



Practical Nursing III (PNN-607)

Course Information

Semester and year: Spring 2017

Location: Main NIACC Campus
Clinical Agencies

Meeting days/times: 01/17/17-04/07/17
Lecture: Tuesday, 8:00 AM-1:20 PM MH107
Wednesday, 8:00 AM-12:40 PM MH107
Preclinical: Wednesday, 2:00-4:00 PM
Clinical: Thursday, 6:30 AM-2:00 PM
Friday, 6:30 AM-2:00 PM

Instructor Contact Information

Instructor: B. Hiscocks
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Office hours: Monday, 9:00 AM-3:00 PM
Tuesday, 2:00-3:30 PM

Instructor: H. Hendrikson
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Office hours: Monday, 9:00 AM-3:00 PM
Tuesday, 2:00-3:30 PM

COURSE INFORMATION

Course Description:

Practical Nursing III emphasizes utilization of all components of the nursing process to meet client needs resulting from impairments related to disease processes affecting physical and psychological status of the client. Student's knowledge and skills continue to be enhanced in the areas of pharmacology, nutrition, mobility, psychosocial concepts, and health maintenance. Concepts of management, legal, and ethical aspects of the nursing profession are presented. A supervised management experience in the long-term care setting allows the student an opportunity to care for a group of clients and apply basic skills in leadership and conflict management. Clinical experiences include medical-surgical, long-term care, mental health, and community setting.

Learning Materials:

Williams, Hopper: Understanding Medical Surgical Nursing, 5th edition, 2015
Timby: Fundamental Skills and Concepts in Patient Care, 10th edition, 2013
Williams: Basic Nutrition and Diet Therapy for Nurses, 14th edition, 2013
Davis's Drug Guide for Nurses, 14th edition
Doenges, Moorhouse, Geisser-Murr: Nurse's Pocket Guide, 14th edition, 2016
SimChart, Elsevier, 2013, web access purchased first day of class (Only if new to PNIII)

Optional Textbooks:

Taber's Cyclopedic Medical Dictionary
VanLeeuwen, Poelhuis-Leth, Bladh: Davis's Comprehensive Handbook of Laboratory Diagnostic Tests with Nursing Implications, 6th edition, 2015

Measurable Course Objectives:**PROGRAM OUTCOMES**

1. Utilize the nursing process to identify and implement interventions related to physical, psychosocial, teaching needs, and support systems of the client.
2. Evaluate the client's response to nursing interventions and effects of medications administered.
3. Assist the registered nurse in monitoring, observing, reporting, and recording reactions to therapy using appropriate terminology.
4. Utilize problem-solving in prioritizing, individualizing, and assisting the registered nurse in the revision of the care plan to meet changing physical, social, and cultural needs to improve quality of care.
5. Demonstrate effective interpersonal communication with clients, families, and co-workers, including the delegation of activities of the unlicensed assistive personnel.
6. Demonstrate characteristics of professionalism and accountability within the legal and ethical framework of the practical nurse.

COURSE OUTCOMES

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

1. Differentiate between the normal body structure and function and the signs and symptoms of illness.
2. Describe the treatment of common physical and mental illnesses.
3. Identify and prioritize physical and psychosocial needs of the client and family including spiritual, developmental, and cultural considerations.
4. Assist the professional nurse in determining a nursing diagnosis, develop and implement a plan of care, and evaluate client outcomes.
5. Identify health risk factors and list resources available to meet client needs.
6. Demonstrate basic client teaching for the management of common illnesses considering individualized needs.
7. Document and report pertinent information as related to the client status using appropriate medical terminology.
8. Demonstrate competency in procedures that promote and maintain the client's comfort and well-being within the scope of practice for the practical nurse.
9. Utilize gerontological nursing principles when caring for the older client.
10. Demonstrate principles of effective communication with clients, families, and members of the health team.
11. Manage and delegate client care under the direction of a nurse-preceptor in a long term care facility.
12. Observe and apply leadership principles under the direction of a nurse-preceptor in a long term care facility.
13. Identify ethical and legal considerations in the management of patient care.

CLINICAL OUTCOMES

Assessment

1. Identifies basic physical, emotional, spiritual, and sociocultural needs of clients.
2. Identifies basic health status deviations of the client.
3. Reports and records pertinent assessments using appropriate terminology.
4. Assesses family support and interaction.
5. Assesses client's teaching needs.

Planning

1. Prioritizes nursing care needs of clients.
2. Individualizes clients' cares.
3. Initiates specific changes to improve the quality of client's care.
4. Cooperates with other team members by appropriately assisting others with client cares and sharing of educational opportunities.
5. Prepares for clients' cares.
6. Assists in the review and revision of nursing care plans to meet the client's changing needs.
7. Develops teaching plan to meet client needs.

Implementation

1. Implements appropriate psychomotor skills safely to meet client's needs.
2. Demonstrates effective interpersonal relationships with co-workers, clients, and their families.
3. Maintains self-direction for optimum performance.
4. Provides emotional support to clients and their families.
5. Demonstrates good use of and planning of time and executing of work.
6. Implements the developed teaching plan based on client's needs.
7. Reports and records client's response to therapy, environment, and care given.
8. Orients client to procedures and use of equipment in the clinical environment.

Evaluation

1. Evaluates the client's response to nursing interventions.
2. Evaluates own feelings regarding perceptions of performance of clinical rotation.

Member of Discipline

1. Evaluates own abilities and limitations realistically.
2. Accepts responsibility for attendance and punctuality and written work.
3. Demonstrates an accepting attitude toward the client, family, health care team, peers, and faculty.
4. Functions as a client advocate.
5. Demonstrates appropriate attire and grooming.
6. Maintains a professional manner that reflects the nursing code of ethics.
7. Assumes responsibility for self-development and continued learning (prepares for clients' cares).
8. Initiates independent action to assist in implementing client's Bill of Rights.
9. Demonstrates ability to adapt to stressful situations.

An "Unsatisfactory" rating in any of the listed clinical outcomes will result in an "Unsatisfactory" clinical evaluation for the given term.

Course Calendar:

See Topical Outline.

Grading:

In order to satisfactorily complete this course, the student must obtain a "C" or better grade of the total accumulated points. The grading scale is as follows:

92 - 100 percent	= A
85 - 91.99 percent	= B
77 - 84.99 percent	= C
69 - 76.99 percent	= D
68.99 percent or below	= F

Students must satisfactorily complete the clinical laboratory portion of this course. An unsatisfactory clinical experience for this course will result in an automatic "D" for this course, regardless of the grade earned in theory. See the Practical Nursing Student Handbook for policies regarding probation, withdrawal, and readmission.

Students must have a 77 percent cumulative grade average to begin the preceptorship experience.

An incomplete grade will be assigned to students for any required assignments not turned in. An Incomplete will also be given to the student who has not returned materials loaned to them during the course.

Additional Testing Standards

- Students must achieve a score greater than 0.4 on the Arnett Computer Adaptive Test.
- Students must achieve above 80 percent on the Post-Testing.
- Students must complete the Final Exit Exam to the specified passing rate.
- Failure to meet any of these standards will result in the student receiving an "Incomplete" grade for Practical Nursing III and the student's transcript will not be released to the Board of Nursing until remediation as specified in the syllabus is completed.

If Post-Testing and/or CAT testing standards are not met, the "Incomplete" grade status will be reversed upon:

- Receipt of documentation of completion of a 250 question faculty-chosen computer review program at a 90 percent achievement level.

If Final Exit Exam testing standards are not met, the "Incomplete" grade status will be reversed upon:

- Completion of assigned remediation.

You must complete the Post-Testing, the Arnett CAT test, and Final Exit Exam designated on the topical outline to meet course requirements.

<u>Method of Instruction:</u>	Lecture/Demonstrations Discussion Audiovisual Aids Clinical Thinking Activities Information Sheets Individual and Group Conferences	Nursing care plans and critical pathways Clinical Experience Preceptorships Simulation Post-clinical lab conferences/ individual and groups
<u>Student Evaluation:</u>	Return demonstrations Class presentations Unit and final tests Quizzes	Written/Computer assignments Care plans Clinical performance Journals

Attendance and Tardiness Policy:

Clinical attendance is required. Clinical practice provides a mean of gaining experience and an opportunity to assess performance. Timeliness is also expected. Excessive absenteeism and/or tardiness can be a reason for an unsatisfactory clinical rating.

Students who are absent more than one time during the first 10 clinical weeks will be placed on probation. (Remember that 2 tardies equals 1 absence.) Students must complete 15 days or 120 hours of preceptorship to satisfactorily complete the PN program.

Late Work Policy:

An Incomplete grade will be assigned to students for any required assignments not turned in. An Incomplete will also be given to any students who have not turned in their Mercy ID Badges or returned materials loaned to them during the course.

Faculty Availability and Expected Response Time:

Faculty office hours are: Monday from 9:00 AM-3:00 PM and Tuesday from 2:00-3:30 PM.

Classroom Policies:

See Practical Nursing Student Handbook.

Class Recording and Social Media Policies:

See Practical Nursing Student Handbook.

Proctored Testing Procedures:

See Practical Nursing Student Handbook.

Academic Resources:

Students can make an appointment for individual tutoring at the Student Learning Center, located in Beem Center, Room 103.

Division Chair, Health and Natural Sciences

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Program Leader, Practical and Associate Degree Nursing

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Disclaimer Statement:

The PN faculty reserves the right to alter this course's syllabus, policies, grading scale, texts, and calendar as needed at any time during the semester. PN faculty will alert you to any changes.

