

COURSE SYLLABUS

RNSG 1443 (4:4:1)

COMPLEX CONCEPTS OF ADULT HEALTH

ASSOCIATE DEGREE NURSING PROGRAM

DEPARTMENT OF NURSING

HEALTH OCCUPATIONS DIVISION

LEVELLAND CAMPUS

SOUTH PLAINS COLLEGE

Spring 2019

SCANS COMPETENCIES

RESOURCES: Identifies, organizes, plans and allocates resources.

- C-1 **TIME**--Selects goal--relevant activities, ranks them, allocates time, and prepares and follows schedules.
- C-2 **MONEY**--Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
- C-3 **MATERIALS & FACILITIES**--Acquires, stores, allocates, and uses materials or space efficiently.
- C-4 **HUMAN RESOURCES**--Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION--Acquires and Uses Information

- C-5 Acquires and evaluates information.
- C-6 Organizes and maintains information.
- C-7 Interprets and communicates information.
- C-8 Uses computers to Process information.

INTERPERSONAL--Works With Others

- C-9 Participates as members of a team and contributes to group effort.
- C-10 Teaches others new skills.
- C-11 Serves clients/customers--works to satisfy customer's expectations.
- C-12 Exercises leadership--communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
- C-13 Negotiates--Works toward agreements involving exchanges of resources resolves divergent interests.
- C-14 Works with Diversity--Works well with men and women from diverse backgrounds.

SYSTEMS--Understands Complex Interrelationships

- C-15 Understands Systems--Knows how social, organizational, and technological systems work and operates effectively with them
- C-16 Monitors and Correct Performance--Distinguishes trends, predicts impacts on system operations, diagnoses systems' performance and corrects malfunctions.
- C-17 Improves or Designs Systems--Suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY--Works with a variety of technologies

- C-18 Selects Technology--Chooses procedures, tools, or equipment including computers and related technologies.
- C-19 Applies Technology to Task--Understands overall intent and proper procedures for setup and operation of equipment.
- C-20 Maintains and Troubleshoots Equipment--Prevents, identifies, or solves problems with equipment, including computers and other technologies.

FOUNDATION SKILLS

BASIC SKILLS--Reads, writes, performs arithmetic and mathematical operations, listens and speaks

- F-1 Reading--locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
- F-2 Writing--Communicates thoughts, ideas, information and messages in writing, and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
- F-3 Arithmetic--Performs basic computations; uses basic numerical concepts such as whole numbers, etc.
- F-4 Mathematics--Approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- F-5 Listening--Receives, attends to, interprets, and responds to verbal messages and other cues.
- F-6 Speaking--Organizes ideas and communicates orally.

THINKING SKILLS--Thinks creatively, makes decisions, solves problems, visualizes, and knows how to learn and reason

- F-7 Creative Thinking--Generates new ideas.
- F-8 Decision-Making--Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
- F-9 Problem Solving--Recognizes problems and devises and implements plan of action.
- F-10 Seeing Things in the Mind's Eye--Organizes and processes symbols, pictures, graphs, objects, and other information.
- F-11 Knowing How to Learn--Uses efficient learning techniques to acquire and apply new knowledge and skills.
- F-12 Reasoning--Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES--Displays responsibility, self-esteem, sociability, self-management, integrity and honesty

- F-13 Responsibility--Exerts a high level of effort and preservers towards goal attainment.
- F-14 Self-Esteem--Believes in own self-worth and maintains a positive view of self.
- F-15 Sociability--Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings.
- F-16 Self-Management--Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.
- F-17 Integrity/Honesty--Chooses ethical courses of action.

Campuses:
Levelland

COURSE SYLLABUS

COURSE TITLE: RNSG 1443 Complex Concepts of Adult Health
INSTRUCTOR: Brenda Jordan, MSN, RN, CLNC
 Melissia Tomblin MSN, RN
 Delia Gonzalez DNP, RN

OFFICE LOCATION AND PHONE/E-MAIL:

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 Melissia Tomblin, AH 112 J, 716-2554, mtomblin@southplainscollege.edu
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OFFICE HOURS: Posted on instructors' door.

