and legal obligations appropriate to the practice of nursing in the complex adult health setting.
5. Expand the knowledge of nursing skills in planning care for the adult with common or more complex health concerns.



6. Expand the theory base of health-illness in planning nursing care for adults with more complex problems along the health-illness continuum.
7. Expand knowledge of communication to select appropriate responses and teaching strategies in interacting with adults having common or complex health situations.

### **Student Objectives:**

Upon successful completion of Adult Health Care 511, the nursing student shall demonstrate the following competencies, in addition to the competencies in Fundamentals of Nursing and Life Span Health Care:

1. Obtain data from the patient and the patient's family, significant other, health care team member, and other resources:
  - Records a nursing history accurately and promptly
2. Identify actual or potential health problems based on the assessment
  - Integrates the data collected with knowledge of the etiology, development and prognosis of less common and more complex health problems
  - Identifies needs of the patient
  - Analyzes the strengths and limitations of the patient
  - Identifies learning needs of patient
  - Identifies barriers to learning in patients
  - Analyzes complexity of problem, situation and degree of learning required
  - Determine what information needs to be presented based on data gathered
  - Determines readiness of the patient to learn
3. Establish patient centered goals:
  - Formulates goals with the patient, family and health care team
  - Develops goals for the teaching learning process of patient
4. Establish priorities of care:
  - Analyze alternatives for altering behavioral, physiological and environmental factors of the patient with multiple problems
  - Establishes appropriate nursing diagnoses within complex situations based on comprehensive database
  - Establishes priorities of learning needs based on information collected from patient, family, and other sources
5. Develop nursing interventions that relate to the patient's cultural and spiritual beliefs and physiological, psychosocial and developmental needs:
  - Develops an individualized plan of nursing care
  - Determines what information needs to be presented, based on data gathered

- Plans learning activities for the patient based upon his/her level of knowledge, education and readiness to learn
  - Formulates a teaching plan
  - Decides on appropriate resources to meet learning needs of the patient
6. Implement nursing care to assist the patients in achieving their goals:
    - Implements the teaching plan for the patient
    - Provides appropriate setting: uses material and resources suited to needs, age, ability of the patient
    - Documents and/or reports patient, family and/or small group learning
  7. Skills related to assisting with diagnostic procedures:
    - Lumbar puncture
    - EKG
    - Arterial blood gases
    - Paracentesis/thoracentesis
    - Bone marrow, liver biopsy
  8. Skills related to administering medications:
    - IV additives
    - Heparin lock, saline lock, and central line catheter
    - IV push
  9. Skills related to administering IV solution and blood:
    - Initiating IV's
    - Hanging of solutions
    - Hanging of blood and blood products
    - Using IV drip chamber, stop-cock
    - Assisting with cutdown, CVP, subclavian, arterial and PICC lines
    - Reading CVP
    - IV pumps and controller
    - Hyperalimentation: Total Parenteral Nutrition (TPN)
  10. Skills related to respiratory care:
    - Assisting with insertion of chest tubes
    - Ventilators
  11. Skills related to emergency measures:
    - Assisting with lavage
  12. Skills related to miscellaneous categories:
    - Hemodialysis and continuous ambulatory peritoneal dialysis (CAPD)
    - Inserting the NG tube
  13. Evaluate the patient's progress toward their goals and revise the care plans as needed:
    - Collaborate with the patient, family and health care team in evaluating the individual's response to care
    - Evaluates degree of learning that has occurred

- Evaluates the effectiveness of the setting, materials, and resources used
  - Assesses need for additional teaching/learning activities
  - Revises and implements changes in teaching/learning activities based on evaluation and ongoing assessment
  - Documents and/or reports patient, family and/or small group learning
14. Set priorities for nursing care for a group of patients:
- Identifies learning needs of family and/or small groups
  - Analyses learning needs of patient and/or small groups on basis of collected data
  - Plans learning activities for families and/or small groups based upon level of knowledge, education and readiness to learn
15. Work in collaboration with other health team members within the work setting to meet the individuals' needs:
- Collaborates with other health disciplines and with community agencies to meet patient and related family needs
  - Implements the teaching plan for family and/or small group
16. Demonstrate the affective attributes pertinent to the role of the registered nurse:
- Responds to situational cues using therapeutic techniques
  - Uses nursing procedures as opportunities for interaction with patients and patient families
  - Demonstrates commitment to health promotion

**College Procedures:** All college-wide procedures are located in the Iowa Central Community College Student Handbook

### **Assessments:**

Instructional Methods/Learning Strategies: Lectures, large group discussions, audio-visual materials, computer-assigned instruction; reading and written assignments, presentations, and examinations

Assessment (Summative): Objective tests, quizzes, computer assignments, and presentations, case studies, concept maps, and proficiency records. Assessment for the practicum experience is based on the objectives outlined in the proficiency record. A composite letter grade of the rotations will be given at the completion of the course based, on the weekly evaluation.

Assessment (Formative): Worksheets, case studies, one-minute paper, Muddiest Point, group activities, CD-ROM from texts. Written assignments are to be turned in on the due date. If not turned in on time, it will not be accepted and a zero will be given.

Written care plans based on the nursing process and specialty papers are required. These must be completed and handed to the appropriate instructor as assigned. The quality of the papers, together with the promptness with which they are submitted, will be reflected in the proficiency record.

Opportunity will be given for each student to discuss his/her weekly evaluation with the appropriate instructor.

\*Please note that assessments are subject to change.

**Review examination policy in nursing handbook.**

- 100 – 92% A
- 91 – 84% B
- 83 – 80% C Must earn “C” in all nursing classes to receive ADN
- 79.99 – 70% D
- 69 – 0% F
- **Must maintain a 2.0 GPA to continue in the Associate Degree Nursing Program**
- **Must earn “C” in all nursing classes to receive ADN**
- **To increase student success in the nursing classes, a minimum of 80% (nothing less) average on all exams/quizzes is required before other assignments will be counted toward the final course grade.**

### **Non-discrimination statement:**

It is the policy of Iowa Central Community College not to discriminate on the basis of race, color, national origin, sex, disability, age (employment), sexual orientation, gender identity, creed, religion, and actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code §§ 216.6 and 216.9, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. §§ 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), Age Discrimination Act of 1975 (34 CFR Part 110), and Title II of the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.).

If you have questions or complaints related to compliance with this policy, please contact Kim Whitmore, Director of Human Resources, phone number 515-574-1138, whitmore@iowacentral.edu; or the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison, Suite 1475, Chicago, IL 60661, phone number 312-730-1560, fax 312-730-1576.

### **Disability/Accommodation Services**

If you have a request for an accommodation based on the impact of a disability, it is Iowa Central's policy that you contact the Academic Assistance & Accommodations Coordinator to discuss your specific needs and to provide supporting information and documentation, so we may determine appropriate accommodations. The office for accommodations is located in the Academic Resource Center, and it can be reached by calling 515-574-1045. For online information about accommodations, please go to [www.iowacentral.edu/accommodations](http://www.iowacentral.edu/accommodations).

### **Bias-Free Classroom Statement**

The Adult Health Care Clinical Practicum-ADN 512 course maintains high standards of respect in regard to individual beliefs and values when selecting classroom materials including textbooks, project activities, power points, videos, presentations, and classroom discussions.

It is our belief that all people have the right to obtain an education within our department/program courses free of bias, with full respect demonstrated to all who enroll in the courses of this department/program.

## **ADN-511 Adult Health Care Student Contract**

I, \_\_\_\_\_ have read the syllabus and understand the course and institutional policies. I understand that failure to comply with these policies could affect my success in this course. I have had an opportunity to ask any questions I may have had and am satisfied with the answers I received.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**MCH  
Course  
Syllabus**

## UNIT I: FOUNDATIONS OF MATERNITY AND CHILD HEALTH NURSING

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p>At the completion of this unit of study, the student will:</p> <p>A. 1. Describe changes in maternity care from home birth with lay midwives to medical management.</p> <p>2. Compare current settings for child birth both within and outside the hospital setting.</p> <p>3. Identify trends that led to the development of family-centered nursing care.</p> <p>B. 1. Describe current trends that affect perinatal nursing, including cost containment, outcomes management, home care and advances in technology.</p> <p>2. Explain changes in family structure and their impact on family functioning.</p> <p>C. 1. Discuss the downward trends in infant and maternal mortality rates, and compare current infant mortality rates for specific ethnic groups and nations.</p> <p>2. Identify trends in morbidity and mortality rates in the maternity and pediatric population.</p> <p>3. Identify interventions that may impact morbidity and mortality rates in maternity and pediatric clients.</p>	<p>A. Historical Perspectives</p> <ol style="list-style-type: none"> <li>1. Maternity Nursing</li> <li>2. Current Settings for Childbirth</li> <li>3. Nursing of Children</li> </ol> <p>B. Current Trends in Maternity and Child Health Care</p> <ol style="list-style-type: none"> <li>1. Cost Containment</li> <li>2. Effects of Cost Containment</li> <li>3. Home Care</li> <li>4. Community Care</li> <li>5. Health Care Assistance Programs</li> </ol> <p>C. Statistics on Maternal, Infant, and Child Health</p> <ol style="list-style-type: none"> <li>1. Maternal and Infant Mortality</li> <li>2. Morbidity</li> </ol>	<p>Reading Assignment: Maternal Child Nursing: McKinney, James, Murray, Nelson and Ashwill</p> <p><b>Read: Chapter 1</b></p> <p>Lecture/discussion/PowerPoints/quizzes/worksheets/case studies/games/videos</p> <p><b>ATI: Watch introduction videos and how to use ATI</b></p> <p><b>ATI Book: Fundamentals for Nursing: Read pp 334-346</b></p> <p><b>ATI: Assignments</b></p>



UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p>D. 1. Review ethical theories and principles and apply to ethical dilemmas.</p> <p>2. Discuss ethical conflicts related to reproductive issues such as elective abortion, forced contraception and infertility.</p> <p>E. 1. Relate how major social issues, such as poverty and access to health care affect maternal-newborn nursing.</p> <p>F. 1. Describe the legal basis for nursing practice.</p> <p>2. Identify measures to prevent malpractice claims.</p> <p>3. Analyze ethical and legal considerations related to the maternity and pediatric client.</p> <p>G. 1. Explain the roles the nurse may assume in pediatric and maternity nursing practice.</p> <p>2. Identify advanced practice roles of maternity and pediatric care.</p> <p>3. Apply the teaching-learning process.</p> <p>4. Explain the incorporation of critical thinking into nursing practice.</p> <p>5. Review the steps of the nursing process and relate them to maternity and pediatric nursing.</p>	<p>D. Ethical Perspectives</p> <ol style="list-style-type: none"> <li>1. Ethical Principles /Theories</li> <li>2. Ethical Concerns in Reproduction/Child Health Nursing</li> </ol> <p>E. Social Issues</p> <p>F. Legal Issues</p> <p>G. Professional Nurse Role in Maternity and Pediatric Care</p> <ol style="list-style-type: none"> <li>1. The Role of the Professional Nurse</li> <li>2. Therapeutic Communication</li> <li>3. Critical Thinking</li> <li>4. The Nursing Process</li> </ol>	<p><b>Read: Chapter 2</b></p>