Academic Integrity Policy:

According to the Student Conduct Code, (see the NIACC Student Handbook, found at <http://www.niacc.edu/student-life/>) academic dishonesty, including but not limited to:

- cheating
- plagiarism
- knowingly furnishing false information to the college
- forgery
- alteration or misuse of college documents or records shall be subject to disciplinary procedures.

Tech Expectations and Support:

Students will be required to complete an electronic medical record, SimChart. External agency requirements may include online courses to meet agency expectations.

Technical Support:

NIACC's Helpdesk can help with technical problems related to NIACC passwords, logging in to lab computers, MyNIACC, E-mail, ANGEL (online course management system), NIACC wireless, WebAdvisor, lab computers, office computers for staff, software issues, and more. NIACC Technology Services does not repair nor support personal computers. For many problems you may get the fastest results if you call our toll-free number below (24 hours – seven days per week).

On campus: 641-422-4357 Toll free: 866-614-5020 helpdesk@niacc.edu

<http://www.niacc.edu/student-life/technology-services/help-desk/>

Netiquette:

Communication in an online environment can be tricky because physical cues and auditory cues like intonation and loudness to help us decipher the communicator's meaning and intent are absent. Given that we only have the written word to determine a communicator's intent, here are some guidelines to keep in mind when communicating with the instructor or other students (such as posts on the discussion board):

- When you are posting comments on the discussion board, remember that you are addressing the class as a whole, not just the instructor, so do not say anything that you would not say publicly.
- Read your messages before you send them.
- Avoid using ALL CAPITAL LETTERS BECAUSE MOST PEOPLE INTERPRET ALL CAPITAL LETTERS AS SHOUTING.

- Online discussions can be rather informal, but try to express yourself using proper spelling, capitalization, grammar, and punctuation so that your message can be clearly understood.
- Do not use text and chat abbreviations (e.g., OMG, BTW) because not everyone will know these abbreviations.
- Always respond to other people respectfully; do not attack.
- Avoid offensive language because as a college student you should be learning to express yourself more eloquently than the average person.
- Do not make discriminatory or hurtful comments about anyone based upon race, sex, gender identity, disability, religion, and sexual orientation. Remember, we live in a world that has a lot of diversity of beliefs and customs.
- Be careful when using humor and sarcasm because humor is highly subjective. Consider using emoticons {e.g., :) ;-} :-0 } if you are not sure whether the reader will know you are making a joke. Humorous comments are a great way to help people get to know you, but again, carefully scrutinize the comments you make; many psychologists argue that most humor is a form of aggression because there is typically a victim in a joke. (If you doubt this viewpoint, watch a stand-up comedian on TV or the internet and you will notice that there is typically a victim, i.e. a blonde, redneck, etc., in the jokes; sometimes the victim is the comedian him-/herself.)
- When you send an e-mail message, make sure that the subject line accurately describes what the message is about.

COLLEGE POLICIES

If you have questions regarding issues like grade appeals, grievance policies, and academic probation, refer to the NIACC Student Handbook, which can be accessed at <http://www.niacc.edu/student-life/>.

NONDISCRIMINATION POLICY

It is the policy of North Iowa Area Community College to not discriminate on the basis of race, color, national origin, sex (including pregnancy), disability, age, sexual orientation, gender identity, genetic information, creed, religion, actual or potential parental, family or marital status or veteran's status in its programs, activities or employment practices as required by the Iowa Code sections 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), 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 Shelly Schmit, EEO/AA Officer, 500 College Drive, Mason City, IA 50401 or via telephone at 641-422-4211. Inquires may also be directed to 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 SERVICES

North Iowa Area Community College strives to provide an accessible environment for students, faculty, and staff. A student needing accommodations should register with NIACC Disability Services and speak to Lisa Vance, the Disability Services Counselor, in the Student Access Office, AB106. For additional information, contact us at 1-888-466-4222, Ext. 4413, and ask for a brochure regarding Disability Services or to request a meeting with the Disability Services Counselor. You may also contact Lisa Vance directly at 641-422-4296 or vancelis@niacc.edu. Our website is <http://www.niacc.edu/student-life/disability-services/>.

If you have concerns regarding equal access to NIACC's services, programs, and activities you may contact NIACC Disability Services or learn more about filing a grievance at <http://www.niacc.edu/student-life/disability-services/policies-procedures/grievance-procedure/>. A Disability Services Student Handbook can be found on our website at <http://www.niacc.edu/student-life/disability-services/disability-services-student-handbook/> or can be provided in hard copy (or an alternate format), upon request, and lists contact information for NIACC's ADA Coordinator and ADA Compliance Officer, along with other helpful information.

INCLEMENT WEATHER: <http://www.niacc.edu/about/campus-safety/inclement-weather/>

NIACCAlerts is a free service that alerts you immediately when a decision is made to close campus or delay classes due to weather conditions. This is your best and most accurate means of communication. Sign up here: <http://www.niacc.edu/about/campus-safety/niaccalerts/>

Objectives	Content	Student Preparation	In-Class Activities	Clinical Application
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NURSING CARE OF THE CLIENT WITH ENDOCRINE DISORDERS

1. Review endocrine system anatomy and physiology.	1. Pathophysiology			
2. Explain the function of each of the hormones in the endocrine system.	2. Hormone function			
3. Identify clients' needs and nursing interventions for clients with pituitary and adrenal gland disorders.	3. Pituitary gland disorders			
4. Identify common nursing diagnoses related to the specific endocrine disorder and appropriate intervention for each.	<ul style="list-style-type: none"> a. Pituitary tumors <ul style="list-style-type: none"> 1) Preoperative care 2) Postoperative care 3) Patient education b. Diabetes insipidus <ul style="list-style-type: none"> 1) Pathophysiology 2) Etiology 3) Signs and symptoms 4) Diagnostic tests 5) Therapeutic measures 6) Nursing process for patients with Diabetes Insipidus c. Syndrome of Inappropriate Antidiuretic Hormone <ul style="list-style-type: none"> 1) Pathophysiology 2) Etiology 3) Signs and symptoms 4) Diagnostic tests 5) Therapeutic measures 6) Nursing process for patients with SAIDH d. Growth Hormone Deficiency <ul style="list-style-type: none"> 1) Pathophysiology 2) Etiology 3) Signs and symptoms 4) Diagnostic tests 5) Therapeutic measures 6) Nursing process for patients with GH Deficiency e. Acromegaly <ul style="list-style-type: none"> 1) Pathophysiology 2) Etiology 3) Signs and symptoms 4) Diagnostic tests 5) Therapeutic measures 6) Nursing process for patients with Acromegaly 			

Objectives	Content	Student Preparation	In-Class Activities	Clinical Application
<p>5. Compare and contrast hyper and hypothyroidism in relation to symptoms, nursing assessment, medical and nursing interventions.</p>	<p>5. Thyroid gland</p> <ul style="list-style-type: none"> a. Hormones b. Goiter c. Hyperthyroidism <ul style="list-style-type: none"> 1) Symptoms and medical diagnosis 2) Medical treatment 3) Nursing assessment 4) Nursing interventions 5) Subtotal thyroidectomy d. Hypothyroidism <ul style="list-style-type: none"> 1) Symptoms and medical diagnosis 2) Nursing assessment 3) Medical treatment and nursing interventions 	<p>Williams & Hopper: Chs. 38, 39</p>	<p>Develop nursing care plan for hyper and hypothyroidism.</p>	<p>Apply the nursing process when caring for clients experiencing over or under activity of the thyroid gland.</p>
<p>6. Compare and contrast symptoms of hypo and hyperparathyroidism.</p>	<p>6. Parathyroids</p> <ul style="list-style-type: none"> a. Hypoparathyroidism b. Hyperparathyroidism 	<p>Williams Hopper: Chs. 38-40</p>		<p>Apply the nursing process when caring for clients experiencing disorders of the adrenals and/or pituitary.</p>
<p>7. Compare and contrast adrenocortical insufficiency and excess in terms of causes, symptoms, medical diagnosis, and medical treatment and nursing interventions.</p>	<p>7. Adrenal glands</p> <ul style="list-style-type: none"> a. Hormone secretions b. Adrenocortical insufficiency (Addison's) <ul style="list-style-type: none"> 1) Causes 2) Symptoms and medical diagnosis 3) Medical treatment and nursing interventions c. Excess adrenocortical hormone (Cushing's) <ul style="list-style-type: none"> 1) Causes 2) Symptoms and medical diagnosis 3) Medical treatment and nursing interventions 			

Objectives	Content	Student Preparation	In-Class Activities	Clinical Application
NURSING CARE OF THE CLIENT WITH DISORDERS OF THE ENDOCRINE PANCREAS				
1. State significant differences in the two major types of diabetes mellitus.	1. Types a. Pathophysiology	Williams & Hopper: Ch. 40 Williams: Ch. 20		
2. Discuss each of the four kinds of factors that influences the development of diabetes mellitus.	2. Contributing factors			
3. Discuss the incidence and prevalence of diabetes mellitus.	3. Incidence and prevalence			
4. Describe laboratory tests used in the diagnosis of diabetes mellitus.	4. Diagnostic tests			Perform blood glucose monitoring and report abnormal values.
5. List the three cardinal symptoms of diabetes mellitus.	5. Symptoms and medical diagnosis			
6. Describe the nursing assessment and intervention for the management of Type I and Type II diabetes mellitus.	6. Management of diabetes a. Blood glucose control b. Diet c. Exercise d. Insulin 1) Types 2) Storage, preparation, and administration 3) Patient education e. Synthetic hypoglycemic agents f. Patient education 1) Glucose monitoring 2) Pathophysiology 3) Insulin administration 4) Oral antidiabetic agents 5) Signs and symptoms of hypoglycemia and hyperglycemia 6) ADL's 7) ID 8) What to do on "sick days"		Worksheet on management of diabetes. Students complete and discuss in class. Handout on insulin and oral antidiabetic agents (types, route, onset, peak of duration)	Assist with client education on following points: - glucose monitoring - pathophysiology - insulin administration - oral antidiabetic agents - Signs and symptoms of hyper and hypoglycemia - advise for sick days Document teaching completed. Safely administer oral antidiabetics and insulin to diabetic clients.