SOUTH PLAINS COLLEGE IMPROVES EACH STUDENT'S LIFE

I. GENERAL COURSE INFORMATION

A. COURSE DESCRIPTION

RNSG 1443 is a medical-surgical nursing course which focuses on the provision of direct, assigned, and delegated safe nursing care for clients, families, and/or groups throughout the life span. Integration of previous knowledge and skills related to common adult health needs into the continued development of the professional nurse as a provider of patient-centered care, patient safety advocate, member of the health care team, and member of the profession in the care of adult patients and families with complex medical-surgical health care needs associated with body systems. Emphasis is placed on complex knowledge, judgments, skills, and professional values within a legal/ethical framework. Further, emphasis is placed on the developmental, physiological, and psychosocial changes of the older adult in regard to health promotion, maintenance, and restoration. Concepts of pharmacology, nutrition, gerontology, growth and development, and cultural aspects are integrated throughout the course. Integration of the five steps of the nursing process, effective communication skills, and teaching-learning techniques enables the student to develop problem solving, collaboration, and critical thinking skills. Thus, the student utilizes knowledge, skills, clinical data, and current literature to meet needs of clients, families, and/or groups and to make appropriate nursing decisions. This course lends itself to a blocked approach.

In addition, the course, RNSG 1443, will promote the nurse as an advocate who can evaluate the effectiveness of community resources, coordinate referral sources, and coordinate health care teams in the delivery of care on the general hospital floor, critical care units, and/or community settings. Further, the course will encourage student self assessment to enhance each as a member of the professional, personal, ethical, and legal growth and development within the practice of nursing. This course must be taken concurrently with RNSG 2461.

B. COURSE LEARNING OUTCOMES

Upon satisfactory completion of the course, the student will meet the Student Learning Outcomes (SLO) for semester 3 and progress toward meeting the SPC ADN Program Graduate Outcomes (GO), Texas BON "Differentiated Essential Competencies" 2010 (DECS) and the "Secretary's Commission on Attaining Necessary Skills" (SCANS) Competencies. The SCANS competencies (S) and foundation (F) skills; SLO; and GO outcomes are designated by letters and/or numbers under the unit title. The DECS are listed by letters and numbers in the corresponding role column on the right side of the page. (Roles are designated by the following numbers: 1=Member of the Profession; 2=Provider of Patient-Centered Care; 3=Patient Safety Advocate; and 4=Member of the Health Care Team).

Graduate Outcomes and Student Learning Objectives:

Clinical Decision Making—Provides competent nursing interventions based on application of the nursing process, and demonstration of critical thinking, independent judgment, and self-direction while caring for patients and their families.

1. Utilize critical thinking and systematic problem-solving process as a framework for providing care for adult patients in structured health care setting with complex health care needs.
2. Integrate theoretical concepts with nursing knowledge and skills to meet the basic needs of patients, families, and/or groups throughout the life span in a variety of settings.
3. Integrate the five steps of the nursing process into nursing practice.
4. Formulate safe cost-effective nursing care in collaboration with members of health care team using critical thinking, problem solving and the nursing process in a variety of settings through direct care, assignment, or delegation of care.
5. Utilize critical thinking and problem solving skills in prioritizing the management and coordination of all aspects of care.

Communication & Information Management—Communicates effectively utilizing technology, written documentation, and verbal expression with members of the health care team, patients and their families,

6. Incorporate effective skills of communication and collaboration with patients, families, and/or groups in a variety of settings.
7. Integrate principles of teaching-learning in providing information to patients, families, and/or groups regarding promotion, maintenance, and restoration of health or the process of death and dying.
8. Communicating in the applicable language of the occupation and the business industry.

Leadership—Demonstrates knowledge of basic delegation, leadership management skills, and coordinates resources to assure optimal levels of health care for patients and their families.

9. Coordinate appropriate referral sources to meet the needs of patients, families, and/or groups.
10. Delegates appropriate assignments to members of the health care team.
11. Evaluate the effectiveness of community resources in the delivery of health care to patients, families, and/or groups.
12. Coordinate the health care team in delivering care to patients, families, and/or groups.

Safety—Implements appropriate interventions to promote a quality and safe environment for patients and their families.

13. Integrate principles of advocacy to provide quality health care for patients, families, and/or groups.
14. Demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills.
15. Integrate actions and act as a health care advocate to provide quality health care for patients, families, and/or groups.

Professionalism—Demonstrates knowledge of professional development and incorporates evidence-based practice in the nursing profession. Incorporates concepts of caring, including moral, ethical, legal standards while embracing the spiritual, cultural, and religious influences on patients and their families.