<p>At the completion of this unit of study, the student will:</p> <p>A. 1. Discuss the physiological changes in each of the major body systems that occur as the newborn transitions from intrauterine to extrauterine life.</p> <p>2. Describe the periods of reactivity and behavioral states of the newborn.</p> <p>B. 1. Discuss the initial nursery assessment of the neonate.</p> <p>2. Perform an Apgar score on a newborn infant.</p> <p>3. Explain the nurse's responsibility in cardiorespiratory and thermoregulation assessments.</p> <p>4. Describe thermoregulation in the newborn.</p> <p>5. Discuss the functions of the hepatic system and assessments.</p> <p>6. Describe nursing assessments of neonatal body systems.</p>	<p>A. Normal Newborn</p> <ol style="list-style-type: none"> <li>1. Respiratory Adaptation</li> <li>2. Cardiovascular Adaptation</li> <li>3. Neurologic Adaptation</li> <li>4. Hematologic Adaptation</li> <li>5. Gastrointestinal System</li> <li>6. Hepatic System</li> <li>7. Urinary System</li> <li>8. Immune System</li> <li>9. Psychosocial System</li> </ol> <p>B. Assessment of the Normal Newborn</p> <ol style="list-style-type: none"> <li>1. Physical examination <ol style="list-style-type: none"> <li>a. Immediate Care of the Newborn</li> <li>b. Apgar Score</li> <li>c. Measurements</li> <li>d. Cardiorespiratory Status</li> <li>e. Thermoregulation</li> <li>f. Anomalies</li> <li>g. Neurological</li> <li>h. Hepatic Function</li> <li>i. Gastrointestinal</li> <li>j. Genitourinary</li> <li>k. Integumentary</li> </ol> </li> </ol>	<p>Reading Assignment: Maternal Child Nursing, McKinney, James, Murray, Nelson and Ashwill</p> <p><b>Read: Chapter 21</b></p> <p><b>Maternal Newborn</b> <b>ATI: Unit 4 pp 266-345</b></p> <p>Lecture/discussion/PowerPoints/quizzes/worksheets/case studies/games/videos</p> <p><b>Read: Chapter 17, pp 353-357</b></p> <p><b>Maternal NB</b> <b>ATI: pp 267-290</b></p>
UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p>7. Discuss the importance of and the components of gestational age assessment.</p> <p>8. Perform a gestational age assessment on a newborn.</p>	<p>2. Gestational Age</p> <ol style="list-style-type: none"> <li>a. Neuromuscular Maturity</li> <li>b. Physical Maturity</li> </ol> <p>3. Newborn Behavior</p>	

<p>9. Describe newborn behavior periods of reactivity and behavior states and their implications for care givers.</p> <p>C. 1. Describe the purpose and use of routine prophylactic medications for the normal newborn.</p> <p>2. Discuss the nurse's responsibility in cardiorespiratory and thermo-regulatory assessments and care.</p> <p>3. Explain the risks and benefits of circumcision.</p> <p>4. Describe ongoing nursing assessments and care of the newborn.</p> <p>5. Discuss newborn blood glucose monitoring and explain the procedure.</p>	<p>C. Care of the Normal Newborn</p> <p>1. Early Care</p> <ol style="list-style-type: none"> <li>Administering Vitamin K</li> <li>Eye Prophylaxis</li> <li>Airway Management</li> <li>Thermoregulation</li> <li>Blood Glucose Monitoring</li> <li>Bilirubin Assessment</li> <li>Circumcision</li> </ol>	<p><b>Read: Chapter 22</b></p> <p><b>Maternal NB</b></p> <p><b>ATI: pp 281-290</b></p>
UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p>6. Describe methods for providing security for the newborn while hospitalized.</p> <p>7. Identify hygienic care of the newborn including parental teaching of home care.</p> <p>8. Discuss nursing procedures in collecting specimens from the neonate.</p>	<p>2. Assessment and Care</p> <ol style="list-style-type: none"> <li>Skin Care</li> <li>Security</li> <li>Immunizations</li> <li>Newborn Screening</li> <li>Discharge/Follow-up</li> </ol>	

<p>9. Analyze the role of the nurse in discharge teaching plans for parents of a newborn including aspects of neonatal care, safety, development, immunizations, and well-baby checks.</p> <p>10. Identify the components of the newborn screening tests and explain their importance.</p> <p>D. 1. Identify and calculate the nutritional and fluid needs of the infant.</p> <p>2. Differentiate between breast milk and formula in regard to nutrient content and meeting the needs of the newborn.</p> <p>3. Explain the physiology of lactation.</p> <p>4. Discuss breast feeding in relationship to advantages, disadvantages, newborn's response, nursing assessment, and maternal needs and care.</p>	<p>D. Infant Feeding</p> <ol style="list-style-type: none"> <li>1. Nutritional Needs</li> <li>2. Breast Milk and Formula Composition</li> <li>3. Feeding Method <ol style="list-style-type: none"> <li>a. Breast Feeding</li> <li>b. Formula Feeding</li> </ol> </li> <li>4. Home Care of the infant</li> </ol>	<p><b>Read: Chapter 23</b></p> <p><b>Maternal NB</b></p> <p><b>ATI: pp 291-301</b></p>
UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p>5. Explore cultural aspects of newborn care and breast or formula feeding.</p> <p>6. Describe nursing assessment and interventions for common breast feeding problems.</p> <p>7. Discuss nursing assessment and interventions in formula feeding.</p> <p>8. Create a teaching plan for the breast feeding or formula feeding mother.</p> <p>9. Discuss the discharge plan for a newborn, and significant discharge teaching.</p>		

<p>E. 1. Identify risk factors that may lead to complications of gestational age and development in the newborn.</p> <p>2. Discuss the common respiratory problems in high risk newborns.</p> <p>3. Discuss the special problems of preterm, late preterm, post-term, small-for-gestational, and large-for-gestational age newborns.</p> <p>4. Describe the steps involved in neonatal resuscitation.</p>	<p>E. High-Risk Newborn: Preterm, Post-term, Gestational Age</p> <p>1. Late Preterm Infants/Preterm Infants</p> <ul style="list-style-type: none"> <li>a. Respiratory Problems</li> <li>b. Thermoregulation Problems</li> <li>c. Fluid and Electrolyte Balance Problems</li> <li>d. Skin Problems</li> <li>e. Infection Problems</li> <li>f. Pain/Stress Problems</li> <li>g. Nutrition Needs</li> <li>h. Parenting</li> </ul>	<p><b>Read: Chapter 29</b></p> <p><b>Maternal NB</b></p> <p><b>ATI: pp 315-345</b></p>
UNIT OBJECTIVES/ OUTCOME	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT

<p>F. 1. Identify nursing measures needed in caring for newborns with: respiratory distress, hypoglycemia, hyperbilirubinemia and congenital anomalies.</p> <p>2. Describe clinical manifestations and nursing assessment and care of newborns with acquired or congenital conditions</p> <p>3. Describe the effect of maternal substance abuse on the newborn.</p> <p>4. Analyze nursing interventions in caring for the family that is experiencing a crisis in the neonatal period.</p>	<p>i. Common Complications</p> <ol style="list-style-type: none"> <li>1. Respiratory Distress Syndrome</li> <li>2. Bronchopulmonary Dysplasia</li> <li>3. Periventricular-Intraventricular Hemorrhage</li> <li>4. Retinopathy of Prematurity</li> <li>5. Necrotizing Enterocolitis</li> </ol> <p>2. Post Term-Infants</p> <p>3. Small-for-Gestational Age Infants</p> <p>4. Large-for-Gestational Age Infants</p> <p>F. High-Risk Newborn: Acquired Conditions</p> <ol style="list-style-type: none"> <li>1. Respiratory Complications</li> <li>2. Hyperbilirubinemia</li> <li>3. Infection</li> <li>4. Infant of a Diabetic Mother</li> <li>5. Hypocalcemia</li> <li>6. Prenatal Drug Exposure</li> <li>7. Congenital Defects (Covered in Pediatrics)</li> </ol>	<p><b>Read: Chapter 30</b></p> <p><b>Maternal NB</b></p> <p><b>ATI: pp 315-345</b></p> <p>Examination</p>
--	---	---

### UNIT III: HUMAN SEXUALITY, REPRODUCTION AND HEREDITARY INFLUENCES ON CHILD-BEARING

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p>At the completion of this unit of study, the student will:</p> <p>A.1. Explain female and male sexual development from prenatal life through sexual maturity.</p> <p>2. Describe normal anatomy of the female and male reproductive systems.</p> <p>3. Explain normal function of the female and male reproductive systems.</p> <p>4. Explain normal structures and function of the female breast.</p> <p>5. Summarize the menstrual cycle in relation to hormonal response, ovarian response, and endometrial response.</p> <p>6. Explain sperm formation, maturation and pathway through the male reproductive system.</p>	<p>A. Reproductive Anatomy and Physiology</p> <ol style="list-style-type: none"> <li>1. Sexual Development <ol style="list-style-type: none"> <li>a. Prenatal Development</li> <li>b. Childhood</li> <li>c. Sexual Maturation <ol style="list-style-type: none"> <li>1. Initiation of Sexual Maturation</li> <li>2. Female Puberty Changes</li> <li>3. Male Puberty Changes</li> </ol> </li> <li>d. Decline in Fertility</li> </ol> </li> <li>2. Female Reproductive Anatomy &amp; Physiology <ol style="list-style-type: none"> <li>a. External Organs</li> <li>b. Internal Organs</li> <li>c. Support Structures</li> </ol> </li> <li>3. Female Reproductive Cycle <ol style="list-style-type: none"> <li>a. Ovarian Cycle <ol style="list-style-type: none"> <li>1. Follicular Phase</li> <li>2. Ovulatory Phase</li> <li>3. Luteal Phase</li> </ol> </li> <li>b. Endometrial Cycle <ol style="list-style-type: none"> <li>1. Proliferative Phase</li> <li>2. Secretory Phase</li> <li>3. Menstrual Phase</li> </ol> </li> </ol> </li> </ol>	<p>Reading Assignment: Maternal Child Nursing, McKinney, James, Murray, Nelson, and Ashwill</p> <p><b>Read: Chapter 11</b></p> <p><b>Maternal NB</b> <b>ATI: pp 2-23</b></p> <p>Lecture/discussion / PowerPoints/ quizzes/worksheets/case studies/ games/video</p> <p><b>Maternal NB</b> <b>ATI: pp 17-23</b></p> <p><b>ATI Assignments</b></p>
UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
	<p>4. Female Breast</p> <ol style="list-style-type: none"> <li>a. Structure</li> <li>b. Function</li> </ol>	



<p>B. 1. Describe formation of the female and male gametes.</p> <p>2. Relate ovulation and ejaculation to the process of human conception.</p> <p>3. Explain implantation nourishment of the embryo before development of the placenta.</p> <p>4. Describe normal prenatal development from conception through birth.</p> <p>5. Explain structure &amp; function of the placenta, umbilical cord, and fetal membranes.</p> <p>6. Differentiate between monozygotic &amp; dizygotic twins.</p>	<p>5. Male Reproductive Anatomy &amp; Physiology</p> <ol style="list-style-type: none"> <li>External Organs</li> <li>Internal Organs</li> </ol> <p>B. Conception and Prenatal Development</p> <ol style="list-style-type: none"> <li>Gametogenesis <ol style="list-style-type: none"> <li>Oogenesis</li> <li>Spermatogenesis</li> </ol> </li> <li>Conception <ol style="list-style-type: none"> <li>Female</li> <li>Male</li> <li>Fertilization</li> </ol> </li> <li>Pre-embryonic Period</li> <li>Embryonic Period</li> <li>Fetal Period</li> <li>Auxiliary Structures</li> <li>Fetal Circulation</li> <li>Multifetal Pregnancy</li> </ol>	<p><b>Read: Chapter 12</b></p> <p><b>Maternal Child</b> <b>ATI: pp 2-16</b></p>
---	---	---

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p>C. 1. Describe the structure and function of normal human genes and chromosomes.</p> <p>2. Describe the transmission of gene traits from parent to child.</p> <p>3. Explain characteristics of multifactorial birth defects.</p>	<p>C. Heredity and Environmental Influences on Child-bearing</p> <ol style="list-style-type: none"> <li>Hereditary Influences <ol style="list-style-type: none"> <li>Structure of Genes and Chromosomes</li> <li>Transmission of Traits</li> <li>Patterns of Gene Inheritance</li> </ol> </li> </ol>	<p><b>Read: Chapter 10</b></p>