Objectives	Content	Student Preparation	In-Class Activities	Clinical Application
<p>7. Describe the acute and long-term complications and sequelae of poorly controlled diabetes mellitus.</p>	<p>7. Complications</p> <p>a. Short-term problems</p> <p>1) Hyperglycemia</p> <p>a) Symptoms</p> <p>b) Causes</p> <p>c) Prevention</p> <p>d) Treatment</p> <p>2) Hypoglycemia</p> <p>a) Symptoms</p> <p>b) Causes</p> <p>c) Prevention</p> <p>d) Treatment</p> <p>3) Diabetic ketoacidosis</p> <p>a) Symptoms</p> <p>b) Treatment</p> <p>b. Long-term complications</p>		<p>Student application game - comparing causes, symptoms, prevention and treatment of insulin reactions and diabetic acidosis.</p>	<p>Apply the nursing process when caring for clients experiencing complications related to diabetes.</p>
<p>8. Discuss various forms of hypoglycemia in non-diabetic clients.</p>	<p>8. Hypoglycemia</p> <p>a. Introduction</p> <p>b. Functional</p> <p>c. Fasting</p> <p>d. Reactive</p> <p>1) Treatment</p> <p>2) Nursing assessment and intervention</p>			<p>Apply the nursing process when caring for non-diabetic clients experiencing hypoglycemia.</p>

Objectives	Content	Student Preparation	In-Class Activities	Clinical Application
FLUID BALANCE AND ELECTROLYTES				
<u>Fluid Balance</u>				
1. Identify the two main ways fluid is taken in and what regulates intake.	1. Fluid intake	Williams & Hopper: Ch. 6 Williams: Ch. 9 (review)	<u>Optional:</u> Video: "Body Fluids: output on clients and report imbalances.	Monitor intake and
2. Identify four main ways fluid is lost and what regulates fluid output.	2. Fluid output			
3. Differentiate between extracellular and intracellular fluid.	3. Distribution of body water a. Intracellular b. Extracellular			
4. Describe fluid movement across all membranes.	4. Fluid movement a. Diffusion b. Osmosis c. Filtration d. Active transport		Discuss and diagram the effect on the cell in hypertonic and hypotonic solutions.	
5. Compare and contrast signs and symptoms of fluid overload and deficit.	5. Fluid imbalances a. Fluid overload 1) Predisposing factors 2) Signs and symptoms 3) Treatment 4) Nursing measures b. Fluid Deficit 1) Predisposing factors 2) Signs and symptoms 3) Treatment 4) Nursing measures			Apply the nursing process when caring for clients experiencing fluid overload and fluid deficits.
6. Identify the causes of fluid imbalances.	6. High risk patients for imbalances			Identify assigned clients at high risk for fluid imbalances.

Objectives	Content	Student Preparation	In-Class Activities	Clinical Application
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Electrolytes

<p>1. Explain predisposing factors, signs and symptoms treatment and nursing measures for a sodium imbalance.</p>	<p>1. Sodium (Na) Imbalance</p> <ul style="list-style-type: none"> a. Hypernatremia <ul style="list-style-type: none"> 1) Predisposing factors 2) Signs and symptoms 3) Treatment 4) Nursing measures b. Hyponatremia <ul style="list-style-type: none"> 1) Predisposing factors 2) Signs and symptoms 3) Treatment 4) Nursing measures 			<p>Identify abnormal lab values of assigned clients and record on care plans. Apply nursing process to clients experiencing electrolyte imbalances</p>
<p>2. Explain predisposing factors, signs and symptoms treatment and nursing measures for a potassium imbalance.</p>	<p>2. Potassium (K) Imbalance</p> <ul style="list-style-type: none"> a. Hyperkalemia <ul style="list-style-type: none"> 1) Predisposing factors 2) Signs and symptoms 3) Treatment 4) Nursing measures b. Hypokalemia <ul style="list-style-type: none"> 1) Predisposing factors 2) Signs and symptoms 3) Treatment 4) Nursing measures 			
<p>3. Explain predisposing factors, signs and symptoms treatment and nursing measures for a calcium imbalance.</p>	<p>3. Calcium (Ca) Imbalance</p> <ul style="list-style-type: none"> a. Hypercalcemia <ul style="list-style-type: none"> 1) Predisposing factors 2) Signs and symptoms 3) Treatment 4) Nursing measures b. Hypocalcemia <ul style="list-style-type: none"> 1) Predisposing factors 2) Signs and symptoms 3) Treatment 4) Nursing measures 			

Objectives	Content	Student Preparation	In-Class Activities	Clinical Application
<u>Urinary System</u>				
1. Describe the anatomical location and functions of the kidneys, ureters, bladder, and urethra.	1. Anatomy Review	Williams & Hopper: Chs. 36, 37	Identify urinary structures on an overhead.	
		Williams: Ch. 21		
		Timby: Ch. 30 (review)		
2. List three main functions performed by the kidneys.	2. Three main functions of kidney			
3. Define common urology terms.	3. Terms a. Retention b. Suppression c. Residual d. Incontinence e. Enuresis f. Dysuria g. Oliguria h. Polyuria			Use appropriate terminology in charting urological manifestations.
4. State the purpose of diuretics and their most common side effects.	4. Diuretics			Safely administer diuretics to assigned clients.
5. Describe the normal physical and chemical characteristics of urine.	5. Urine composition			Review results of UA's and identify abnormal characteristics.
6. Describe the purpose, significance of results, and nursing responsibilities related to diagnostic studies of the urinary system.	6. Urine tests and nursing responsibilities a. Routine b. Sterile c. Clean catch or midstream d. Fractional e. Culture f. Kidney Function tests 1) BUN 2) Concentration and Dilution 3) Creatinine a) Urine b) Clearance			Collect ordered urinary lab tests and analyze results in relation to client's diagnosis.
7. Outline the basic principles involved in catheter care.	7. Catheter Care - Maintaining Urinary Flow a. Types of catheters 1) Urethral 2) Suprapubic 3) Nephrostomy 4) Pyelostomy	Review college lab information on catheter insertion and maintenance.		Perform urethral catheterizations when ordered on assigned clients and care for and maintain urinary flow on all types of catheters which clients may have.

Objectives	Content	Student Preparation	In-Class Activities	Clinical Application
8. Describe the pathophysiology, clinical manifestations, and medical and pharmacological management required in each.	8. Inflammatory disorders of renal and urinary systems a. Cystitis b. Urethritis c. Nephritis 1) Acute glomerulonephritis 2) Chronic glomerulonephritis d. Pyelonephritis			Apply the nursing process when caring for clients experiencing inflammatory disorders of the renal and/or urinary system.
9. Explain various conditions which may obstruct normal urine flow and the symptoms, medical and nursing management required in each.	9. Obstruction of urinary system a. Hydronephrosis b. Renal stones c. Bladder tumors d. Urinary diversions 1) Cystectomy a) Ileal conduit b) Ureterosigmoidoscopy c) Cutaneous ureterostomy 2) Nursing assessment and intervention after surgery e. Kidney tumors		Develop a nursing care plan for clients who have experienced urology surgery.	Apply the nursing process when caring for clients experiencing obstructions of the urinary system.
10. Differentiate between acute and chronic renal failure in terms of causes, symptoms, medical, treatment and nursing assessments and intervention.	10. Renal Failure a. Acute b. Chronic			Apply the nursing process when caring for clients experiencing acute or chronic renal failure.
11. Differentiate between peritoneal dialysis and hemodialysis in terms of purpose, indications for use, advantages, and disadvantages, and nursing responsibilities.	11. Renal Dialysis a. Hemodialysis 1) AV Shunt 2) AV Fistula b. Peritoneal dialysis			View dialysis on clients when available and evaluate nursing responsibilities.
12. Explain the long-term problems of a client with a kidney transplant.	12. Kidney transplant			