16. Integrate the roles of the professional associate degree nurse in the provision of care for adult patients and families.
17. Evaluate clinical data, current literature, responses, and outcomes to therapeutic interventions to make appropriate nursing practice decisions.
18. Evaluate the responsibility for professional and personal growth and development.
19. Integrate ethical and legal responsibility and accountability for one's nursing practice.
20. Evaluate one's own caring behavior when interacting with patients, families, and members of health care profession.
21. Apply the theory, concepts, and skills involving specialized materials, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the particular occupation and the business/industry.

C. COURSE COMPETENCIES

Successful completion of this course requires a grade of "C" (77%) or better; satisfactory total grade point average on examinations, satisfactory achievement of course, unit, and RNSG 2461 clinical objectives; satisfactory completion of math competency exam with a grade that indicates that no more than 2 questions missed, completion of standardized tests as applicable to the curriculum, and regular classroom/clinical attendance.

D. ACADEMIC INTEGRITY

Refer to the SPC College Catalog. Refer to the SPC ADNP Nursing student handbook "Honesty Policy".

PLAGIARISM POLICY

Listed below are examples of plagiarism. Please be sure you are aware of each of these and do not use any of them in any of your assignments.

Examples of student plagiarism

- Copying material without quotes, in-text citations, and/or referencing
- Paraphrasing content without in-text citation and/or referencing
- Copying ideas, words, answers, exams, or shared work from others when individual work is required

- Using another's paper in whole or in part
- Allowing another student to use one's work
- Claiming someone else's work is one's own
- Resubmitting one's own coursework, when original work is required (self-plagiarism)
- Falsifying references or bibliographies
- Getting help from another person without faculty knowledge or approval
- Purchasing, borrowing, or selling content with the intent of meeting an academic requirement for oneself or others
- Violations of the honesty policy including cheating during testing, plagiarizing another's work, and falsifying records will result in dismissal from the program.

Smith, L. Conquering plagiarism in nursing education. *Nursing* 2016. 2016; 46(7):17-19.

E. SCANS AND FOUNDATION SKILLS

Scans and foundation skills found within this course are listed below the unit title and above the content column of each unit.

F. VERIFICATION OF WORKPLACE COMPETENCIES

External learning experiences (clinical) provide workplace setting in which students apply content and strategies related to program theory and management of the workflow. Successful completion of the ELC's statements at the level specified and correlated with the course (Level Objectives) will allow the student to continue to advance within the program. Upon successful completion of the program students will be eligible to apply to take the state board exam (NCLEX) for registered nurse licensure.

II. SPECIFIC COURSE/INSTRUCTOR REQUIREMENT

A. TEXTBOOK AND OTHER MATERIALS:

Required Texts

Hinkle, J. Lippincott CoursePoint+ for Brunner & Suddarth's Textbook of Medical-Surgical Nursing (14th edition). Philadelphia, PA: J. B. Lippincott

Fransden's, CoursePoint+ for Abrams Drug (11th edition) Lippincott

Lacharity, L. A., Kumagai, C. K., & Bartz, B. Prioritization, Delegation, and Assignment (4th edition) St. Louis, MO: Elsevier Inc.

Ackley, B. Nursing Diagnosis Handbook (11th edition) Elsevier.

Gahart, B. Intravenous Medications (Current Edition). St. Louis, MO: Mosby-Year Book, Inc.

Kee, J.L. Fluid and Electrolytes with Clinical Applications (Current Edition) Thomson Delmar Learning

Kee, J.L. Laboratory and Diagnostic Test (Current Edition). Upper Saddle River, NJ: Prentice Hall Health.

Smeltzer, S. & Bare, B. Brunner & Suddarth's Textbook of Medical Surgical Nursing (14th Edition) Philadelphia. Lippincott, Williams & Williams.

Taylor, Lillis, Lynn. Fundamentals of Nursing (Current Edition) Philadelphia. Lippincott, Williams, & Williams.

Your choice of drug guide from the following list:

Lippincott Drug Guide

Mosby Drug Guide

* * Medical Dictionary of Choice

* * * Additional Required Material (Purchased through the department)

Recommended

Curren, A., & Munday, L. Math for Meds (Current Edition). San Diego, CA: Wallcur, Inc.