<ol style="list-style-type: none"> <li>4. Identify environmental factors that can influence the unborn child and how they may be prevented.</li> <li>5. Discuss the process of genetic counseling and its purposes.</li> </ol>	<ol style="list-style-type: none"> <li>d. Chromosomal Abnormalities</li> <li>2. Multifactorial Disorders</li> <li>3. Environmental Influences               <ol style="list-style-type: none"> <li>a. Teratogens</li> <li>b. Prevention</li> </ol> </li> <li>4. Genetic Counseling</li> <li>5. Nursing Care of Families Concerned About Birth Defects</li> </ol>	
UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<ol style="list-style-type: none"> <li>D. 1. Describe the role of the nurse in helping couples choose contraceptive methods.</li> <li>2. Explain why informed consent is important for contraception.</li> <li>3. Compare and contrast contraceptive methods in terms of safety, effectiveness, convenience, education needed, effect on spontaneity, availability, expense, and preference.</li> </ol>	<ol style="list-style-type: none"> <li>D. Management of Fertility and Infertility               <ol style="list-style-type: none"> <li>1. Contraception                   <ol style="list-style-type: none"> <li>a. Role of the Nurse</li> <li>b. Choosing a Method</li> <li>c. Methods of Contraception</li> </ol> </li> <li>2. Infertility                   <ol style="list-style-type: none"> <li>a. Role of the nurse</li> <li>b. Factors Leading to Infertility                       <ol style="list-style-type: none"> <li>(1) Men</li> <li>(2) Women</li> </ol> </li> <li>c. Evaluation of Infertility</li> <li>d. Therapies to Facilitate Pregnancy</li> </ol> </li> </ol> </li> </ol>	<p><b>Read: Chapter 31</b></p> <p><b>Maternal NB</b> <b>ATI: pp 17-19</b></p>

4. Summarize the nurse's role when caring for couples experiencing problems with infertility.  5. Discuss factors that can impair a couple's ability to conceive.  6. Specify and explain evaluations that may be performed when a couple seeks help for their infertility.  7. Discuss the use of procedures and treatments that may aid a couple's ability to conceive and carry the fetus to viability.  8. Analyze how infertility can affect a couple and others in their family.	(1) Medications (2) Surgical Procedures (3) Therapeutic Insemination (4) Surrogate Parenting e. Advanced Reproductive Techniques (1) In Vitro Fertilization (2) Gamete Intrafallopian Transfer (3) Zygote Intrafallopian Transfer f. Responses to Infertility g. Outcomes After Infertility Therapy	Examination
--	--	-------------

#### UNIT IV: CARE OF THE PATIENT DURING THE ANTEPARTUM PERIOD

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
At the completion of this unit of study, the student will: A. 1. Recognize the expected maternal anatomical and physiologic adaptations to pregnancy.  2. Describe the reproductive organ changes that occur during pregnancy.  3. Recognize the hematologic and cardiovascular changes that occur during pregnancy and their significance for nursing assessments.  4. Identify the respiratory changes that occur during pregnancy and discuss the consequences as related to the patient.	A. Physiologic Adaptations to Pregnancy 1. Body Systems a. Reproductive b. Cardiovascular c. Respiratory d. Gastrointestinal e. Urinary f. Integumentary g. Musculoskeletal h. Endocrine 2. Confirmation of Pregnancy a. Presumptive Indications b. Probable Indications c. Positive Indications	Reading Assignment: Maternal Child Nursing: McKinney, James, Murray, Nelson, and Ashwill. <b>Read Chapter 13</b>  <b>ATI: pp 24-31</b>  Lecture/discussion/ PowerPoints/ quizzes/worksheets/case studies/ games/videos

<ul style="list-style-type: none"> <li>5. Discuss the changes that occur in the urinary system during pregnancy and how these relate to hemostasis.</li> <li>6. Relate the changes that occur in the integumentary, musculoskeletal, and gastrointestinal systems and identify effects seen by pregnant patient.</li> <li>7. Relate maternal hormones produced during pregnancy and state their systemic effect and significance.</li> <li>8. Differentiate presumptive, probable, and positive signs of pregnancy.</li> </ul>	<ul style="list-style-type: none"> <li>3. Antepartum Assessment &amp; Care               <ul style="list-style-type: none"> <li>a. Initial Visit</li> <li>b. Multifetal Pregnancy</li> <li>c. Common Discomforts of Pregnancy</li> </ul> </li> </ul>	<b>ATI: Assignments</b>
UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<ul style="list-style-type: none"> <li>9. Calculate gravida and para, and expected delivery date.</li> <li>10. Identify essential antepartum assessments done during the initial visit.</li> <li>11. Discuss maternal adaptation to multi-fetal pregnancy.</li> <li>12. Review physiology and treatment of discomforts related to maternal adaptations of pregnancy.</li> </ul> <p>B. 1. Discuss significant changes and responses seen with maternal adaptation to pregnancy in regard to acceptance, identification with motherhood role, family relationships, and anticipation of labor.</p> <p>2. Identify significant changes and responses seen with paternal adaptation to pregnancy in regard to</p>	<p>B. Psychosocial Adaptations to Pregnancy</p> <ul style="list-style-type: none"> <li>1. Maternal Adaptation</li> <li>2. Paternal Adaptation</li> </ul>	

<p>acceptance, identification with fatherhood role, family relationships, and anticipation of labor.</p> <p>C. 1. Discuss cultural influences of the patient and her family in response to her pregnancy.</p>	<p>C. Cultural Influences on Childbearing</p> <ol style="list-style-type: none"> <li>1. Cultural Differences</li> <li>2. Culturally Competent Nursing Care</li> </ol>	
UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p>D. 1. Identify the advantages of childbirth education.</p> <ol style="list-style-type: none"> <li>2. Compare and contrast various types of childbirth classes.</li> <li>3. Discuss education for child-bearing families.</li> <li>4. Describe the support person's role in helping women during labor.</li> </ol> <p>E. 1. Explain adequate nutrition and weight gain during pregnancy.</p> <ol style="list-style-type: none"> <li>2. Compare the nutrient needs of pregnant and non-pregnant women.</li> <li>3. Describe common factors that influence a woman's nutritional status and choices.</li> </ol>	<p>D. Perinatal Education</p> <ol style="list-style-type: none"> <li>1. Goals</li> <li>2. Providers</li> <li>3. Class Participants</li> <li>4. Choices for Childbearing</li> <li>5. Types of Classes</li> <li>6. Education for Childbirth</li> <li>7. The Labor Partner</li> </ol> <p>E. Nutrition for Childbearing</p> <ol style="list-style-type: none"> <li>1. Weight Gain During Pregnancy</li> <li>2. Nutritional Requirements</li> <li>3. Factors Influencing Nutrition</li> <li>4. Nutritional Risk Factors</li> <li>5. Nutrition After Birth</li> <li>6. Nursing Process in Nutritional Care</li> </ol>	<p><b>Maternal NB</b> <b>ATI: pp 32-42</b></p> <p><b>Read: Chapter 14</b> <b>Maternal NB</b> <b>ATI: pp 43-49</b></p>

4. Identify the factors that place the client at nutritional risk during pregnancy.		
UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
5. Compare the nutritional needs of the postpartum woman who is breast-feeding with those of one who is not breast-feeding.  6. Apply the nursing process to nutrition during pregnancy, the postpartum period, and lactation.  7. Discuss teaching and possible resource people available to help with nutritional counseling of the pregnant patient.  F. 1. Identify indications for fetal diagnostic procedures.  2. Describe ultrasound and other diagnostic techniques utilized in high risk pregnancies.  3. Describe the use of amniocentesis and chemical tests utilized to evaluate fetal well-being.  4. Differentiate between non-stress and contraction stress testing in terms of purpose, procedure, and interpretation.	F. Prenatal Diagnostic Tests 1. Indications for Fetal Diagnostic Tests 2. Ultrasonography 3. Doppler Ultrasound Blood Flow Assessment 4. Alpha-Fetoprotein Screening 5. Chorionic Villus Sampling 6. Amniocentesis 7. Percutaneous Umbilical Blood Sampling 8. Antepartum Fetal Surveillance a. Nonstress Test b. Contraction Stress Test	<b>Read: Chapter 15</b>  <b>Maternal NB</b> <b>ATI: pp 50-64</b>

5. Identify teaching for patients and their families about diagnostic procedures.	c. Biophysical Profile 9. Maternal Assessment of Fetal Movement 10. Application of Nursing Process to Diagnostic Testing	
---	--	--

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p>G. 1. Compare and contrast spontaneous abortions including symptoms and management.</p> <p>2. Identify factors that predisposes a patient to the development of an ectopic pregnancy, classical symptoms of a tubal rupture, and medical/ nursing management.</p> <p>3. Explain symptoms of a hydatidiform mole, complications, reasons for follow-up care, and possible management.</p> <p>4. Compare and contrast placenta previa and abruptio placentae as to etiology, clinical manifestations and management.</p> <p>5. Discuss signs and symptoms of hypovolemic shock and medical/nursing management.</p> <p>6. Identify the signs and symptoms of hyperemesis gravidarum and appropriate nursing interventions.</p> <p>7. Describe the development and management of hypertensive disorders of pregnancy.</p> <p>8. Discuss critically nursing care plan for the pre-eclampsia and eclamptic patient including assessments, teaching, and the administration of magnesium sulfate.</p>	<p>G. Complications of Pregnancy</p> <p>1. Hemorrhagic Conditions of Early Pregnancy</p> <p>a. Abortion</p> <p>b. Ectopic Pregnancy</p> <p>c. Hydatidiform Mole</p> <p>2. Hemorrhagic Conditions of Late Pregnancy</p> <p>a. Placenta Previa</p> <p>b. Abruptio Placentae</p> <p>3. Hyperemesis Gravidarum</p> <p>4. Hypertensive Disorders in Pregnancy</p> <p>a. Gestational Hypertension</p> <p>b. Pre-eclampsia</p> <p>1. Incidence and Risk Factors</p> <p>2. Pathophysiology</p> <p>3. Prevention</p> <p>4. Clinical Manifestations</p> <p>5. Therapeutic Management</p> <p>6. Application of Nursing process to the pregnant woman with Preeclampsia</p> <p>c. Eclampsia</p>	<p><b>Read: Chapter 25</b></p> <p><b>Maternal NB</b> <b>ATI: pp 65-78, 104-118</b></p> <p><b>Maternal NB</b> <b>ATI: pp 92-106</b></p>

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p>9. Describe the HELLP syndrome and list appropriate nursing actions.</p> <p>10. Compare Rh and ABO incompatibility in terms of etiology, fetal and neonatal complications, and management.</p> <p>H. 1. Discuss pathophysiology of diabetes mellitus and gestational diabetes mellitus on the antepartum patient with appropriate teaching and nursing interventions.</p> <p>2. Discuss the functional categories of heart disease during pregnancy and appropriate interventions during the antepartum, intrapartum, and postpartum.</p> <p>3. Explain the maternal and fetal effects of specific anemias and the required management during pregnancy.</p> <p>4. Document the possible effects of trauma on pregnancy.</p> <p>5. Discuss the maternal, fetal and neonatal effects of the most common infections that may occur during pregnancy.</p>	<p>d. Hemolysis, Elevated Liver Enzymes, and Low Platelets Syndrome (HELLP)</p> <p>e. Chronic Hypertension</p> <p>f. Incompatibility between Maternal and Fetal blood</p> <ol style="list-style-type: none"> <li>1. Rh Incompatibility</li> <li>2. ABO Incompatibility</li> </ol> <p>H. Concurrent Disorders during Pregnancy</p> <ol style="list-style-type: none"> <li>1. Diabetes Mellitus <ol style="list-style-type: none"> <li>a. Pathophysiology</li> <li>b. Classification</li> <li>c. Pre-existing Diabetes Mellitus</li> <li>d. Gestational Diabetes Mellitus <ol style="list-style-type: none"> <li>1. Tests</li> <li>2. Effects</li> <li>3. Management</li> <li>4. Application of the nursing process to a pregnant woman with Diabetes.</li> </ol> </li> </ol> </li> <li>2. Cardiac Disease</li> <li>3. Anemias</li> <li>4. Trauma in Pregnancy</li> <li>5. Infections <ol style="list-style-type: none"> <li>a. Viral</li> <li>b. Non-Viral</li> </ol> </li> </ol>	<p><b>Read: Chapter 26</b></p> <p><b>Maternal NB ATI: pp 79-106</b></p>
UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT



<ol style="list-style-type: none"> <li>1. 1. Discuss the incidence of and identify factors that contribute to teenage pregnancy.</li> <li>2. Identify the effects of pregnancy on the adolescent mother, her infant, and family.</li> <li>3. Describe the role of the nurse in the prevention and management of teenage pregnancy.</li> <li>4. Relate the major implications of delayed child bearing in terms of maternal and fetal health.</li> <li>5. Describe the effects of substance abuse on the mother and the infant, and identify nursing interventions to reduce or minimize the effects in the antepartum, intrapartum, and post-partum periods.</li> <li>6. Examine the role of the nurse when the mother relinquishes the infant for adoption.</li> </ol>	<ol style="list-style-type: none"> <li>I. The Child-Bearing Family with Special Needs             <ol style="list-style-type: none"> <li>1. Adolescent Pregnancy</li> <li>2. Delayed Pregnancy</li> <li>3. Substance Abuse</li> <li>4. Infants with Congenital Anomalies</li> <li>5. Pregnancy Loss</li> <li>6. Adoption</li> <li>7. Violence Against Women</li> </ol> </li> </ol>	<p><b>Read: Chapter 24</b></p> <p>Examination</p>
---	--	---

## UNIT V: CARE OF THE PATIENT AND FAMILY DURING LABOR & BIRTH

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
At the completion of this unit of study, the student will:		Reading Assignment: Maternal Child Nursing: McKinney, James,
A. 1. Describe the woman's physiologic and psychological		

<p>responses to labor.</p> <ol style="list-style-type: none"> <li>Describe fetal responses to labor.</li> <li>Relate the role of the following on the process of labor: powers, passage, passenger, position and psyche.</li> <li>Review the anatomy of the fetal skull and state the normal measurements.</li> <li>Differentiate between fetal lie, attitude and presentation.</li> <li>Differentiate between the different fetal positions, identify abbreviations used in determining position and discuss the implications of each position during labor.</li> <li>Explain warning signs of labor.</li> <li>Compare true labor with false labor.</li> <li>Describe the mechanisms of labor and their implications during the labor process.</li> <li>Compare each stage of labor and the phases within the first stage.</li> </ol>	<ol style="list-style-type: none"> <li>The Process of Birth               <ol style="list-style-type: none"> <li>Issues for new nurses</li> <li>Physiologic Effects of the Birth Process                   <ol style="list-style-type: none"> <li>Maternal Response</li> <li>Fetal Response</li> </ol> </li> <li>Components of the Birth Process                   <ol style="list-style-type: none"> <li>Powers</li> <li>Passage</li> <li>Passenger                       <ol style="list-style-type: none"> <li>Fetal Head</li> <li>Fetal Lie</li> <li>Attitude</li> <li>Presentation</li> </ol> </li> <li>Position</li> <li>Psyche</li> </ol> </li> <li>Normal Labor                   <ol style="list-style-type: none"> <li>Onset</li> <li>Premonitory Signs</li> <li>True Labor/False Labor</li> <li>Mechanisms of Labor</li> <li>Stages/Phases of Labor</li> <li>Duration of Labor</li> </ol> </li> </ol> </li> </ol>	<p>Murray, Nelson, and Ashwill</p> <p><b>Read: Chapter 16</b></p> <p><b>Maternal NB</b> <b>ATI: pp 120-130</b></p> <p>Lecture/discussion / PowerPoints/ quizzes/worksheets/case studies/ games/videos</p> <p><b>ATI Assignments</b></p>
UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<ol style="list-style-type: none"> <li>Describe admission and continuing intrapartum nursing assessments.</li> <li>Describe the role of culture in the laboring patient.</li> <li>Relate therapeutic communication skills to care of the intrapartum family.</li> </ol>	<ol style="list-style-type: none"> <li>Nursing Care During Labor and Birth               <ol style="list-style-type: none"> <li>Admission Assessment                   <ol style="list-style-type: none"> <li>Nursing Responsibilities</li> <li>Assessment at the Time of Admission                       <ol style="list-style-type: none"> <li>interview</li> <li>fetal status</li> <li>labor status</li> </ol> </li> </ol> </li> </ol> </li> </ol>	

<ol style="list-style-type: none"> <li>4. Identify the nurse's role in an emergency delivery.</li> <li>5. Describe common nursing procedures used when caring for women during the intrapartum period.</li> </ol>	<ol style="list-style-type: none"> <li>4. physical exam</li> <li>5. admission procedure</li> <li>2. Assessments after Admission               <ol style="list-style-type: none"> <li>a. Fetal Assessments</li> <li>b. Maternal Assessments</li> <li>c. The Support Person</li> </ol> </li> <li>3. Nursing Care               <ol style="list-style-type: none"> <li>a. False or Early Labor</li> <li>b. True Labor</li> <li>c. Fetal Oxygenation</li> <li>d. Discomfort</li> <li>e. Prevention of Injury</li> </ol> </li> <li>4. Nursing Care During the Late Intrapartum Period</li> </ol>	<b>Maternal NB</b> <b>ATI: pp 143-155</b>
UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<ol style="list-style-type: none"> <li>C. 1. Identify ways in which fetal hypoxia may occur.</li> <li>2. Explain the correlation between FHR and uterine contractions.</li> <li>3. Identify the advantages and limitations of each method of intrapartum fetal surveillance: auscultation and electronic fetal monitor.</li> </ol>	<ol style="list-style-type: none"> <li>C. Intrapartum Fetal Surveillance               <ol style="list-style-type: none"> <li>1. Fetal Oxygenation                   <ol style="list-style-type: none"> <li>a. Uteroplacental Exchange</li> <li>b. Fetal Circulation</li> <li>c. Regulation of FHR</li> <li>d. Pathologic Influences on Fetal Oxygenation</li> </ol> </li> <li>2. Auscultation and Palpation</li> <li>3. Electronic Fetal Monitoring</li> </ol> </li> </ol>	<b>Read: Chapter 17</b>  <b>Maternal NB</b> <b>ATI: pp 143-155</b>  Review Rhythm Strips

<ol style="list-style-type: none"> <li>4. Explain the types of equipment used for electronic fetal monitoring during labor, including the advantages and limitations of each.</li> <li>5. Differentiate between external and internal methods of electronic monitoring.</li> <li>6. Identify baseline FHR, variability, and differentiate between tachycardia and bradycardia.</li> <li>7. Identify normal characteristics of uterine contractions.</li> <li>8. Differentiate between early, late, and variable decelerations, and discuss the significance of each with appropriate nursing interventions.</li> <li>9. Determine the frequency that the FHR should be taken in the laboring patient.</li> <li>10. Describe appropriate nursing responses to non-reassuring FHR patterns.</li> </ol>	<ol style="list-style-type: none"> <li>a. Equipment</li> <li>b. External Fetal Monitoring</li> <li>c. Internal Fetal Monitoring</li> <li>4. Evaluating Electronic Fetal Monitoring Strips               <ol style="list-style-type: none"> <li>a. Baseline Fetal Heart Rate</li> <li>b. Baseline Fetal Heart Rate Variability</li> <li>c. Accelerations in Fetal Heart Rate</li> <li>d. Decelerations in Fetal Heart Rate</li> <li>e. Uterine Contractions</li> </ol> </li> <li>5. Significance of FHR Patterns</li> <li>6. Other Monitoring Techniques               <ol style="list-style-type: none"> <li>a. Fetal Scalp Stimulation</li> <li>b. Vibroacoustic Stimulation</li> <li>c. Fetal Scalp Blood Sampling</li> <li>d. Cord Blood Sampling</li> </ol> </li> </ol>	
UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<ol style="list-style-type: none"> <li>11. Explain additional methods that may be used in addition to electronic fetal monitoring to judge fetal well-being.</li> <li>12. Evaluate possible causes of, typical signs of fetal distress and appropriate nursing interventions.</li> <li>13. Use the nursing process to plan care for a woman having intrapartum electronic fetal monitoring.</li> </ol>	<ol style="list-style-type: none"> <li>7. Nursing Care of Intrapartum Fetal Monitoring               <ol style="list-style-type: none"> <li>a. Explanation</li> <li>b. Safety Concerns</li> <li>c. Data</li> <li>d. Fetal Oxygenation Assessment</li> </ol> </li> </ol>	

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
D. 1. Compare childbirth pain with other types of pain.  2. Describe how excessive pain can affect the laboring woman and her fetus.  3. Examine how physical and psychological forces interact in the laboring woman's pain experience.	D. Pain Management During Childbirth <ol style="list-style-type: none"> <li>1. Unique Nature of Pain During Childbirth</li> <li>2. Adverse Effects of Excessive Pain <ol style="list-style-type: none"> <li>a. Physiologic Effects</li> <li>b. Psychological Effects</li> </ol> </li> <li>3. Variables in Childbirth Pain <ol style="list-style-type: none"> <li>a. Physical Factors</li> <li>b. Psychosocial Factors</li> </ol> </li> <li>4. Non-pharmacologic Pain Management</li> </ol>	<b>Read: Chapter 18</b>  <b>Maternal NB</b> <b>ATI: pp 131-142</b>

<ol style="list-style-type: none"> <li>4. Describe use of non-pharmacologic pain management techniques in labor.</li> <li>5. Describe how medications may affect a pregnant woman and the fetus or neonate.</li> <li>6. Identify the advantages and disadvantages of the following forms of infiltration anesthesia: epidural block, intrathecal analgesics, pudendal block, and spinal block.</li> <li>7. Describe systemic analgesics' and their effect on labor.</li> <li>8. Describe the nursing implications for patients receiving general anesthesia.</li> <li>9. Explain nursing care related to different types of intrapartum pain management.</li> </ol>	<ol style="list-style-type: none"> <li>a. Advantages</li> <li>b. Limitations</li> <li>c. Preparation for Pain Management</li> <li>d. Application of Nonpharmacologic Techniques</li> <li>5. Pharmacologic Pain Management               <ol style="list-style-type: none"> <li>a. Special Considerations When Medicating a Pregnant Woman</li> <li>b. Regional Pain Management Techniques                   <ol style="list-style-type: none"> <li>1. Epidural Block</li> <li>2. Intrathecal (Subarachnoid) Opioid Analgesics</li> <li>3. Subarachnoid (Spinal) Block</li> </ol> </li> <li>c. Systemic Drugs for Labor</li> <li>d. Vaginal Birth Anesthesia</li> <li>e. General Anesthesia</li> </ol> </li> <li>6. Nursing Care of Pain Management</li> </ol>	
UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<ol style="list-style-type: none"> <li>E. 1. Identify clinical situations in which specific obstetric procedures are appropriate.</li> <li>2. Explain risks, precautions and contraindications for each procedure.</li> <li>3. Identify nursing considerations for each procedure.</li> </ol>	<ol style="list-style-type: none"> <li>E. Nursing Care During Obstetric Procedures               <ol style="list-style-type: none"> <li>1. Amniotomy</li> <li>2. Induction and Augmentation of Labor</li> <li>3. Version</li> <li>4. Forceps and Vacuum Extraction</li> <li>5. Episiotomy</li> <li>6. Cesarean Birth</li> <li>7. Vaginal Birth After Cesarean Birth (VBAC)</li> </ol> </li> </ol>	<p><b>Read: Chapter 19</b></p> <p><b>Maternal NB</b> <b>ATI: pp 165-183</b></p>