Objectives	Content	Student Preparation	In-Class Activities	Clinical Application
PROBLEMS AFFECTING NUTRITION AND BOWEL ELIMINATION				
1. Discuss the normal structure and functions of the gastrointestinal system.	1. Structure and function of the gastrointestinal	Williams & Hopper: Chs. 32-35		Apply the nursing process when caring for clients experiencing G.I. disorders.
2. Identify problems affecting ingestion.	2. Digestive tests for disorders of the G.I. system			
3. Discuss factors that may affect the process of digestion and absorption.	3. Process of digestion and absorption			
4. Explain the common diagnostic tests related to G.I. diseases and the appropriate nursing roles.	4. Diagnostic tests for disorders of the liver and biliary system			
5. Describe ten specific diseases System and the appropriate nursing care for each.	5. a. Disorders of accessory organs of and disorders of the G.I. digestion b. Disorders affecting digestion and absorption c. Disorders affecting absorption and elimination			Administer G.I. medications and assess client response.
6. Identify major causes of digestive diseases and disorders.	6. Causes of digestive diseases and disorders			
7. Discuss the concepts of total parenteral nutrition including the Nursing Care Guidelines.	7. Total Parenteral Nutrition - Nursing Care Guidelines			
8. Differentiate between colostomy and ileostomy and explain the care of each including skin care application and appliances, psychological aspects and uses of irrigation equipment.	8. a. Colostomy and ileostomy nursing care b. Nursing Care Guidelines		Critical Thinking Activities NCLEX Review	
9. Discuss pharmacological treatments used for G.I. disorders.	9. Categories of medications for G.I. disorders			

Objectives	Content	Student Preparation	In-Class Activities	Clinical Application
THE PATIENT WITH CANCER				
1. Define cancer as a health care problem.	1. Cancer: An overview a. Most frequent sites of malignant neoplasm b. Classification of neoplasms c. General characteristics of neoplasms	Williams & Hopper: Ch. 11		Apply the nursing process when caring for clients with cancer.
2. List the major causes of cancer.	2. Causes of cancer			
3. Identify recommended methods of prevention and early detection.	3. Prevention and control a. Five protective steps against cancer b. 11 risk factors of cancer c. Seven warning signals of cancer			
4. Describe the common methods of diagnosis and treatment of cancer.	4. a. Diagnostic tests and procedures b. Treatment of cancer			
5. Discuss the nursing care of patients receiving treatment for cancer.	5. Nursing Care Guidelines - a. External radiation therapy b. Sealed internal radiation c. Unsealed internal radiation therapy d. Chemotherapy - nursing intervention e. Emotional care f. Rehabilitation g. Hospice			Evaluate lab values of clients receiving chemotherapy and/or radiation.

Objectives	Content	Student Preparation	In-Class Activities	Clinical Application
THE PATIENT WITH PAIN				
1. Define pain.	1. The nature of pain <ul style="list-style-type: none"> a. Pain transmission b. Types of pain <ul style="list-style-type: none"> 1) Acute pain 2) Chronic nonmalignant 3) Cancer pain 	Williams & Hopper: Ch. 10 Timby: Ch. 20	<u>Optional:</u> McCaffery: "Under-treatment of Pain"	Clinical Assess pain using a variety of pain assessment tools and implement interventions.
2. Identify the components of a pain assessment.	2. Assessment of pain <ul style="list-style-type: none"> a. Rating scales b. Nonverbals c. Vital signs d. Culture e. Age-specific needs 			
3. Discuss the role of the nurse in caring for the patient in pain.	3. Management of pain <ul style="list-style-type: none"> a. Nonpharmacological interventions b. Pharmacological intervention <ul style="list-style-type: none"> 1) Nonopioids 2) Opioids 3) Adjuvants c. Myths and barriers to effective pain management 		Pain-AD FLACC CRIES Pain Case Studies	Administer pain medications and evaluate client response.

Objectives	Content	Student Preparation	In-Class Activities	Clinical Application
MOBILITY AND IMMOBILITY				
1. Describe the structure and function of the musculoskeletal system.	1. Structure and function of the musculoskeletal system	Williams & Hopper: Chs. 45, 46 Timby: Ch. 23-26 (Review)		Clinical
2. Discuss the importance of proper positioning, exercise, body mechanics, assistive devices, and neurovascular integrity when caring for the orthopedic patient.	2. a. Position, exercise, and body mechanics b. Neurovascular integrity c. Nursing care guidelines - neurovascular integrity			Apply the nursing process when caring for clients with mobility issues.
3. Identify the proper procedure for caring for a patient in a cast.	3. a. The patient with a cast b. Nursing care guidelines - the patient with a cast			
4. Differentiate between the various types of arthritis, chronic inflammatory conditions, and infectious disorders, including signs, symptoms, and treatment and nursing care.	4. Arthritis a. Rheumatoid b. Osteoarthritis c. Osteoporosis d. SLE e. Scleroderma f. Gout g. Osteomyelitis		Total Hip and Total Knee Patient Education Handouts	
5. Identify the various types of traumatic including assessment and intervention.	5. Traumatic injuries a. Fractures			
6. Explain the importance of patient teaching in preparing a patient for amputation and fitting for a prosthesis.	6. a. Amputation b. Nursing care plan - patient with below the knee amputation			
7. Describe alterations in body functions occurring with impairing mobility.	7. Common problems a. Muscular atrophy b. Fluid and electrolyte disturbances c. Disorders in blood clotting d. Disuse osteoporosis e. Retained respiratory secretions f. Urinary stasis		Small Groups Activities	
8. Identify nursing interventions as preventative measures to avoid or minimize complications of impaired mobility and bedrest.	8. Nursing interventions a. Deep breathing and coughing b. Skin care c. Repositioning/exercise d. Nutritional support e. Fluid intake			

Objectives	Content	Student Preparation	In-Class Activities	Clinical Application
EMERGENCY NURSING CARE				
1. Define the term trauma and explain the importance of accident prevention.	1. Types of trauma a. Surface trauma b. Multisystem trauma c. Specific areas of trauma	Williams & Hopper: Ch. 13	Emergency Nursing Handout	Apply the nursing process when caring for patients admitted to the medical floor through the emergency department.
2. List the principles of emergency and first aid care.	2. General principles of emergency care		Shock/Anaphylaxis Handout	
3. List the steps of the initial assessment and instructions for the person requiring emergency care.	3. Nursing assessment in emergencies			
4. Define the nursing process as it applies to specific emergencies.	4. Specific emergencies a. Burns b. Hypothermia and hyperthermia c. Poisoning and overdose d. Shock e. Airway obstruction f. Anaphylaxis g. Trauma h. Childbirth			

Objectives	Content	Student Preparation	In-Class Activities	Clinical Application
PROBLEMS AFFECTING RESPIRATION				
1. Describe the normal structure and function of the respiratory system.	1. Structure and function of the respiratory system	Williams & Hopper: Chs. 29-31		Apply the nursing process when caring for clients with respiratory disorders.
		Timby: Chs. 20, 36-37 (Review)		
2. List signs and symptoms that indicate presence of hypoxia, and/or CO ₂ retention.	2. a. Altered Respiratory status b. Nursing assessment of patient with a respiratory problem			
3. Explain the purpose of and nursing responsibilities for common diagnostic procedures involving the respiratory system.	3. Nursing responsibilities for diagnostic procedures			
4. Identify at least three therapeutic techniques and the corresponding nursing role for patients with respiratory problems.	4. Nursing responsibilities for therapeutic techniques			
5. Discuss various diseases and disorders of the respiratory system and the appropriate nursing role.	5. The patient with diseases and disorders of the respiratory system a. Acute respiratory disorders b. Chronic respiratory disorders		Chest Tube "L-U-N-G-O" Bingo	Observe respiratory therapy and administer nebulizers and inhalers.

Objectives	Content	Student Preparation	In-Class Activities	Clinical Application
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NOSE, SINUS AND THROAT DISORDERS

1. Discuss the nursing assessment of nose, throat and sinuses.	1. Nursing assessment of nose, sinuses, and throat	Williams & Hopper: Ch. 29		
2. Identify the diagnostic tests and procedures used in diagnosing disorders of the nose, sinuses, and throat and corresponding nursing responsibilities.	2. Diagnostic tests and procedures			
3. Describe the pathology, signs and symptoms, complications, treatment associated with disorders of the nose, sinuses and throat.	3. Disorders of the nose, sinuses throat, and larynx			
4. Apply the nursing process to plan care for patients with disorders of the nose, sinuses, or throat.	4. Nursing care of the patient: <ol style="list-style-type: none"> a. having sinus surgery b. having nasal polyp surgery c. with allergic rhinitis d. with acute viral coryza e. with nasal cancer f. with deviated nasal system g. with epistaxia h. with pharyngitis i. having tonsillectomy j. with laryngitis k. having total/partial laryngectomy 			

Objectives	Content	Student Preparation	In-Class Activities	Clinical Application
PSYCHOLOGICAL ASPECTS OF PATIENT CARE				
<u>Understanding Patient Psychology</u>				
<p>1. List the five levels of human needs as proposed by Maslow and explain why he stated these needs as a hierarchy.</p>	<p>1. Needs of individuals a. Maslow's Hierarchy of Needs 1) Survival Needs 2) Safety Needs 3) Belongingness 4) Esteem 5) Self-actualization</p>	<p>Williams & Hopper: Chs. 56, 57</p>	<p>Diagram: Maslow's Hierarchy of Needs</p>	<p>Relate Maslow's theory to clinical practice and analyze its applicability to nursing practice.</p>
<p>2. Name three important influences on personality structure and development during childhood.</p>	<p>2. Personality structure a. How we are all alike yet different b. Factors 1) Heredity 2) Developmental process 3) Environmental c. Sigmund Freud's personality structure 1) ID 2) Ego 3) Superego</p>			<p>Identify behaviors exhibited by clients and relate which components of Freud's personality structure is controlling them.</p>
<p>3. Explain the basic theoretic assumptions of psychoanalytical, developmental, and redecision perspectives of personality development.</p>	<p>3. Personality development a. Freud's 3 Stages (psychoanalytical) 1) Infantile 2) Latent 3) Genital b. Erik Erickson (developmental) 1) Trust vs. Mistrust 2) Autonomy vs. Shame/Doubt 3) Initiative vs. Guilt 4) Industry vs. Inferiority 5) Identity vs. Role Confusion 6) Intimacy vs. Isolation 7) Generativity vs. Stagnation 8) Integrity vs. Despair</p>			<p>Analyze the developmental stage of assigned clients and whether developmental tasks are being met.</p>
<p>4. Articulate personal philosophies of wellness and illness.</p>	<p>4. Mental health a. Mental health continuum 1) Illness 2) Wellness</p>		<p>Design a mental health continuum and identify characteristics and behaviors exhibited by people at various points along that continuum.</p>	<p>Document mentally healthy and unhealthy adjustments to illness</p>