Publication Manual of the American Psychological Association (Current Edition). (2001)

B. ATTENDANCE POLICY

Punctual and regular class attendance, as stated in the SPC Handbook, is required of all students attending South Plains College. There are no excused absences.

Lecture attendance is mandatory. The instructor will initiate an administrative withdrawal if a student misses 10 hours (2 days) or more of class. Time tardy will be cumulative throughout the semester.

Refer to the SPC ADN Student Nurse Handbook to review this policy. In addition, refer to the attendance policy found in the South Plains College Catalog.

For scheduled school events (i.e. TNSA), you must be in good standing academically in order to attend as an excused absence.

C. ASSIGNMENT POLICY

All required work must be in on time in order that the student may benefit from the corrections and study for future examinations. **No late work will be accepted. Late work will be given a zero.**

D. GRADING POLICY

1. The student will not retain tests or copy any part of the tests or the answers. After all students have taken a test, feedback will be provided at a scheduled time. Tests will only be available for review for two weeks after initially taking them. To review tests, make an appointment with instructor during that two-week period.

2. A student **must communicate with a course instructor** if unable to take a test on a scheduled day. If there is **no communication by one week** from the date of the test, a “0” will be given for that test. Alternate tests may be given as make-up tests.
3. There will be seven (7) tests including the ATI Medical Surgical exam, and a **comprehensive** final. Exam grade 8 will be the average of the quizzes from LaCharity and Course Point Plus (both Brunner and Frandsen).
4. For the quizzes in LaCharity students are responsible for emailing to Brenda their results by the due date and time. **If the results are not emailed to Brenda on time, then a grade of zero will be given.** For the course point quizzes students are responsible for making sure the quizzes are completed on time. **A grade of zero will be given if the grade does not show in the instructors’ grade book.** **All quiz grades are due Monday morning at 0800.**
4. It is recommended that the study guide for the specific unit be completed.
5. A student must receive a minimum course grade of "C" (77%) in RNSG 1443 and a "P" in RNSG 2461 to pass.

6. Grading scale:	ATI Grade Equivalents:
A = 90 – 100	Level 3 = 95
B = 80-89.99	Level 2 = 85
C = 77-79.99	Level 1 = 70
D = 60-76.99	Less than level 1 = 60
F = below 60	

Grades will not be rounded in any nursing course. (Example: 60 to 76.9 =D)

7. Final Exam	= 20%
Tests (8)	= <u>80%</u>
TOTAL	100%

8. Grades for all LaCharity quizzes and Course Point Plus quizzes (both Brunner and Frandsen) will be averaged together to obtain exam grade 8.
9. Failure of either theory or clinical will necessitate repeating all concurrent courses. When repeating any course, the student is required to retake all aspects of the course including the required written work.
10. Absolutely **NO** printing is allowed in the computer lab “A” side or at the Simulation Center. Students are allowed to print at the Technology Center in Levelland and are responsible for obtaining the rules and regulations at the Technology Center. Printing is available through the Papercut system at SPC. Students are allowed to print in the “C” side lab at the Allied Health Building. This printing is available through the papercut system. All students are responsible for obtaining the rules and regulations for printing. Students may not interrupt another class to print.

11. Students are responsible for keeping up with their own grades and reviewing their averages. If a student feels that they are not passing, they may come to the instructors to review grades and get help.
12. No computers will be allowed in the classroom and you may only use cell phones when out of the classroom (this includes texting, etc.).

E. SPECIAL REQUIREMENTS:

Pre-requisites: BIOL 2402, BIOL 2420, RNSG 1513, RNSG 1105, RNSG 1144, RNSG 1260 RNSG 1115, RNSG 1441, RNSG 2460, RNSG 2213 with a "C" or better in each. This course (RNSG 1443) must be taken concurrently with RNSG 2461.

Course grade of "C" or better in RNSG 1443 and a "P" in RNSG 2461 is required.