<ol style="list-style-type: none"> <li>4. Define episiotomy and explain the advantages and disadvantages.</li> <li>5. Determine possible indications for a cesarean birth.</li> <li>6. Apply the nursing process to plan care for the woman having a cesarean birth.</li> <li>7. Discuss candidates for vaginal birth after cesarean (VBAC).</li> </ol>		
UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
F. <ol style="list-style-type: none"> <li>1. Explain abnormalities that may result in dysfunctional labor.</li> <li>2. Discuss dysfunctional labor patterns and nursing implications.</li> <li>3. Differentiate between hypotonic and hypertonic uterine contractions.</li> </ol>	F. Intrapartum Complications <ol style="list-style-type: none"> <li>1. Dysfunctional Labor <ol style="list-style-type: none"> <li>a. Problems of Powers</li> <li>b. Problems with the Passenger</li> <li>c. Problems of the Passage</li> <li>d. Problems of the Psyche</li> <li>e. Abnormal Labor Duration</li> <li>f. Nursing Care in Dysfunctional Labor</li> </ol> </li> <li>2. Intrauterine Infection</li> <li>3. Maternal Exhaustion</li> </ol>	Read: Chapter 27  Maternal NB ATI: pp 184-198

4. Identify appropriate nursing measures for abnormal fetal presentations and positions.  5. Discuss care and concern of the patient in prolonged labor.  6. Describe maternal and fetal risks associated with premature rupture of the membranes.  7. Analyze factors that increase a woman's risk for preterm labor.  8. Discuss drugs used in the management of preterm labor.  9. Describe common intrapartum emergencies.  10. Explain therapeutic management of each intrapartum complication.  11. Apply the nursing process to care of women with intrapartum complications and to their families.	4. Premature Rupture of Membranes 5. Preterm Labor a. Signs and Symptoms b. Preventing Preterm Birth c. Therapeutic Management d. Nursing Process for Preterm Labor 6. Psychosocial Concerns of Complicated Pregnancy 7. Management of Home Care of High-Risk Pregnancy 8. Boredom with Restricted activity 9. Prolonged Pregnancy 10. Intrapartum Emergencies a. Placental Abnormalities b. Prolapsed Umbilical Cord c. Uterine Rupture d. Uterine Inversion e. Anaphylactic Syndrome of Pregnancy f. Trauma	Examination
--	---	-------------

#### UNIT VI: CARE OF THE FAMILY FOLLOWING BIRTH: POSTPARTUM

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
At the completion of the unit of study, the student will:  A. 1. Explain the physiologic changes of each body systems, that occur during the postpartum period.  2. Identify characteristics of normal uterine involution and lochia.	A. Postpartum Physiologic Adaptations 1. Systems a. Reproductive system b. Cardiovascular system c. Gastrointestinal system	Reading Assignment: Maternal Child Nursing McKinney, James, Murray, Nelson, and Ashwill



## UNIT VI: CARE OF THE FAMILY FOLLOWING BIRTH: POSTPARTUM

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
3. Describe the process of involution.  4. Describe nursing assessments and nursing care during the postpartum period.  5. Differentiate between lochia rubra, lochia serosa, and lochia alba.  6. Compare cesarean birth and vaginal birth in terms of nursing assessment and care.  7. Discuss the role of the nurse in health education and identify important areas of teaching.	d. Urinary e. Musculoskeletal f. Integumentary g. Neurologic system h. Endocrine system 2. Chart review 3. Focused assessments after vaginal birth 4. Care in the immediate postpartum period 5. Nursing care following cesarean birth 6. Nursing care and teaching after birth	<b>Read: Chapter 20</b> <b>ATI: pp 199-212</b>  Lecture/discussion/ PowerPoints/ quizzes/worksheets/ case studies/games/videos

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
B. 1. Explain the process of bonding and attachment, including maternal touch and verbal interactions.  2. Describe the progressive phases of maternal adaptation to childbirth and the stages of maternal role attainment.  3. Identify maternal concerns and how they change over time.	B. Postpartum Psychosocial Adaptations 1. The process of becoming acquainted. a. Bonding b. Attachment c. Maternal touch d. Verbal behaviors e. Maternal roles 2. The process of family adaptation. 3. Cultural influences on adaptation. 4. Nursing care/maternal adaptation.	

<ul style="list-style-type: none"> <li>4. Discuss postpartum blues in terms of cause, manifestations, and interventions.</li> <li>5. Discuss factors that affect family adaptation.</li> <li>6. Discuss cultural influences on family.</li> <li>7. Describe assessments and interventions for specific nursing diagnosis related to postpartum psychosocial adaptation.</li> <li>8. Discuss the need for additional care following discharge.</li> </ul>	<ul style="list-style-type: none"> <li>5. Nursing care/family adaptation.</li> <li>6. Postpartum home community care.</li> </ul>	
<b>UNIT OBJECTIVES/ OUTCOMES</b>	<b>CONTENTS</b>	<b>LEARNING ACTIVITIES/ASSESSMENT</b>
<ul style="list-style-type: none"> <li>C. 1. Describe postpartum hemorrhage in terms of predisposing factors, causes, clinical signs, and therapeutic management.</li> <li>2. Explain major causes, clinical signs, and therapeutic management of subinvolution.</li> <li>3. Describe three major thromboembolic disorders (superficial venous thrombosis, deep vein thrombosis, pulmonary embolism) in terms of predisposing factors, causes, clinical signs, and therapeutic management.</li> </ul>	<ul style="list-style-type: none"> <li>C. Postpartum Maternal Complications               <ul style="list-style-type: none"> <li>1. Postpartum hemorrhage                   <ul style="list-style-type: none"> <li>a. Early</li> <li>b. Late</li> </ul> </li> <li>2. Hypovolemic shock</li> <li>3. Subinvolution of the uterus</li> <li>4. Thromboembolic disorders                   <ul style="list-style-type: none"> <li>a. Venous Thrombosis</li> <li>b. Pulmonary Embolism</li> </ul> </li> <li>5. Puerperal infections</li> <li>6. Affective Disorders</li> </ul> </li> </ul>	<p><b>Read: Chapter 28</b></p> <p><b>Maternal NB</b> <b>ATI: pp 230-259</b></p>

<p>4. Discuss puerperal infection in terms of location, predisposing factors, causes, signs and symptoms, and therapeutic management.</p> <p>5. Describe postpartum depression and psychosis.</p>		Examinations
---	--	--------------

#### UNIT VII: BASIC PRINCIPLES IN THE NURSING CARE OF CHILDREN

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p>At the completion of this unit of study, the student will:</p> <p>A. 1. Appraise the impact of social, cultural, and religious influences on the health of children.</p> <p>2. Recall major principles of growth and development.</p> <p>3. Differentiate between the terms growth, development, maturation, normal average, milestone and task.</p> <p>4. Predict the alterations in the major body systems that take place during the process of growth and development.</p>	<p>A. Influential Factors on Child Health</p> <p>1. Social, Cultural and Religious Influences on the Child and Family</p> <p>2. Development</p> <p>a. Developmental Principles</p> <p>b. Developmental Theorists</p>	<p>Reading Assignment: Maternal Child Nursing: McKinney, James, Murray, Nelson, and Ashwill</p> <p><b>Read: Chapter 3 pp 38-52</b> <b>Chapter 5 pp 68-89</b></p> <p>Lecture/discussions/ PowerPoints / quizzes/worksheets/case studies/ games/videos</p>

5. Compare and contrast the major theorist on their ideas concerning growth and development.  6. Differentiate between the major developmental tasks of the infant, toddler, preschooler; school aged child and adolescent according to Erikson.		<b>ATI Assignments</b>
<b>UNIT OBJECTIVES/ OUTCOMES</b>	<b>CONTENTS</b>	<b>LEARNING ACTIVITIES/ASSESSMENT</b>
B. 1. Assess the child for normal physical and developmental parameters.  2. Recall parameters of development assessed by the Denver Developmental Screen Test.  3. Detect children who fall outside of the norms for physical growth or development who should be referred to a physician.  4. Evaluate children as to nutritional adequacy.	B. Assessment of Growth & Development 1. Developmental Assessment 2. Health Promotion a. Immunization b. Nutrition 3. Growth & Developmental Milestones	<b>Read: Chapter 5 pp 68-89 Chapter 33 pp 804-839</b>  <b>Nursing Care of Children ATI: pp 8-22</b>
C. 1. Describe and apply communication strategies that assist nurses in working effectively with children of different developmental stages.  2. Identify communication pitfalls in working with children.	C. Communication with Children who have Special Needs 1. Components of Effective Communication with Children. 2. Therapeutic Techniques for Communicating with Families. 3. Communicating with children who	<b>Read: Chapter 4 pp 53-67</b>

3. Propose communication techniques to be used with families of children.	have special needs.	
UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
D. 1. Determine the stressors of hospitalization and reactions of children during each developmental stage. 2. Appraise factors that influence a child and family's reaction to hospitalization. 3. Select interventions to support the child & family members during hospitalization. 4. Plan content and timing of a pre-hospitalization program which helps reduce anxiety in children. E. 1. Analyze the effects of a chronic or terminal illness on the child and family. 2. Discuss the concerns and needs of the child and family dealing with a chronic or terminal illness. 3. Explain how different aged children view and respond to death. F. 1. Obtain appropriate consents in situations involving children.	D. The Ill Child in the Hospital 1. Stressors associated with Illness and Hospitalization 2. Children's Responses to Illness and Hospitalization 3. Parental Response to Illness and Hospitalization  E. The Child with a Chronic or Terminal Illness  F. Principles and Procedures for Nursing Care 1. Preparation for Procedures	Read: Chapter 35 pp 878-890 Nursing Care of Children ATI: pp 88-96  Read: Chapter 36 pp 894-910 Nursing Care of Children ATI: pp 97-106

2. Prepare the child for procedures based on developmental characteristics.  3. Support the child during procedures.  4. Create play activities to help the child during and following procedures.	2. Obtaining Consent 3. Pediatric Procedures 4. Vital Signs 5. Administration of Medications & IV's.	<b>Read: Chapter 37 pp 916-945</b>  <b>Nursing Care of Children</b> <b>ATI: pp 68-79</b>
--	---	---

<b>UNIT OBJECTIVES/ OUTCOMES</b>	<b>CONTENTS</b>	<b>LEARNING ACTIVITIES/ASSESSMENT</b>
5. Adapt basic procedures to the pediatric patient.  6. Describe adaptations needed in measuring temperature, pulses, respirations, blood pressure and pulse oximetry in children.  7. Obtain accurate vital signs in the pediatric patient.  8. Select needle gauge, needle length and sites for the child who is to receive an IM injection.  9. Determine adaptations needed in administering medications to the child.  10. Calculate reduced dosages and safe dosages of medications for the pediatric patient.  11. Administer IV fluids and IV meds safely to the child.		Calculate pediatric drug dosages  Calculate fluid requirements for specific children  Calculate IV rates and medication doses byweight          <b>Read: Chapter 38 pp 948-967</b> <b>Chapter 39 pp 969-986</b>  <b>Nursing Care of Children</b> <b>ATI: pp 77-86</b>
G. 1. Describe common pain assessment tools used to assess pain in children.  2. Discuss non-pharmacologic and pharmacologic interventions that may be used for pediatric pain management.	G. Pain management for children 1. Assessment of pain 2. Nonpharmacologic and pharmacologic intervention	Examination