Objectives	Content	Student Preparation	In-Class Activities	Clinical Application
5. Describe the components of a mental health status assessment.	5. Mental Status Assessment a. Appearance and behavior b. Level of awareness and orientation c. Thinking/content of thought d. Memory e. Speech and ability to communicate f. Mood and affect g. Judgement h. Perception			
6. Describe the levels of anxiety.	6. Anxiety a. Continuum of anxiety 1) Mild 2) Moderate 3) Severe		Design an anxiety continuum identifying levels of anxiety, behavior, and affective and cognitive characteristics.	Using the behavioral, cognitive, and affective characteristics exhibited by your client, identify the level of anxiety that each assigned client is experiencing.
7. Define thirteen commonly used defense mechanisms and give examples of healthy and unhealthy uses of each.	7. Defense mechanisms a. Rationalization b. Projection c. Displacement d. Repression e. Denial f. Compensation g. Conversion reaction h. Reaction formation i. Regression j. Undoing k. Avoidance		Discuss common defense mechanisms and have students give examples of healthy and unhealthy uses of each.	Identify defense mechanisms exhibited by assigned clients and whether their use is healthy or unhealthy for that situation.
<u>Development of Emotional Problems</u>				
1. Identify the primary system of emotional disorders.	1. Overview a. Reasons for Emotional problems b. DSM-5 c. Primary sign of emotional disorders	Williams & Hopper: Chs. 56, 57	Introduce a DSM IV Manual	Identify level of anxiety in clients and how it affects their behavior.
2. Distinguish between the characteristics of the anxiety disorders.	2. Anxiety disorders a. Panic disorders b. Phobic disorders c. Obsessive compulsive disorders d. Post-traumatic stress disorders			Apply the nursing process when intervening with clients experiencing anxiety disorders.
3. Differentiate between psychoses which are organic in origin and those which are functional in origin.	3. Psychoses a. Organic b. Functional			Categorize various diagnoses of psychoses as functional or organic in origin.

Objectives	Content	Student Preparation	In-Class Activities	Clinical Application
4. Describe the primary characteristics exhibited by the three most common subtypes of schizophrenia.	4. Schizophrenia <ul style="list-style-type: none"> a. Four essential indicators b. Primary characteristics c. Types <ul style="list-style-type: none"> 1) Disorganized 2) Catatonic 3) Paranoid 		Discuss how to therapeutically interrupt a hallucinatory process. Discuss various types of delusions and examples of each.	Apply the nursing process when intervening with clients experiencing a schizophrenic disorder. Discuss case studies of each type of schizophrenia.
5. Distinguish among affective disorders across the life span.	5. Affective disorders <ul style="list-style-type: none"> a. Behavioral examples of affective descriptors b. Major depressive c. Bipolar 		Discuss various affective descriptors and the behaviors associated with each. Compare and contrast characteristics of clients experiencing depression and mania (handout).	Apply the nursing process to clients experiencing affective disorders.
6. Identify the subtypes of personality disorders.	6. Personality disorders <ul style="list-style-type: none"> a. Paranoid personality b. Schizoid personality c. Antisocial personality d. Obsessive compulsive personality e. Borderline personality 		Discuss various case studies illustrating each type of personality disorder.	Apply the nursing process to clients experiencing personality disorders.
7. Discuss theories about causation of organic brain disorders.	7. Organic brain syndrome <ul style="list-style-type: none"> a. Causes b. Examples 			Intervene with clients suffering from organic brain disorders.
8. Distinguish between the characteristics of the somatoform disorders.	8. Somatic disorders <ul style="list-style-type: none"> a. Cause b. Conversion c. Hypochondriasis 			Apply the nursing process when intervening with clients experiencing physiological responses to anxiety.
9. Discuss theories about causation of addictions.	9. Addictive disorders <ul style="list-style-type: none"> a. Forms of addiction b. Theories 			Apply the nursing process to clients experiencing various forms of addiction.
	10. Autism Spectrum Disorders <ul style="list-style-type: none"> a. Etiology b. Signs and Symptoms c. Therapeutic Measures d. Nursing Process for patient with ASD 			

Objectives	Content	Student Preparation	In-Class Activities	Clinical Application
11. Discuss signs and symptoms depressed clients may exhibit.	11. Depression a. Types b. Signs and symptoms c. Assessment d. Suicide risk		Assessment tool for depression.	Apply a focused nursing assessment to assess clients experiencing depression and their potential for violence to self.
<u>Therapeutic Nursing Relationship</u>				
1. Name three personal qualities essential for therapeutic communication.	1. Characteristics of a therapeutic relationship a. Genuineness b. Warm acceptance c. Empathy			Value and incorporate genuineness, warm acceptance and empathy into the nurse-client relationship.
2. Identify and categorize therapeutic responses.	2. Therapeutic communication a. Listening b. Support c. Empathy d. Therapeutic techniques 1) Silence 2) Broad openings 3) Restating 4) Reflecting 5) Focusing 6) Giving information 7) Seeking clarification		Handout of therapeutic and nontherapeutic communication techniques. Students label examples of therapeutic and non-therapeutic techniques.	Utilize therapeutic communication responses at all times when caring for assigned clients.
3. Identify responses which block communication.	3. Blocks to communication a. Disagreeing and agreeing b. Rejecting c. Advising d. Probing e. Defending f. Belittling g. Stereotyped comments			Recognize a breakdown in communication and attempt to correct the situation.

Objectives	Content	Student Preparation	In-Class Activities	Clinical Application
<u>Psychopharmacology</u>				
1. List four common types of psychotropic drugs and the nursing responsibilities which promote safe administration of each.	1. Psychopharmacology a. Antipsychotics (major tranquilizers) 1) Examples 2) Benefits 3) Adverse side effects a) Pseudoparkinsonism b) Dystonias c) Akathisia d) Dyskinesia e) Tardive Dyskinesia	Williams & Hopper: Ch. 57 Clayton & Stock: Chs. 16, 17, 18	Small group discussion of psychotherapeutic drugs. Research and present to class the following information: categorizing, use, benefits, adverse side effects, dose, route, nursing considerations, and patient teaching.	Safely administer psychotherapeutic medications and assess their effectiveness.
2. List four common types of psychotropic drugs and the nursing responsibilities which promote safe administration of each.	2. Antidepressants a. Tricyclics b. Bicyclics c. MAOI's d. Adverse effects			
3. List four common types of psychotropic drugs and the nursing responsibilities which promote safe administration of each.	3. Antimanic a. Examples b. Adverse side effects			
4. List four common types of psychotropic drugs and the nursing responsibilities	4. Antianxiety (minor tranquilizers) a. Examples b. Adverse side effects			
5. List four common types of psychotropic drugs and the nursing responsibilities which promote safe administration of each.	5. Role of the nurse in psychotropic therapy			
<u>Other Treatment Modalities</u>				
1. Discuss the nurse's role in common major treatment modalities for certain psychiatric illnesses.	1. Psychotherapy a. Individual b. Couple and family c. Group			View sessions of psychotherapy and/or ECT treatments if available.
2. Electroconvulsive therapy	2. Electroconvulsive therapy			

Objectives	Content	Student Preparation	In-Class Activities	Clinical Application
DISORDERS OF THE HEART				
1. Review pathophysiology of the heart.	1. Pathophysiology	Williams & Hopper: Ch. 21	Self assessment of cardiovascular risks.	
2. List avoidable and unavoidable risk factors for the development of heart disease.	2. Prevention of heart disease	Williams: Ch. 19		
3. Discuss the more common diagnostic tests and procedures used by cardiologists to diagnose and evaluate cardiovascular diseases.	3. Diagnostic tests and procedures a. Non-invasive b. Invasive		<u>Optional:</u> Video: "MI"	Observe diagnostic tests and procedures performed on clients and clients' reactions to them.
4. Describe initial and ongoing nursing assessments to evaluate cardiovascular status.	4. Nursing assessment of CV status a. History b. Subjective c. Objective			Perform an assessment of a client's cardiovascular status and identify deviations from normal.
5. List common nursing diagnoses related to cardiac disease and appropriate interventions for each.	5. Common problems related to cardiac disease a. Fatigue and dyspnea b. Edema c. Pain			
6. State nursing responsibilities in the management of heart disease (i.e., administration of cardiac drugs, dietary control and oxygen therapy).	6. Common therapies and nursing implications a. Medical treatment b. Pharmacologic 1) Cardiotonics 2) Antiarrhythmics 3) Diuretics 4) Anticoagulants 5) Vasodilators 6) Calcium channel blockers c. Dietary d. Oxygen e. Cardiac surgery			Safely administer cardiac medication. Observe their effectiveness.
7. Describe nursing assessment activities and nursing interventions for clients experiencing common cardiac diseases.	7. Specific disorders a. Coronary artery disease 1) Atherosclerosis 2) Angina pectoris 3) Acute myocardial infarction b. Congestive heart failure c. Disorders of heart conduction d. Inflammatory diseases of heart		<u>Optional:</u> Video: "CHF"	Apply the nursing process when caring for clients experiencing common cardiac disorders.