III. COURSE OUTLINE PAGE

Unit I	Nursing Roles in the Management of Burn Injury.....	11
Unit II	Nursing Roles in the Management of Shock	13
Unit III	Nursing Roles in the Management of Hematologic Disorders	15
Unit IV	Nursing Roles in the Management of Cardiac Disorders	17
Unit V	Nursing Roles in the Management of Peripheral Vascular Disorders	20
Unit VI	Nursing Roles in the Management of Renal Dysfunction	23
Unit VII	Nursing Roles in the Management of Respiratory Disorders	25
Unit VIII	Nursing Roles in the Management of Acquired Immune-Deficiency Symptoms	27
Unit IX	Nursing Roles in the Management of Neurologic Disorders.....	29
Unit X	Nursing Roles in the Management of Hepatic, Biliary And Pancreatic Disorders	31
Unit XI	Nursing Roles in the Management of Emergency Trauma, Terrorism, Mass Casualty and Disaster	35

Not the order of the lectures

IV. ACCOMMODATIONS

Disabilities Statement

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577.

4.1.1.4 Title IX Pregnancy Accommodations Statement

If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations, you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact Chris Straface, Director of Health and Wellness at 806-716-2362 or email cstraface@southplainscollege.edu for assistance.

V. CLASSROOM EITQUETTE

Students should be on time for class to begin to prevent interrupting lecture or quizzes. Students should be respectful of others and not talk while lectures are going on. Students are expected to leave other students private property alone. Students are asked to not disturb their neighbors. Students are expected to clean up after themselves if they make a mess.

VI. CAMPUS CARRY

Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at:

(http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php)

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

UNITS CONTENTS

UNIT I: NURSING ROLES IN THE MANAGEMENT OF BURN INJURY

RNSG 1443

SCANS: C: 1,3-7,15-16,18 F: 1-13, 15-17

SLO: 1-21

GO: 1-5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
A. Etiology B. Epidemiology C. Gerontologic Concerns D. Pathophysiology 1. Hypovolemic Stage 2. Diuretic Stage E. Severity of Burns 1. Depth/Staging 2. Severity 3. Total Body Surface F. Pre-hospital Care and First Aid G. Management of Burns 1. Emergent/Resuscitative Phase a. ED care b. Airway c. Fluids d. Medications e. Initial Wound Care H. Acute/Intermediate Phase 1. Treatment of wound a. Hydro therapy b. Debridement c. Antibacterial Agents d. Dressings e. Debridement f. Grafting	Describe the courses of burns.	<p>GROUP</p> Lecture/discussion Simulations Learning activities <p>ASSIGNMENTS</p> Annotated Guide to Nurse Practice Act Brunner/Suddarth's appropriate areas Ackley: See appropriate nursing diagnosis Kee: See the appropriate labs Taylor: See appropriate areas.	A1	A1	A2	A1
	Identify population at risk for burn injury.		A2	A2	A3	A2
	Identify gerontologic physical attributes that should be considered.		A3	A3	A4	A3
	Describe the pathophysiologic changes that occur during the two stages following major burns.		B2	A4	A5	B1
	Differentiate between superficial, deep, and full thickness burns.		B3	B1	B1	B2
	Identify the parameters used to determine the severity of burns.		B4	B2	B2	B3
	Determine the percentage of the body surface area burned by the rule of nines from a given example.		B5	B3	B3	B5
	Describe the effect of carbon monoxide and smoke poisoning.		B6	B4	B4	C1
	Describe the three phases of burn care of major burns and initial inpatient therapy.		B7	B5	B5	C2
	Propose interventions for replacing body fluids, preventing infection, promoting nutrition and mobility, and providing emotional support for the client and family.		B8	B6	B7	C3
	Calculate the amount of fluid a patient with a major burn will need in 8/24 hours.		B9	B7	B8	C4
			C1	B8	B9	D1
			C2	B9	C1	D2
			C3	C1	C2	D3
			C4	C2	D1	D4
			C5	C3	D2	D7
			C6	C4	D3	E1
			D1	C5	E1	E2
			D3	C6	E3	E3
			D4	C7	F1	E4
		D1	F2			
		D2	F3			
		D3				
		D4				
		E1				
		E2				
		E3				
		E4				