<b>UNIT VIII: HEALTH PROMOTION AND HEALTH PROBLEMS OF THE INFANT</b>		
<b>UNIT OBJECTIVES/ OUTCOMES</b>	<b>CONTENTS</b>	<b>LEARNING ACTIVITIES/ASSESSMENT</b>
<p>At the completion of this unit of study, the student will:</p> <ol style="list-style-type: none"> <li>A. 1. Recognize and cite evidence for factors which are essential to proper physical, emotional and social growth and development during the first year of life.</li> <li>2. Assess developmental abilities of various aged infants and recognize deviations from normal growth and development in the infant which should be referred to the physician.</li> <li>3. Teach parents regarding: feeding, weaning, dental health, sleep patterns, infant safety, and other common parental concerns.</li> <li>4. Suggest interventions for relieving colic.</li> <li>5. Teach parents to care for the infant with diaper dermatitis or a candidal infection.</li> <li>6. Teach parents measures which reduce the risk of SIDS.</li> <li>7. Suggest supportive measures that meet the needs of the family who have lost a child from SIDS.</li> <li>8. Prepare parents for use of the apnea monitor at home for the child at risk for SIDS.</li> </ol>	<ol style="list-style-type: none"> <li>A. Promoting Optimum Growth and Development of the Infant               <ol style="list-style-type: none"> <li>1. Growth, Development, and Cognitive changes</li> <li>2. Health Promotion and Coping with Common Concerns of Parents who have Infants                   <ol style="list-style-type: none"> <li>a. Feeding and Nutrition</li> <li>b. Weaning</li> <li>c. Dental Care</li> <li>d. Sleep &amp; Rest</li> <li>e. Safety</li> <li>f. Crying &amp; Colic</li> <li>g. Oral &amp; Diaper Candidiasis</li> <li>h. SIDS/Apnea of Infancy</li> </ol> </li> </ol> </li> </ol>	<p>Reading Assignment: Maternal Child Nursing: McKinney, James, Murray, Nelson, and Ashwill</p> <p><b>Read: Chapter 6 pp 92-113</b></p> <p><b>Nursing Care of Children ATI: pp 23-67, 23-32</b></p> <p>Lecture/discussions/ PowerPoints/ quizzes/worksheets/case studies/games/videos</p> <p><b>Chapter 49 pp 1300-1302</b></p> <p><b>Read: Chapter 45 SIDS/Apnea (pp 1173 – 1174)</b></p> <p><b>Maternal NB ATI: pp 302-314</b></p>

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p>B. 1. Plan pre and post-op care for the child with cleft lip and/or cleft palate.</p> <p>2. Assess the newborn for symptoms of T.E. fistula.</p> <p>3. Prepare discharge instructions for parents with an infant having a hernia or hydrocele repair.</p> <p>4. Teach parents of infants with gastroesophageal reflux concerning position, feeding, and care at home.</p> <p>5. Explain the rationale for medications used for gastroesophageal reflux.</p> <p>6. Suggest interventions for the child with constipation.</p> <p>7. Appraise signs and symptoms of dehydration and electrolyte loss in infants with vomiting and diarrhea.</p> <p>8. Formulate nursing responsibilities and assist with food or fluid replacement for the infant with mild, moderate or severe dehydration from vomiting or diarrhea.</p> <p>9. Appraise the impact of gastrointestinal abnormalities on growth, feeding and nutrition of the child.</p> <p>10. Assess sources of salmonella, shigella, and other GI pathogens in infants with diarrhea.</p> <p>11. Evaluate infants for signs &amp; symptoms of pyloric stenosis.</p>	<p>B. Health Problems Related to Gastrointestinal Dysfunction</p> <ol style="list-style-type: none"> <li>1. Cleft Lip &amp; Palate</li> <li>2. TEF</li> <li>3. Hernia and Hydrocele</li> <li>4. Gastroesophageal Reflux</li> <li>5. Constipation in infancy</li> <li>6. Gastroenteritis</li> <li>7. Pyloric Stenosis</li> <li>8. Intussusception</li> <li>9. Volvulus</li> <li>10. Hirschsprung's Disease</li> <li>11. Lactose Intolerance</li> <li>12. Celiac Disease</li> <li>13. Biliary Atresia</li> </ol>	<p><b>Read: Chapter 43</b></p> <p><b>Nursing Care of Children</b> <b>ATI: pp 245-262</b></p>
UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT



<p>12. Plan post-op care for infants following a pyloroplasty.</p> <p>13. Assess the child for indications of intussusception.</p> <p>14. Recognize and cite evidence of volvulus in an infant</p> <p>15. Teach parents appropriate feeding of the child with lactose intolerance.</p> <p>16. Determine foods that must be eliminated from the diet of the child with celiac disease.</p> <p>17. Differentiate manifestations of biliary atresia from physiologic jaundice.</p> <p>C. 1. Calculate 24 hour fluid maintenance needs for individual children.</p> <p>2. Compare differences in body fluid and electrolyte composition and regulation between infants or children and adults.</p> <p>3. Describe dehydration and acid-base imbalance.</p> <p>4. Describe nursing care of the dehydrated child; including the child with diarrhea and/or vomiting.</p>	<p>C. Fluid &amp; Electrolyte Balance in Children</p> <ol style="list-style-type: none"> <li>1. Differences between Children and Adults</li> <li>2. Dehydration</li> <li>3. Acid-base imbalance</li> <li>4. Nursing Process for Dehydrated Child</li> </ol>	<p><b>Read: Chapter 40 pp 989-1005</b></p>
UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p>D.1. Compare fetal circulation to neonatal circulation.</p> <p>2. Assess the child with a cardiac defect.</p>	<p>D. Health Problems Related to Cardiovascular Dysfunction</p> <ol style="list-style-type: none"> <li>1. Transition from Fetal to Neonatal Circulation</li> </ol>	<p><b>Read: Chapter 46 pp 1197-</b></p>

<ol style="list-style-type: none"> <li>3. Plan assessments and care of the child before and following a cardiac catheterization.</li> <li>4. Compare and contrast the hemodynamics of blood flow between left to right, cyanotic, and obstructive heart defects.</li> <li>5. Differentiate between clinical manifestations of transposition of the great vessels, tetralogy of fallot, septal defects, patent ductus arteriosus and coarctation of the aorta.</li> <li>6. Plan teaching for parents of a child with congenital heart disease prior to and following surgical correction.</li> <li>7. Determine postoperative care for the child after surgical correction.</li> <li>8. Determine the manifestations of left-sided heart failure and right-sided heart failure.</li> <li>9. Discuss potential medical and surgical interventions for the various congenital heart defects.</li> <li>10. Plan nursing for a child with a cardiac defect or condition.</li> </ol> <p style="text-align: center;"><b>UNIT OBJECTIVES/ OUTCOMES</b></p>	<ol style="list-style-type: none"> <li>2. Assessment of Cardiovascular Function</li> <li>3. Cardiovascular Diagnosis</li> <li>4. Classification of Congenital Heart Disease</li> <li>5. Physiological Consequences of Congenital Heart Disease</li> <li>6. Nursing Care of the Child with Congenital Heart Disease</li> <li>7. Left to Right Shunting Lesions</li> <li>8. Obstructive Lesions</li> <li>9. Cyanotic Lesions with Decreased Pulmonary Flow</li> <li>10. Cyanotic Lesion with Increased Pulmonary Flow.</li> <li>11. Congestive Heart Failure</li> <li>12. The Child undergoing Cardiac Surgery.</li> </ol> <p style="text-align: center;"><b>CONTENTS</b></p>	<p><b>1224</b></p> <p style="text-align: center;"><b>LEARNING ACTIVITIES/ASSESSMENT</b></p>
<ol style="list-style-type: none"> <li>E. 1. Explain the physiological defect of PKU and consequences for the child.</li> <li>2. Teach the parent dietary modifications for the child with PKU.</li> <li>3. Differentiate between clinical manifestations of hypothyroidism in the child versus the adult.</li> </ol>	<ol style="list-style-type: none"> <li>E. Health Problems Related to Endocrine or Metabolic Dysfunction <ol style="list-style-type: none"> <li>1. Phenylketonuria</li> <li>2. Hypothyroidism</li> <li>3. Diabetes Insipidus</li> <li>4. Growth Hormone Deficiency</li> </ol> </li> </ol>	<p><b>Read: Chapter 51 pp 1381-1394</b></p> <p><b>Nursing Care of Children ATI: pp 386-405</b></p>

4. Plan parental teaching for the child with congenital hypothyroidism. 5. Recognize and cite evidence for clinical manifestations of diabetes insipidus. 6. Recognize and cite evidence for manifestations of growth hormone deficiency. 7. Plan care of the child with growth hormone deficiency. F. 1. Assess the infant for appropriate head growth and recognize the need for referral. 2. Recognize early symptoms of autism in the infant. 3. Plan care for the child with spina bifida/myelomeningocele. 4. Plan care of the child with hydrocephalus.	F. Selected Neurological Disorders 1. Craniostenosis 2. Autism 3. Spina bifida 4. Hydrocephalus	<b>Read: Chapter 52</b> <b>Nursing Care of Children</b> <b>ATI: pp 106-146</b>  Examination
---	---	---

#### UNIT IX: HEALTH PROMOTION AND HEALTH PROBLEMS OF THE TODDLER

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
At the completion of this unit of study, the student will:  A. 1. Assess growth and developmental abilities of the toddler. 2. Communicate with the toddler using appropriate developmental techniques.	A. Promoting Optimum Growth & Development of the Toddler 1. Growth & Development: Milestones, Psychosocial Changes & Cognitive Development	Reading Assignments: Maternal Child Nursing: McKinney, James, Murray, Nelson, and Ashwill <b>Read: Chapter 7 pp 117-138</b>  Lecture/discussions/overheads/ bulletin boards PowerPoints / quizzes/worksheets/



4. Appraise the toddler's environment for sources of lead and determine needed environmental changes. 5. Care for the child with lead poisoning. 6. Plan care for bites. 7. Plan emergency management of the child who has been submerged. 8. Propose care for the child with eye trauma. 9. Determine appropriate first aid for a child with a foreign body in the ear or nose.	7. Ear/Nose/Eye Injuries 8. Swallowing and Aspiration of Objects 9. Burns.	<b>Chapter 55 pp 1509-1511</b> <b>Chapter 45 pp 1169-1170</b>  <b>Read: Chapter 49 Burns</b> <b>(pp 1321 – 1331)</b>  <b>Nursing Care of Children</b> <b>ATI: pp 373-384</b>
<b>UNIT OBJECTIVES/ OUTCOMES</b>	<b>CONTENTS</b>	<b>LEARNING ACTIVITIES/ASSESSMENT</b>
10. Differentiate between symptoms of aspiration of a foreign object from those of croup. 11. Propose emergency care for the child who has aspirated or swallowed a foreign object. 12. Differentiate between partial and full thickness burns. 13. Estimate body surface involved using the pediatric adaptation of the "rule of nines". 14. Determine priorities in care for the child with a minor, moderate, or severe burn injury. 15. Plan care for the child who has been burned.  D.1. Assess the child with respiratory distress. 2. Recognize signs and symptoms which indicate respiratory failure in children. 3. Teach parents to care for the child with sinusitis.	D. Health Problems Related to Respiratory Dysfunction 1. Assessment of Respiratory Status and General Nursing Care 2. Sinusitis 3. Otitis media	<b>Read: Chapter 45 pp 1143-1169</b>  <b>Nursing Care of Children</b> <b>ATI: pp 147-194</b>

4. Assess the child for symptoms of otitis media. 5. Teach parents to care for the child with otitis media or following a myringotomy with tube placement. 6. Plan care of the child with pharyngitis. 7. Plan nursing care for a child with croup. 8. Differentiate between croup and epiglottitis.	4. Pharyngitis/tonsillitis 5. Croup/Epiglottitis 6. Bronchitis 7. Bronchiolitis 8. Pneumonia 9. Asthma (RAD) 10. Cystic Fibrosis 11. Bronchopulmonary Dysplasia	pp 1175-1191 (Asthma)  Nursing Care of Children ATI: pp 175-184
--	--	--