Objectives	Content	Student Preparation	In-Class Activities	Clinical Application
HIGH BLOOD PRESSURE				
1. Define blood pressure.	1. Etiology of blood pressure	Williams & Hopper: Ch. 22		
2. List factors that contribute to the development of hypertension.	2. Causes and prevention a. Essential HTN b. Secondary HTN			
3. Discuss how hypertension is diagnosed.	3. Diagnostic tests and procedures			
4. Describe the nursing assessment to evaluate a client experiencing HTN.	4. Nursing assessment			Monitor clients' blood pressure and report deviations to appropriate sources.
5. Describe the steps used in the stepped care approach to the management of HTN.	5. Medical treatment			
6. Identify nursing interventions needed to educate a client with HTN.	6. Nursing intervention			Teach clients a regimen of therapy for continued control of HTN.
VALVULAR, INFLAMMATORY AND INFECTIOUS CARDIAC OR VENOUS DISORDERS				
1. Explain the pathophysiology, etiology, signs and symptoms, and diagnostic tests for each valvular disorder.	1. Cardiac valvular disorders a. Mitral valve prolapse b. Mitral stenosis c. Mitral regurgitation d. Aortic stenosis e. Aortic regurgitation	Williams & Hopper: Ch. 23	Listen to heart murmurs	
2. Compare and contrast the difference between procedures to repair cardiac valves.	2. Cardiac Valve Repair a. Valvotomy b. Commissurotomy c. Annuloplasty d. Heart valve replacement			
3. Describe the pathophysiology, etiology, signs and symptoms, diagnostic tests, therapeutic measures, and nursing care for inflammatory and infectious cardiac disorders.	3. Inflammatory and Infectious Cardiac Disorders a. Infective endocarditis b. Pericarditis c. Myocarditis d. Cardiomyopathy			

Objectives	Content	Student Preparation	In-Class Activities	Clinical Application
OCCLUSIVE CARDIOVASCULAR DISORDERS				
1. Explain the etiologies, signs, symptoms, and therapeutic measures of occlusive cardiovascular disorders.	1. Occlusive cardiovascular disorders a. Coronary artery disease b. Angina pectoris c. Myocardial infarction		Animation of coronary artery disease	
2. Describe what therapeutic measures are used to treat coronary artery disease, angina pectoris, and myocardial infarction.	2. Therapeutic measures a. Diagnostic tests b. Medications c. Surgery d. Activity e. Diet f. Education		Animation of Percutaneous Transluminal Coronary Angioplasty (PTCA)	
3. Review pathophysiology of the peripheral vascular system.	3. Pathophysiology	Williams & Hopper: Chs. 23 & 24		
4. Discuss factors that lead to disorders of the peripheral blood vessels.	4. Causative factors a. Peripheral arteries b. Peripheral veins			
5. Describe initial and on-going assessments of clients experiencing peripheral vascular disorders.	5. Nursing assessment of peripheral circulation a. Assessing arterial blood flow b. Assessing venous blood flow		Application to compare characteristics of arterial vs. venous insufficiency.	Assess client adequacy of peripheral circulation and report deviations from normal.
6. Identify common problems related to decreased venous and actual peripheral blood flow and appropriate nursing interventions for each.	6. Common problems and therapies and their nursing implications a. Decreased blood flow b. Vasoconstriction c. Tissue damage and ulceration			
7. Describe the pathophysiology and clinical manifestations of common peripheral disorders and nursing management of each.	7. Specific disorders a. Thrombosis b. Embolism c. Peripheral arterial occlusive disease (atherosclerosis obliterans) d. Varicose veins e. Thrombophlebitis f. Raynaud's Disease g. Buerger's Disease h. Aneurysms			Apply the nursing process when caring for clients experiencing disorders of their peripheral vascular system.

Objectives	Content	Student Preparation	In-Class Activities	Clinical Application
CARDIAC DYSRHYTHMIAS				
1. Describe how electrical activity flows through the heart.	1. Pathophysiology	Williams & Hopper: Ch. 25	Animation of Cardiac Conduction	
2. List six steps used for dysrhythmia interpretation.	2. Dysrhythmia Interpretation a. Regularity of rhythm b. Heart rate c. P waves d. PR interval e. QRS interval f. QT interval		Practice reading ECG rhythms	
3. Explain current medical treatments for each type of cardiac dysrhythmias.	3. Medical treatments a. Sinus bradycardia b. Sinus tachycardia c. Premature atrial contraction d. Atrial flutter e. Atrial fibrillation f. Premature ventricular contractions g. Ventricular tachycardia			
4. Identify types of cardiac pacemakers and implantables, cardioverter defibrillators and their uses.	4. Nursing care and assessments for pacemaker placement			
HEART FAILURE				
1. Describe the pathophysiology of left- and right-sided heart failure.	1. Heart Failure a. Left-sided heart failure b. Right-sided heart failure	Williams & Hopper: Ch. 26		Assess the client with heart failure and identify abnormal assessments.
2. Identify causes and signs and symptoms of acute and chronic heart failure.	2. Acute Heart Failure a. Causes b. Signs and symptoms c. Diagnostic tests d. Therapeutic measures Chronic Heart Failure a. Causes b. Signs and symptoms c. Diagnostic tests d. Therapeutic measures			Apply nursing process when caring for clients experiencing heart failure.

Objectives	Content	Student Preparation	In-Class Activities	Clinical Application
GERONTOLOGICAL NURSING				
1. State the difference between geriatrics and gerontology.	1. Terminology a. Gerontology b. Geriatrics	Williams & Hopper: Chs. 14-17	Aging Quiz	Apply the nursing process when caring for the geriatric client.
2. Discuss the health care system in the U.S. and the effects of the increasing numbers of elderly on the system.	2. Demographics a. Progress and research b. Implications for nursing			
3. Identify socioeconomic and cultural factors that impact on the 65+ age group.	3. Factors affecting aging a. Cultural and ethnic factors b. Socioeconomic factors			
4. List biologic, psychologic and social changes and their causes attributed to aging and the adjustments that they warrant.	4. Biopsychosocial factors a. Substance abuse b. Depression c. Cognition			
5. Identify the physiologic changes of each system that occur with aging along with the assessment and nursing implications of each.	5. Physiology of aging a. Cardiovascular system b. Sensory system c. Musculoskeletal system d. Neurological system e. Digestive system f. Urinary system g. Respiratory system h. Reproductive system		Aging Simulation	
6. Describe nursing measures involved with preventing injury and promoting comfort, and meeting nutritional and personal hygiene needs of the elderly.	6. Nursing the elderly a. Preventing injury b. Providing comfort c. Meeting nutritional needs d. Maintaining personal hygiene			Well Adult Screening Tools Mini Mental Memory Test Clock Drawing
7. Discuss sexual satisfaction in the elderly patient.	7. Recognizing sexuality			
8. Differentiate between dementia and delirium in the elderly.	8. a. Signs and symptoms of delirium and dementia b. Nursing care in the patient with delirium and dementia		Video: "Managing Aggression and Agitation with Dementia"	

Objectives	Content	Student Preparation	In-Class Activities	Clinical Application
9. Explain priorities in the care of the hospitalized elderly patient.	9. Care of the hospitalized elderly patient a. Impaired mobility b. Risk for injury c. Sleep disturbances d. Incontinence e. Poly pharmacy		Risk Assessment of the Hospitalized Elderly Dosage Calculations	
10. Discuss options available in providing care for the elderly.	10. Health care options a. Home care b. Day health care c. Foster home d. Skilled and non-skilled nursing facilities e. Senior Activity Centers f. Assisted and residential living		Age Simulation - Vision - Hearing - Mobility - Dexterity - Taste	

Objectives	Content	Student Preparation	In-Class Activities	Clinical Application
CHRONIC AND TERMINAL ILLNESS				
1. Discuss the changing attitude of society toward death including common terms; actual time of death and prolongation of life.	1. Death	Williams & Hopper: Ch. 16		Hospice Visit
2. Discuss the concept of the "living will"/advanced directives and explain how this contributes to death with dignity.	2. Living will documents/Advanced Directives			Apply the nursing process when caring for the dying client.
3. Identify the common fears experienced by the dying patient.	3. Fear of dying and death			
4. Describe the characteristic behaviors associated with each stage of dying.	4. Emotional stages experienced in the dying process			
5. Discuss the phase of grief and bereavement.	5. Grief and bereavement			
6. Outline the physical, emotional, and spiritual needs common to the dying patient.	6. Nursing care of the dying patient a. Assessment of spiritual concerns b. Spiritual care c. Comfort care		Controversy: Dementia Article	
7. Identify the behavior expected of the dying patient and suggest nursing interventions that will supply needed support.	7. Nursing interventions			
8. Identify the importance of organ donation and process for donation of organs.	8. Organ donation a. Need b. Legal process c. Care of body			
9. Define chronic illness and describe interventions for the chronically ill.	9. Chronic Illness a. Incidence b. Effect c. Health promotion d. Nursing care			