UNIT I: NURSING ROLES IN THE MANAGEMENT OF BURN INJURY

RNSG 1443

SCANS: C: 1,3-7,15-16,18 F: 1-13, 15-17

SLO: 1-21

GO: 1-5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
2. Pain Management 3. Nutrition 4. Complication Prevention a. Infections b. Scars c. Keloids d. Failure to Heal e. Contractures I. Rehabilitation Phase 1. Psychological Support 2. Abnormal Wound Healing a. Scarring b. Prevention/Treatment 3. Pain Control 4. Exercise 5. Nutrition J. Outpatient Burn Care K. Burn Prevention L. Miscellaneous Burn Injuries 1. Stevens-Johnson Syndrome (SJS) 2. Toxic Epidermal Necrolysis (TEN)	Calculate the kilocalories a patient with a major burn will require.	ASSIGNMENTS Review skin A & P Brunner/Suddarth's EVALUATIONS Classroom quizzes Computer Tests		E5		
	Assess the teaching needs of the patient and family with burns inpatient therapy.			E6		
	Describe special needs of nursing staff caring for burn clients.			E9		
	Identify resources available in the community for burned clients.			E10		
	Discuss nursing interventions for hospital and community nursing care.			E11		
	Evaluate cost involved in preparation of client's return home.			E12		
	Discuss how care could be coordinated with other departments.			E13		
	Research medications used in burn therapy.			F1		
	Evaluate the psychosocial & physiologic aspects of burn rehabilitation			F2		
	Work with the public in regard to fire prevention.			F3		
	Evaluate the awareness of preventive measures federal/state/local agencies have provided.			F4		
	Determine the need for community resources with the burn patient.			F5		
	Discuss other burn injuries including pathophysiology, medical, and nursing interventions.			F6		
				G1		
				G2		
				G3		
				G4		
				G5		
				G6		
				G7		
		H5				

UNIT II: NURSING ROLES IN THE MANAGEMENT OF SHOCK

RNSG 1443

SCANS: C: 5-7, 16, 18 F: 1-5, 7-9, 12-13

SLO: 1-21

GO: 1-5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
I. Types of Shock A. Hypovolemic 1. Causes 2. S/S 3. Treatment B. Cardiogenic 1. Causes 2. S/S 3. Treatment C. Distributive 1. Neurogenic a. Causes b. S/S c. Treatment 2. Anaphylactic a. Causes b. S/S c. Treatment 3. Septic a. Causes b. S/S c. Treatment II. SIRS III. MODS IV. Hemodynamic Monitoring V. Sepsis	Analyze the shock syndrome.	GROUP Lecture/discussion Simulations ASSIGNMENTS Annotated Guide to Nurse Practice Act Brunner & Suddarth's appropriate areas Ackley: See appropriate diagnosis. Kee: See appropriate lab. Taylor: See appropriate area. Computer Test	A1	A1	A2	A1
	Analyze different methods of monitoring for shock.		A2	A2	A3	A2
	Describe the signs and symptoms of the different types of shock. Note common signs & symptoms		A3	A3	A4	A3
	Compare early and late pathophysiologic changes that occur with shock.		B2	A4	A5	B1
	Predict the organ damage that may occur with shock.		B3	B1	B1	B2
	Describe the nursing management for a client experiencing shock.		B4	B2	B2	B3
	Describe methods of fluid replacement during shock.		B5	B3	B3	B5
	Evaluate effect of pharmacologic agents used to treat shock and nursing measures for patients receiving drug therapy.		B6	B4	B4	C1
	Contrast three major types of shock.		B7	B5	B5	C2
	Describe therapeutic measures for shock other than fluids and drug therapy.		B8	B6	B7	C3
	Devise methods of support for client and family.		B9	B7	B8	C4
			C1	B8	B9	D1
			C2	B9	C1	D2
			C3	C1	C2	D3
			C4	C2	D1	D4
			C5	C3	D2	D7
			C6	C4	D3	E1
			D1	C5	E1	E2
			D3	C6	E3	E3
			D4	C7	F1	E4
		D1	F2			
		D2	F3			
		D3				
		D4				
		E1				
		E2				
		E3				
		E4				

UNIT II: NURSING ROLES IN THE MANAGEMENT OF SHOCK

RNSG 1443

SCANS: C: 5-7, 16, 18 F: 1-5, 7-9, 12-13

SLO: 1-21

GO: 1-5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
	Prioritize nursing interventions for the patient in shock. Assess for symptoms of impending shock. Monitor fluid balance for the patient at high risk for shock. Review current articles about shock			E5		
				E6		
				E9		
				E10		
				E11		
				E12		
				E13		
				F1		
				F2		
				F3		
				F4		
				F5		
				F6		
				G1		
				G2		
				G3		
				G4		
				G5		
				G6		
				G7		
	H5					