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
9. Compare and contrast bronchitis, bronchiolitis and pneumonia. 10. Identify diagnostic tests for cystic fibrosis. 11. Plan care for the child with cystic fibrosis. 12. Determine predisposing factors for bronchopulmonary dysplasia.  E . 1. Determine common etiologic factors in urinary tract infections in children. 2. Describe diagnostic evaluations done for a urinary work-up. 3. Recall steps in obtaining urinary specimens from the pediatric patient via pediatric urine collector, catheterization and mid-stream voiding. 4. Predict consequences of vesicoureteral reflux. 5. Differentiate between urinary tract infection, glomerulonephritis and nephrosis. 6. Plan care for the child with a urinary tract infection.	E. Health Problems Related to Genitourinary Dysfunction 1. Assessment of Genitourinary Function and Diagnostic Testing 2. Urinary Tract Infection 3. Vesicoureteral Reflux 4. Cryptorchidism 5. Acute Glomerulonephritis (AGN) 6. Nephrotic Syndrome/Nephrosis	Read: Chapter 44 pp 1116-1136  Nursing Care of Children ATI: pp 263-293

<ul style="list-style-type: none"> <li>7. Plan care for the child following reimplantation of the ureters.</li> <li>8. Assess the child with nephrosis.</li> <li>9. Propose nursing care measures for the child with severe active nephrotic syndrome.</li> </ul>		
UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<ul style="list-style-type: none"> <li>10. Assess the child with glomerulonephritis and determine appropriate nursing care.</li> <li>11. Plan care and discharge teaching for the child following an orchiopexy.</li> </ul> <p>F. 1. Describe etiologic factors in hearing or visual impairment.</p> <ul style="list-style-type: none"> <li>2. Assess the child for indicators of visual or hearing impairment.</li> <li>3. Adapt care for the child with a visual impairment.</li> <li>4. Plan care for the child with an eye injury.</li> <li>5. Plan care for the child following eye surgery.</li> <li>6. Adapt care for the child with a hearing impairment.</li> <li>7. Analyze impact of visual or hearing impairment on the development of the child.</li> <li>8. Compare and contrast the use of hearing aids, sign language and additional aids to promote the communication process.</li> <li>9. Plan care for the deaf child.</li> <li>10. Identify symptoms of otitis externa.</li> </ul>	<p>F. Health Problems Interfering with Special Senses</p> <ul style="list-style-type: none"> <li>1. Refractive errors</li> <li>2. Amblyopia</li> <li>3. Strabismus</li> <li>4. Eye Infections</li> <li>5. Eye Trauma</li> <li>6. Eye Surgery</li> <li>7. Hearing Impairment</li> <li>8. Otitis Externa</li> </ul>	<p><b>Read: Chapter 55 pp 1500-1515</b></p> <p><b>Nursing Care of Children</b> <b>ATI: pp 137-146</b></p> <p>Examination</p>

<b>UNIT X: HEALTH PROMOTION AND HEALTH PROBLEMS OF THE PRESCHOOL CHILD</b>		
<b>UNIT OBJECTIVES/ OUTCOMES</b>	<b>CONTENTS</b>	<b>LEARNING ACTIVITIES/ASSESSMENT</b>
<p>At the completion of this unit of study, the student will:</p> <p>A. 1. Assess the preschool child for normal developmental abilities and refer abnormal findings to the appropriate person.</p> <p>2. Appraise expanding cognitive and language abilities of the preschool child.</p> <p>3. Provide parental teaching regarding safety.</p> <p>4. Describe usual social interaction and play for preschoolers.</p> <p>5. Suggest possible approaches in handling the common developmental problems of the preschoolers.</p> <p>6. Counsel parents concerning preschool or day care experiences.</p> <p>7. Provide anticipatory guidance for parents of preschoolers concerning nutrition, sleep/activity, dental health, and immunization.</p>	<p>A. Promoting Optimum Growth and Development of the Preschool Child</p> <p>1. Growth &amp; Development: Milestones, Psychosocial Changes &amp; Cognitive Development.</p> <p>2. Coping with Concerns Related to Growth and Development.</p> <p>a. Safety</p> <p>b. Stuttering</p> <p>c. Preschool and/or Day Care Programs</p> <p>d. Preparing for School</p> <p>e. Sexual Curiosity/Sexual Education</p> <p>f. Fears</p> <p>g. Offensive Language</p> <p>h. Lying &amp; Stealing</p> <p>3. Promotion of Optimal Health</p> <p>a. Nutrition</p> <p>b. Sleep/Activity</p> <p>c. Dental Health</p> <p>d. Injury Prevention</p>	<p>Reading Assignment: Maternal Child Nursing: McKinney, James, Murray, Nelson, and Ashwill</p> <p><b>Read: Chapter 7 pp 117-141</b></p> <p><b>Nursing Care of Children ATI: pp 42-49</b></p> <p>Lecture/discussion/PowerPoints/quizzes/worksheets/case studies/games/videos</p> <p><b>pp 880 Fears</b></p> <p><b>ATI Assignments</b></p>
<b>UNIT OBJECTIVES/ OUTCOMES</b>	<b>CONTENTS</b>	<b>LEARNING ACTIVITIES/ASSESSMENT</b>







<ul style="list-style-type: none"> <li>4. Recognize and cite evidence for the clinical manifestations of hemophilia.</li> <li>5. Plan care for the child with hemophilia and prepare appropriate discharge teaching.</li> <li>6. Distinguish between purpuric lesions and infectious skin eruptions.</li> <li>7. Plan care for the child with immune thrombocytopenia purpura.</li> </ul> <p>E. 1. Compare and contrast the type and location of cancer in children to adults.</p> <ul style="list-style-type: none"> <li>2. Compare and contrast treatment modalities used for children with cancer.</li> <li>3. Relate the clinical manifestations of leukemia to pathophysiologic changes.</li> <li>4. Suggest interventions to assist with common side effects of chemotherapeutic meds.</li> </ul>	<ul style="list-style-type: none"> <li>5. Idiopathic Thrombocytopenic Purpura (ITP)</li> </ul> <p>E. Health Problems Related to Neoplasms</p> <ul style="list-style-type: none"> <li>1. Cancer in Children</li> <li>2. Therapeutic Management</li> <li>3. Leukemia</li> <li>4. Brain Tumors</li> <li>5. Osteosarcoma</li> <li>6. Wilms' Tumor</li> <li>7. Ewing Sarcoma</li> <li>8. Retinoblastoma</li> </ul>	<p><b>Read: Chapter 48 pp 1264-1294</b></p> <p><b>Nursing Care of Children</b> <b>ATI: pp 444-466</b></p>
UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<ul style="list-style-type: none"> <li>5. Plan care for the child with leukemia.</li> <li>6. Recognize symptoms of brain tumors.</li> <li>7. Plan care of the child undergoing treatment for a brain tumor.</li> <li>8. Recognize symptoms of osteogenic sarcoma.</li> <li>9. Plan care of the child undergoing treatment for osteogenic sarcoma.</li> </ul>		

10. Recognize evidence of Wilms' tumor. 11. Recognize symptoms of retinoblastoma. 12. Discuss critically reactions of the child, siblings and family in response to a terminal illness in a young child. 13. Formulate nursing interventions to support the family and child during terminal illness.		Examination
--	--	-------------

#### UNIT XI: HEALTH PROMOTION AND HEALTH CARE OF THE SCHOOL CHILD

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p>At the completion of this unit of study, the student will:</p> <p>A. 1. Assess the school child for normal developmental abilities and refer abnormal findings to the appropriate resource person.</p> <p>2. Analyze the development of industry in the school age child and suggest ways to promote a sense of industry and self-esteem.</p> <p>3. Determine the role of peer groups in the usual social interactions of the school child.</p>	<p>A. Promoting Optimum Growth &amp; Development of the School Child</p> <ol style="list-style-type: none"> <li>1. Physical Growth and Developmental Milestones, Psychosocial Changes</li> <li>2. Promotion of Optimum Health <ol style="list-style-type: none"> <li>a. Nutrition/Optimum Weight</li> <li>b. Dental Care</li> <li>c. Sleep/Rest</li> </ol> </li> </ol>	<p>Reading Assignment: Maternal Child Nursing: McKinney, James, Murray, Nelson, and Ashwill  <b>Read: Chapter 8 pp 144-163</b></p> <p><b>Nursing Care of Children</b>  <b>ATI: pp 50-58</b></p> <p>Lecture/discussion/</p>

<ul style="list-style-type: none"> <li>4. Give anticipatory guidance to parents of school age children concerning nutrition, weight, sleep/ activity, dental health, sex education and injury prevention.</li> <li>5. Suggest approaches to deal with concerns related to normal growth and development of the school child.</li> </ul>	<ul style="list-style-type: none"> <li>3. Coping with Concerns Related to Normal Growth and Development               <ul style="list-style-type: none"> <li>a. Safety</li> <li>b. Adjustment to School</li> <li>c. School Refusal</li> <li>d. Self-Care-Latch Key Children</li> <li>e. Stress</li> </ul> </li> </ul>	PowerPoints/quizzes/ worksheets/ case studies/games/videos  <b>ATI Assignments</b>
<b>UNIT OBJECTIVES/ OUTCOMES</b>	<b>CONTENTS</b>	<b>LEARNING ACTIVITIES/ASSESSMENT</b>
B. <ul style="list-style-type: none"> <li>1. Describe the primary symptoms and management of attention deficit hyperactivity disorder.</li> <li>2. Propose etiologic factors involved in enuresis or encopresis.</li> <li>3. Suggest resources and interventions for parents and for the child to help reduce enuresis or encopresis.</li> <li>4. Determine behaviors of children which suggest a need for referral to a mental health professional.</li> </ul>	B. Health Problems related to Psychosocial Disorder <ul style="list-style-type: none"> <li>1. Attention Deficit Disorders</li> <li>2. Enuresis</li> <li>3. Encopresis</li> </ul>	<b>Read: Chapter 43 Encopresis (pp 1081 – 1084) Chapter 44 Enuresis (pp 1120 – 1121) Chapter 53 ADHD pp 1459-1462</b>  <b>RN Mental Health ATI : pp 269-273</b>

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
C. 1. Plan care for the child with a cognitive impairment.  D. 1. Assess the child with altered mobility. 2. Differentiate between a neuro-vascular and neurological assessment. 3. Compare and contrast symptoms of fracture to those of soft tissue injury. 4. Compare fractures and bone healing in children to that of adults. 5. Plan care of the child with a cast. 6. Plan care for the child in traction. 7. Care for the child with an external fixation device.	C. Health Problems Related to Cognitive Impairment 1. Intellectual Disability 2. Down's Syndrome  D. Health Problems Affecting Mobility 1. Assessment of the Child with Impaired Mobility 2. Casts, Traction & External Fixation Devices 3. Traumatic Injuries a. Fractures in Children b. Soft Tissue Injuries of Children c. Osgood – Schlatter Disease 4. Limb defects a. Congenital Club Foot b. Developmental Dysplasia of the Hip c. Legg-Calve-Perthes Disease d. Slipped Capital Femoral Epiphysis	<b>Read: Chapter 54 pp 1479-1498</b>  <b>Read: Chapter 50 pp 1334-1373</b>  <b>Nursing Care of Children</b> <b>ATI: pp 295-343</b>

8. Prepare discharge teaching for the family of the child going home with an immobilization device.  9. Care for the child with a soft tissue injury.  10. Recognize and cite evidence for manifestations of developmental dysplasia of the hip.	5. Infections of Bones & Joints a. Osteomyelitis 6. Disorders of Muscle or Joints a. Juvenile Arthritis b. Muscular Dystrophies 7. Spinal abnormalities a. Scoliosis	
UNIT OBJECTIVES/OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
11. Teach parents appropriate care of the infant with clubfoot or developmental dysplasia of the hip.  12. Differentiate between manifestations of perthes, slipped femoral epiphysis and osgood-schlatter disease.  13. Teach parents appropriate care at home for the child with perthes or osgood-schlatter disease.  14. Plan care post-op of the child with transcutaneous hip pinning.  15. Plan care of the child with bone or joint infection.  16. Recognize clinical manifestations of juvenile arthritis.  17. Plan care of the child with juvenile arthritis.  18. Identify symptoms and care of the child with muscular dystrophy.  19. Assess the child for manifestations of scoliosis.  20. Differentiate between structural and functional scoliosis.  21. Prepare teaching appropriate for the child going home with bracing for scoliosis.		