Objectives	Content	Student Preparation	In-Class Activities	Clinical Application
REHABILITATION NURSING				
1. Identify the goals of rehabilitation.	1. a. Rehabilitation b. Rehabilitation nursing		<u>Optional:</u> Videotape: "Gerontology: Meeting Mobility, Sexual, and Nutritional Needs"	Observe physical therapy, occupational therapy, and speech therapy when working with clients.
2. Describe rehabilitation services provided by various types of facilities and agencies.	2. a. Rehabilitation programs b. Rehabilitation in other settings			
3. Discuss the rehabilitation term concept including the roles of its members.	3. Rehabilitation team			
4. Discuss reimbursement in regards to rehab care.	4. Criteria for rehab reimbursed Services		Medicaid Handout Medicare Handout MDS Handouts	
5. Describe the normal responses to disability and correspond the appropriate nursing interventions.	5. Emotional response to disability			
6. Identify the proper nursing activities that are included in preventing deformity and increasing function.	6. Nursing approaches to rehabilitation care a. Rehab techniques b. Guidelines for providing range of joint motion c. Prevention of skin breakdown d. Bladder and bowel training			
7. List ten self-help devices helpful to the handicapped.	7. Tools and procedures to assist the handicapped person			

Objectives	Content	Student Preparation	In-Class Activities	Clinical Application
PROBLEMS AFFECTING NEUROLOGIC FUNCTIONS				
1. Define the basic structure and function of the nervous system.	1. Structure and function of the nervous system	Williams & Hopper: Chs. 47-50		Apply the nursing process when caring for clients with neurological disorders.
2. Discuss the purposes of the various neurodiagnostic procedures, as well as the appropriate nursing role assessment.	2. Nursing responsibilities for assessment, diagnostic tests, and procedures			
3. Identify causes, risk factors, signs and symptoms of pathology of the nervous system as well as intervention for these patients.	3. The patient with diseases and disorders of the nervous system <ul style="list-style-type: none"> a. Infectious diseases b. Degenerative diseases c. Cerebrovascular accident d. Cerebral artery aneurysm e. Head injuries f. Neuritis and neuralgia g. Bell's palsy h. Spinal cord injuries i. Rupture of intravertebral disk j. Tumors of the brain and spinal cord 		Glasgow Handout Increased ICP/Cushings Handout NIH Video Clip with Handout	Complete a neurological assessment.

Objectives	Content	Student Preparation	In-Class Activities	Clinical Application
PROBLEMS AFFECTING VISION AND HEARING				
1. Discuss and associate the anatomy of the eye and ear to the function of sight and hearing.	1. Structure and function of the eye and ear	Williams & Hopper: Chs. 51, 52		Apply the nursing process when caring for clients with vision and hearing deficits.
2. Identify the nursing assessment and diagnostic tests with the appropriate eye problems.	2. a. Nursing assessment of the patient with eye problems b. Diagnostic test and procedures			
3. Differentiate between the signs and symptoms of the common problems associated with seeing.	3. The patient with diseases and disorders of the eye			
4. Describe the nursing care for patients with eye disease or disorders.	4. Nursing care guidelines a. Cataract surgery b. Detached retina c. Glaucoma d. Diabetic retinopathy e. Macular degeneration f. Trauma g. Blindness h. Refractive errors			
5. Describe the assessment for patients with hearing problems.	5. Nursing assessment of hearing a. Conductive b. Sensorineural c. Mixed			
6. Identify patients with diseases and disorders of the ear.	6. The patient with diseases and disorders of the ear a. Labyrinthitis b. Meniere's c. Otosclerosis		<u>Small Group Activities:</u> Neuro check Swallow screen Vision cards Hearing test Neuro/Spinal worksheet ALS article	
7. Discuss nursing care of patients with hearing pathology or injury.	7. Ear instillations			

Objectives	Content	Student Preparation	In-Class Activities	Clinical Application
NURSING CARE OF THE CLIENT WITH DISORDERS OF THE SKIN				
1. List the main functions of the skin.	1. Functions of skin	Williams & Hopper: Chs. 53-55		
2. Describe the structures of the skin.	2. Structures of skin a. Epidermis b. Dermis c. Subcutaneous layer d. Appendages			
3. Describe the significant subjective and objective data related to the integumentary system that should be obtained from a client.	3. Nursing assessment of skin a. Subjective data 1) Past medical history 2) Family history 3) Social and personal history b. Objective data 1) Inspection 2) Palpation 3) Aging skin			Assess dermatologic status of assigned client and identify deviations from the norm.
4. Describe the purpose, significance of results, and nursing responsibilities of diagnostic studies of the integumentary system.	4. Diagnostic studies of the skin a. Biopsy b. Microscopic c. Miscellaneous			Assist with diagnostic studies of the skin with assigned client.
5. Describe health promotion and maintenance practices related to the skin.	5. Health promotion and maintenance a. Environmental hazards b. Rest and sleep c. Exercise d. Hygiene e. Nutrition f. Self treatment		Handouts covering: - Tips for maintaining healthy skin - The DO NOTS of providing care - Factors that increase the risk for dermal injury	Apply the nursing process to promote healthy and intact skin
6. Explain the medical and nursing management of common acute dermatologic problems.	6. General measures to treat acute skin problems a. Medical and pharmacological measurements b. Surgical management c. Nursing interventions 1) Wet dressings 2) Baths 3) Topical meds 4) Control of pruritis 5) Preventing spread and secondary infections			Safely carry out physician and nursing orders and dermatologic interventions.

Objectives	Content	Student Preparation	In-Class Activities	Clinical Application
7. Explain the etiology, clinical manifestations, and management of dermatology disorders.	7. Malignant conditions of skin <ol style="list-style-type: none"> a. Basal cell b. Squamous cell c. Malignant melanoma 			Apply the nursing process when caring for clients experiencing malignant conditions of the skin.
8. Explain the etiology, clinical manifestations, and management of bacterial, viral, and fungal infections of the skin.	8. Infectious conditions of skin <ol style="list-style-type: none"> a. Bacterial <ol style="list-style-type: none"> 1) Impetigo 2) Folliculitis 3) Furuncle 4) Cellulitis b. Viral <ol style="list-style-type: none"> 1) Herpes virus 2) Herpes zoster 3) Warts c. Fungal <ol style="list-style-type: none"> 1) Candidiasis 2) Linea Corporis 3) Linea Pedis 			Apply the nursing process when caring for clients experiencing infectious conditions of the skin.
9. Explain the etiology, clinical manifestations, and management of infestations and bites.	9. Infestations and insect bites <ol style="list-style-type: none"> a. Pediculosis b. Scabies c. Bees and wasps 			Apply the nursing process when caring for clients experiencing infestations and insect bites.
10. Explain the etiology, clinical manifestations, and management of dermatologic disorders related to allergies.	10. Allergic dermatologic problems <ol style="list-style-type: none"> a. Contact dermatitis b. Drug reaction c. Eczema 			Apply the nursing process when caring for clients experiencing allergic dermatologic problems.
11. Explain the etiology, clinical manifestations, and management related to benign dermatologic disorders.	11. Benign dermatologic problems <ol style="list-style-type: none"> a. Acne b. Psoriasis c. Moles 			Apply the nursing process when caring for clients experiencing benign dermatologic problems.
12. Explain the stages of skin breakdown and the stages of healing.	12. Pressure sores and ulcers <ol style="list-style-type: none"> a. Four main causes b. Stages c. Phases of wound healing d. Wound infectious cultures e. Wound cleansing and solutions 			Accurately assess stages of pressure ulcers and stages of wound healing.

Objectives	Content	Student Preparation	In-Class Activities	Clinical Application
13. Discuss the role of the nurse when caring for a client experiencing various types of burns.	13. Burns			
NURSING CARE OF THE CLIENT WITH DISORDERS OF THE IMMUNE SYSTEM				
1. Contrast the characteristics of humoral and cellular immunity.	1. Types of immune response a. Humoral (Immediate) responses 1) Antigen 2) Antibody b. Cellular (delayed) response	Williams & Hopper: Chs. 18-20		
2. Compare active and passive immunity and the immunizing agents used to provide each kind of immunity.	2. Immunity against disease a. Innate b. Acquired 1) Active 2) Passive			Support public participation in immunization programs by educating clients at risk or in need.
3. Identify the action of histamines, major manifestations, major assessment techniques, and primary therapeutic treatments involved during an allergic condition.	3. Excessive immune responses a. Allergy - hypersensitivity 1) Process 2) Classifications and physiologic manifestations 3) Anaphylaxis 4) Assessment of client 5) Nursing interventions 6) Drug therapy b. Autoimmune			Apply the nursing process while caring for clients experiencing an excessive immune response.
4. Describe the etiologic factors, categories, and treatment for the immune deficiency disorders.	4. Deficient immune response a. Primary b. Secondary c. Nursing care of clients			Apply the nursing process while caring for clients experiencing deficient immune response.
5. Describe the etiology, populations at risk, transmission vehicles, clinical manifestations, and treatment of AIDS and HIV.	5. Acquired Immunodeficiency Syndrome (AIDS) a. Pathophysiology and HIV b. Transmission of virus c. Nursing interventions d. Nursing care plan		Overhead transparencies on HIV and AIDS Review care plan on AIDS	Apply the nursing process while caring for clients experiencing AIDS or HIV positive.