22. Plan care of the child following surgical correction of scoliosis.		
<b>UNIT OBJECTIVES/ OUTCOMES</b>	<b>CONTENTS</b>	<b>LEARNING ACTIVITIES/ASSESSMENT</b>
E. 1. Plan a neurological assessment of the child. 2. Adapt level of consciousness (LOC) assessment to the developmental stage of the child. 3. Appraise signs and symptoms of increased intracranial pressure in the child. 4. Plan care of the child with increased intracranial pressure. 5. Determine discharge planning and home care for the child with cerebral palsy. 6. Differentiate between concussion, brain contusion, and skull fracture. 7. Differentiate between subdural bleeding, epidural bleeding, and cerebral edema. 8. Plan care of the child with acute head injury. 9. Determine pre- and postoperative care of the child with neurosurgery. 10. Plan care of the child with Febrile Seizures 11. Compare and contrast selected seizure disorders. 12. Plan emergency care of the child during a seizure. 13. Determine long term care of the child with a seizure disorder.	E. Health Problems Affecting Neurologic Function 1. Assessment of Cerebral Function 2. Care of the Child with Increased Intracranial Pressure 3. Head Injury 4. Cerebral Palsy 5. Febrile Seizures 6. Meningitis	<b>Read: Chapter 52 pp 1411-1430</b>





## UNIT XII: HEALTH PROMOTION AND HEALTH PROBLEMS OF THE ADOLESCENT

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p>At the completion of this unit of study, the student will:</p> <p>A. 1. Distinguish the sequence of physiologic changes in the male and female during puberty.</p> <p>2. Predict cognitive changes in adolescent.</p> <p>3. Differentiate between early, middle and late adolescence as to common adolescent behavior and concerns.</p> <p>4. Provide anticipatory guidance for parents of adolescents concerning nutrition, sleep/rest, dental health, and selected personal care issues (piercing, suntanning, tattoo's and sex education).</p> <p>5. Counsel adolescents concerning decisions related to sexuality.</p>	<p>A. Promoting Optimum Growth and Development of the Adolescent.</p> <ol style="list-style-type: none"> <li>1. Physical Growth and Development and Cognitive changes</li> <li>2. Pubertal Changes and Sexual Maturation</li> <li>3. Stages of Adolescence</li> <li>4. Promotion of Optimal Health               <ol style="list-style-type: none"> <li>a. Nutrition</li> <li>b. Dental Health</li> <li>c. Sleep/Rest</li> <li>d. Exercise and Activity</li> <li>e. Injury Prevention-Safety</li> <li>f. Selected Personal Care Issues</li> <li>g. Sex Education and Sexuality</li> </ol> </li> </ol>	<p>Reading Assignment: Maternal Child Nursing: McKinney, James, Murray, Nelson, and Ashwill</p> <p><b>Read: Chapter 9</b></p> <p><b>ATI: pp 5-66</b></p> <p>Lecture/discussion/ PowerPoints / quizzes/worksheets/ case studies/games/videos</p>
UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT

<p>B. 1. Provide teaching for the adolescent with acne.</p> <p>2. Differentiate between primary and secondary amenorrhea.</p> <p>3. Suggest approaches which may be helpful to the female adolescent with dysmenorrhea.</p> <p>4. Counsel the adolescent male who has gynecomastia.</p> <p>5. Suggest approaches for the adolescent who is obese.</p> <p>6. Recognize symptoms of testicular torsion and consequences of delayed treatment.</p>	<p>B. Selected Health Concerns of Adolescents</p> <ol style="list-style-type: none"> <li>1. Acne</li> <li>2. Dysmenorrhea</li> <li>3. Primary Amenorrhea</li> <li>4. Gynecomastia</li> <li>5. Obesity</li> <li>6. Testicular Torsion</li> </ol>	<p><b>Read: Acne (pp 1317)</b>  <b>Dysmenorrhea (pp 783 – 788)</b>  <b>Primary Amenorrhea (pp 783 – 788)</b>  <b>Gynecomastia (p 169)</b>  <b>Obesity ( p 159)</b>  <b>Testicular Torsion (p 1129)</b></p> <p>Examination</p>
---	---	---



**Course Name:** Psychiatric and Mental Health Care

**Course Number:** ADN-465

**Course Department:** Health Sciences

**Course Term:** 2017-2018 – Fall/Spring

**Last Revised by Department:** May 2017

**Total Semester Hour(s) Credit:** 5

**Total Contact Hours per Semester:**

Lecture: 75    Lab:            Clinical:            Internship/Practicum:

**Catalog Description:** This course focuses on the study and application of modern concepts of psychiatric and mental health care and effective interactions with others. The student will learn to respond therapeutically to a variety of clients including those with maladaptive behaviors through the utilization of the nursing process by applying the principles of psychiatric and mental health care. Self-awareness and self-knowledge are incorporated throughout the course.

**Pre-requisites and/or Co-requisites:** PNN-621 Life Span Health Care, PNN-622 Clinical Practicum 2, PSY-111 Introduction to Psychology, PSY-121 Developmental Psychology, BIO-168 Human Anatomy & Physiology I with lab, BIO-173 Human Anatomy & Physiology II with lab, BIO-151 Nutrition, HSC-112 or HSC-113 Medical Terminology.

**Co-requisites:** ADN-466 Clinical Practicum 4

**Textbook Required:**

- Townsend, MC (2014) Essentials of Psychiatric Mental Health Nursing, 7<sup>th</sup> Ed, Philadelphia: FA Davis
- Townsend, MC (2014) Townsend Guide to Psychiatric Care Planning, 9<sup>th</sup> Ed, Philadelphia: FA Davis

*Optional: Pedersen, D (2014) Psych Notes-Clinical Pocket Guide, 4<sup>th</sup> Ed. Philadelphia, FA Davis*

**Access Code:** ATI Access code will be given in class.

**Materials Required:** Psychiatric and Mental Health Course content syllabus, ADN-465 & theory handouts (given in class), simple calculator

**Suggested Materials:** Drug and lab reference book, binder for theory handouts, ATI books

### **Institutional Outcomes:**

**Critical Thinking:** The ability to dissect a multitude of incoming information, sorting the pertinent from the irrelevant, in order to analyze, evaluate, synthesize, or apply the information to a defensible conclusion.

**Effective Communication:** Information, thoughts, feelings, attitudes, or beliefs transferred either verbally or nonverbally through a medium in which the intended meaning is clearly and correctly understood by the recipient with the expectation of feedback.

**Personal Responsibility:** Initiative to consistently meet or exceed stated expectations over time.

### **Department/Program Outcomes:**

1. Provide effective education in nursing and related areas to produce graduates competent to practice at the beginning level of registered nursing and who participate in personal and professional development.

Evaluation Criteria:

- Passing rates on NCLEX exam
- Employer and student surveys
- Employment and placement data
- Assessment Technologies Institute (ATI) test results

2. Provide flexible programming to meet individual needs in completing the associate degree in nursing including secondary health students, practical nursing graduates, and other transfer students.

Evaluation Criteria:

- Admission data
- Enrollment patterns
- Transfer data
- Graduation rates

3. Provide transferable education to allow students to continue their education at the baccalaureate level.

**Evaluation Criteria:**

- Follow-up studies of graduates
- Validation agreements
- Transfer requirements of 4-year nursing programs

**Student Learning Outcomes:**

*At the completion of this course the student will be able to:*

1. Create a comprehensive health status assessment based on the needs of the client with mental health and substance abuse issues.
2. Apply principles of ethics, client safety, health promotion and the nursing process to nursing care of the client with mental health and substance abuse issues.
3. Create and implement an individual plan of care considering unique cultural and spiritual preferences, applicable standards of nursing care, and legal and ethical implications.
4. Assist clients with mental health and substance abuse issues to promote healthy behaviors, cope with health problems, and adapt and/or recover from the effects of disease or injury.
5. Understand individual and team accountability for abiding by all applicable jurisdiction statutes related to psychiatric nursing practice.

**Course Objectives:**

1. Describe commonly used coping mechanisms. (Graduate Outcome #3)
2. Assess for and recognize changes in status relating to psychiatric conditions and integrate data with knowledge of common and more complex psychiatric health problems. (Graduate Outcome #1, 2, 3, 4, 5)
3. Differentiate among the cognitive, affective, behavioral and physical symptoms of patients with a mental disorder. (Graduate Outcome #1, 3)
4. Select the most appropriate interventions for dealing with a patient with a mental disorder. (Graduate Outcome #1, 4, 5)
5. Explain the impact of psychotropic drugs on psychiatric care including classification, action and side effects. (Graduate Outcome #1, 2, 3, 4, 5)

6. Identify learning needs of the psychiatric patient and incorporate appropriate teaching. (Graduate Outcome #1, 2, 3, 4, 5)
7. Determine patient rights and nursing responsibilities within the psychiatric setting. (Graduate Outcome #1, 2, 3, 4, 6)

**College Procedures:** All college-wide procedures are located in the Iowa Central Community College Student Handbook

**Assessments:**

1. Exams (Unit Exams and a Final Comprehensive)
2. Quizzes
3. ATI Assignments
4. Written Papers
5. Homework
6. Group projects

All assessments are weighted equally.

**Please note that assessments are subject to change**

**Non-discrimination statement:**

It is the policy of Iowa Central Community College not to discriminate on the basis of race, color, national origin, sex, disability, age (employment), sexual orientation, gender identity, creed, religion, and actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code §§ 216.6 and 216.9, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. §§ 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), Age Discrimination Act of 1975 (34 CFR Part 110), and Title II of the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.).

If you have questions or complaints related to compliance with this policy, please contact Kim Whitmore, Director of Human Resources, phone number 515-574-1138, whitmore@iowacentral.edu; or the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison, Suite 1475, Chicago, IL 60661, phone number 312-730-1560, fax 312-730-1576.

**Disability/Accommodation Services**

If you have a request for an accommodation based on the impact of a disability, it is Iowa Central's policy that you contact the Academic Assistance & Accommodations Coordinator to discuss your specific needs and to provide supporting information and documentation, so we may determine appropriate accommodations. The office for accommodations is located in the Academic Resource Center, and it can be reached by

calling 515-574-1045. For online information about accommodations, please go to [www.iowacentral.edu/accommodations](http://www.iowacentral.edu/accommodations).

### **Bias-Free Classroom Statement**

The Psych/Mental Health Nursing course maintains high standards of respect in regard to individual beliefs and values when selecting classroom materials including textbooks, project activities, power points, videos, presentations, and classroom discussions.

It is our belief that all people have the right to obtain an education within our department/program courses free of bias, with full respect demonstrated to all who enroll in the courses of this department/program.

### **External Accreditation**

**Iowa Board of Nursing Policy:** All nursing courses with a clinical component may not be taken by a person:

1. Who has been denied licensure by the board.
2. Whose license is currently suspended, surrendered or revoked in any U.S. jurisdiction.
3. Whose license/registration is currently suspended, surrendered or revoked in another country due to disciplinary action. (Iowa Board of Nursing, 655 Iowa Administrative Rules, Chapter 2). If one of the above statements applies to a student, the student needs to contact the Iowa Board of Nursing, 515-281-3255



This workforce solution is funded by the IHUM Consortium which is 100% financed through a \$15,000,000 grant from the U.S. Department of Labor's Employment & Training Administration. The product was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership. This work is licensed under the Creative Commons Attribution 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by/4.0/>.