Objectives	Content	Student Preparation	In-Class Activities	Clinical Application
DISORDERS OF BLOOD, BLOOD-FORMING ORGANS, AND LYMPHATIC SYSTEM				
1. Review the pathophysiology of the circulatory system.	1. Pathophysiology a. Blood b. Erythrocytes c. Leukocytes d. Platelets e. Plasma f. Lymphatic System g. Spleen	Williams & Hopper: Chs. 27, 28		
2. Discuss nursing responsibilities in the prevention of blood disorders.	2. Prevention of blood disorders			
3. List at least four different kinds of information that can be obtained by analysis of a small sample of blood.	3. Diagnostic tests and procedures			Analyze various blood lab test results and relate abnormal values to clients diagnosis. Teach clients procedure for ordered diagnostic tests or procedures.
4. Describe initial and ongoing nursing assessments of hematologic status.	4. Nursing assessment of hematologic status a. History b. Observations			Assess hematologically status of an assigned client.
5. Discuss nursing responsibilities in the administration of therapies frequently used in the management of blood disorders.	5. Therapies a. Transfusions b. Oxygen c. Iron d. Vitamin B ₁₂		Monitor transfusions	of blood and/or blood products and report abnormal reactions. Safely administer hematogenic medications.
6. Describe the pathology and clinical manifestations of common hematologic disorders and nursing responsibilities involved in treatment of clients experiencing these disorders.	6. Specific disorders a. Anemia b. Sickle cell disease c. Leukemia d. Hemophilia e. Disseminated intravascular coagulation f. Idopathic thrombocytopenic purpura g. Multiple myeloma h. Lymphatic disorders i. Splenic disorders			Apply the nursing process when caring for clients experiencing hematological disorders.

Objectives	Content	Student Preparation	In-Class Activities	Clinical Application
NURSING CARE OF THE CLIENT WITH DISORDERS OF THE REPRODUCTIVE SYSTEM				
1. List nursing responsibilities for gynecologic tests and examinations.	1. Diagnostic tests and procedures and nursing responsibilities for female examination a. Breast assessment and BSE b. Diagnostic tests of breasts c. Breast disorders and surgeries d. Diagnostic tests of reproductive system e. Medical treatment of reproductive disorders	Williams & Hopper: Chs. 41-44	Examine BSE model	Assist registered nurse or physician when diagnostic tests and procedures during a female examination.
2. Describe initial and on-going nursing assessment of the gynecologic status of patients.	2. Nursing assessment of gynecological health status			Complete a nursing assessment of the female reproductive system.
3. Describe the etiology, clinical manifestations and medical and nursing management of common problems.	3. Menstrual disorders a. Amenorrhea b. Dysmenorrhea c. PMS d. Irregular bleeding			
4. Identify five other common female reproductive problems.	4. Conditions of vagina, cervix, or uterus a. Vesicovaginal and/or vesicorectal fistula b. Rectocele and/or cystocele c. Malposition of uterus d. Endometriosis e. Tumors			
6. Discuss common conditions which may affect the ovaries and fallopian tubes.	6. Conditions of the ovaries and fallopian tubes a. Cysts b. Hydrosalpinx			
7. Describe the preoperative and postoperative nursing interventions for the client requiring major surgery of the female reproductive tract.	7. Care of female patient having GYN surgery a. Terms b. Pre-op c. Post-op d. Discharge		Develop care plan for clients experiencing GYN surgery.	Apply the nursing process when caring for clients who have experienced gynecological surgery.

Objectives	Content	Student Preparation	In-Class Activities	Clinical Application
8. Describe the etiology, clinical manifestations, and medical and nursing management of prostate disorders.	8. Prostate disorders <ul style="list-style-type: none"> a. Medical management of BPH <ul style="list-style-type: none"> 1) TURP 2) Suprapubic resection 3) Retropubic 4) Perineal 5) Proscar b. Nursing interventions <ul style="list-style-type: none"> 1) Pre-op 2) Post-op 3) Rehabilitative c. Prostate cancer 		Develop nursing care plan for client undergoing prostate surgery.	Apply the nursing process when caring for clients experiencing BPH.
9. Identify five common medical problems which may affect the testes.	9. Testicular disorders <ul style="list-style-type: none"> a. Hydrocele b. Varicocele c. Epididymitis d. Orchitis e. Testicular cancer 			
10. Discuss sexual dysfunction.	10. Sexual disorder			

Objectives	Content	Student Preparation	In-Class Activities	Clinical Application
MANAGEMENT				
1. Identify your personal leadership style.	1. Should you be a supervisor?	Timby: Ch. 3	Always and Never Behaviors	
2. Discuss nine ways to help a new supervisor survive the first few weeks.	2. Making the transition a. First step b. Initial goals as a supervisor	Video: "Charge Nurse"		Apply suggestions learned in class to make immediate transition to role of supervisor a positive experience.
3. Discuss the supervisory role of the practical nurse.	3. Supervisory role of the practical nurse a. Advantages b. Disadvantages			Assess the various roles a practical nurse implements in the clinical setting.
4. Identify common mistakes made by leaders.	4. Common mistakes in leadership a. Failure to communicate b. Failure to exercise strong leadership c. Making/breaking promises d. Straightjacketing employees			Recognize positive and negative leadership.
5. Step out in front of others with confidence, take charge, and earn the support of followers.	5. Put more leadership in your style a. Opportunities for leading b. Leadership guidelines	Assessment	Leadership Style	Readily accepts supervisory role.
6. Identifies legal considerations for supervisors.	6. Supervisory liability a. Failure to assign competent staff b. Failure to delegate and supervise			Participates with preceptor to make staff assignments.
7. Discuss key concepts underlying effective delegation.	7. Delegation a. Why? b. Failure to c. How to			Successfully delegates duties to team members.
8. Explain the role of communication in supervision for building and maintaining productive relationships with team members.	8. Human relations - the key to successful supervision a. Supervisor employee relationships b. Irreplaceable foundations		Delegation Tree	Utilizes therapeutic communication and technique to build and maintain productive relationships with team members.

Objectives	Content	Student Preparation	In-Class Activities	Clinical Application
9. Identify selected methods of dealing and resolving conflict.	9. Creating a productive working climate <ul style="list-style-type: none"> a. Developing the right climate by example b. Handling emergencies c. Monitoring and maintaining a discipline 'line' d. Problem employees 		Problem-Solving Leadership Scenarios	Utilizes conflict resolutions when dealing with emergencies, discipline, and problem employees.
10. Identify ways in which supervisors are models for other team members.	10. Supervisors as instructors			Models behaviors and attitudes which exemplifies the professional practical nurse.
11. Demonstrate purposeful management of time.	11. Resource management <ul style="list-style-type: none"> a. Managing Quality <ul style="list-style-type: none"> 1) CQI and TQM 2) LPN role b. Managing Cost and Supplies <ul style="list-style-type: none"> 1) Reimbursement issues 2) Cost effectiveness in use of supplies, diagnostic tests, treatment c. Managing Information and Technology <ul style="list-style-type: none"> 1) Computerized Data Base 2) RAI Process in L.T.C. d. Managing Time-Stress Management <ul style="list-style-type: none"> 1) How do you spend time? 2) Know goals and priorities 3) Plan 4) Important <u>vs.</u> urgent 5) Schedule your activities 6) Control interruptions 7) Minimize formal meetings 8) Delegate - why, failure to do so, and how 9) Do not have subordinates waiting 		Self test on time management	Demonstrates effective time management.
12. Prioritize tasks according to merit and six goals toward a focus.	12. Set priorities <ul style="list-style-type: none"> a. Effective priority setting b. Goal setting 		Code of Ethics 10 NCLEX Hints	Prioritize residents' needs, including realistic goal setting.
13. Discuss changes from the viewpoint of opportunity <u>vs.</u> hostility.	13. Changes <ul style="list-style-type: none"> a. Organizations changes b. Work force changes c. LPN as change agent d. Lewin's change theory e. Restraining vs. Driving forces 			Initiates changes in a non-threatening manner.

Objectives	Content	Student Preparation	In-Class Activities	Clinical Application
14. Explain basic principles of group dynamics.	14. Group dynamics/team building a. Definition of group b. Organizational groups c. Formal group d. Informal group			Demonstrates ability to work with team members.
15. Discuss the supervisor's role in resolving ethical dilemmas.	15. Ethical considerations a. Principles		Case studies	Participates in the discussion of ethical dilemmas.
16. Identify various means of attaining upward mobility.	16. Upward mobility a. Be visible b. Straight line to top c. Zigzag pattern			
17. Discuss competencies necessary in obtaining a job.	17. Job seeking competencies a. Requirements, forms b. Resume c. Evaluate job offer			
18. Identify competencies important in retaining a job.	18. Job keeping competencies a. Interact with others - courteous and tactful manner b. Cooperative c. Accept individual difference d. Respect property of others e. Organize thoughts and clearly express point of view f. Write thoughts clearly g. Exhibit dependability h. Demonstrate punctuality i. Ask for help as needed j. Accept new challenges k. Accept supervision willingly l. Adapt to change/demonstrate flexibility m. Manage time and regulations n. Follow rules and regulations o. Produces quality work p. Work within guidelines q. Takes responsibility for mistakes/goal work r. Comply with safety and health rules s. Utilize equipment correctly t. Maintain clean and orderly work area u. Demonstrate personal hygiene and cleanliness			

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