SCANS: C: 2-7,14,18 F: 7- 10, 12, 17

SLO: 1-21

GO: 1-5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
A. Blood & Blood Components	Describe the different types of blood cells and their functions.	<p>GROUP</p> <p>Lecture/discussion</p> <p>Simulations</p> <p>Learning activities</p> <p>ASSIGNMENTS</p> <p>Annotated Guide to Nurse Practice Act</p> <p>Brunner/Suddarth's appropriate areas</p> <p>Ackleyo: See appropriate nursing diagnosis.</p> <p>Kee: See the appropriate labs.</p> <p>Taylor: See appropriate areas.</p> <p>Review normal Blood components.</p>	A1	A1	A2	A1
B. Anemia's	Describe the nursing management for the patient receiving blood and blood components.		A2	A2	A3	A2
C. Leukemia's			A3	A3	A4	A3
D. Clotting Factor Defects/ DIC	Describe the procedure for administering a blood transfusion.		B2	A4	A5	B1
E. Multiple Myelomas	Discuss the mechanism and clinical manifestations of blood transfusion reactions.		B3	B1	B1	B2
F. Lymphomas	Describe the nursing actions for blood transfusion reactions.		B4	B2	B2	B3
G. Age Related Changes	Describe the clinical manifestations and complications of anemia.		B5	B3	B3	B5
H. Culture/ Religious Information	Differentiate between the etiologic and morphologic classification of anemia.		B6	B4	B4	C1
I. Polycythemia	Evaluate the community at risk for developing anemia.		B7	B5	B5	C2
J. Thrombocytopenia	Compare and contrast the major types of leukemia.		B8	B6	B7	C3
	Explain the therapeutic and nursing management of acute and chronic leukemia.		B9	B7	B8	C4
	Describe the pathophysiology, clinical manifestations, and management of DIC.		C1	B8	B9	D1
			C2	B9	C1	D2
			C3	C1	C2	D3
		C4	C2	D1	D4	
		C5	C3	D2	D7	
		C6	C4	D3	E1	
		D1	C5	E1	E2	
		D3	C6	E3	E3	
		D4	C7	F1	E4	
			D1	F2		
			D2	F3		
			D3			
			D4			
			E1			
			E2			
			E3			
			E4			

SCANS: C: 2-7,14,18 F: 7- 10, 12, 17

SLO: 1-21

GO: 1-5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
	Describe the pathophysiology, clinical manifestations, therapeutic and nursing management of multiple myeloma.	EVALUATION Classroom Quizzes Computer test		E5		
	Compare Hodgkin and non-Hodgkin's lymphoma in terms of clinical manifestations, staging, and therapeutic nursing management.			E6		
	Identify the national population at risk for hematologic disorders.			E9		
	Evaluate the cultural and religious differences when dealing with the hematologic disorders.			E10		
	Describe the pathophysiology, clinical manifestations, and therapeutic nursing management of polycythemia.			E11		
	Discuss the pathophysiology, clinical manifestations, and therapeutic nursing management of various types of thrombocytopenia.			E12		
				E13		
				F1		
				F2		
				F3		
				F4		
				F5		
				F6		
			G1			
			G2			
			G3			
			G4			
			G5			
			G6			
			G7			
			H5			

UNIT IV: NURSING ROLES IN THE MANAGEMENT OF CARDIAC DISORDERS

RNSG 1443

SCANS: C: 1-8, 15, 18 F: 1-13

SLO: 1-21

GO: 1-5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
A. Cardiovascular Assessment	Relate studies utilized to assess cardiovascular function to the care of the client with cardiovascular dysfunction.	<p>GROUP Lecture/Discussion</p> <p>Guest Speakers</p> <p>Simulations</p> <p>ASSIGNMENTS Annotated Guide to NPA</p> <p>Brunner & Suddarth's appropriate areas</p> <p>Ackley: See appropriate diagnosis.</p> <p>Kee: See appropriate lab values and tests.</p> <p>Review the cardiovascular system assessment.</p> <p>Taylor: See Appropriate areas</p>	A1	A1	A2	A1
B. Physiologic Changes with Aging	Identify life-threatening arrhythmias.		A2	A2	A3	A2
C. Diagnostic Tests	Identify the clinical characteristics and electrocardio-graphic patterns of common dysrhythmias.		A3	A3	A4	A3
D. Cardiac Arrhythmias	Describe the therapeutic and nursing management of common dysrhythmias.		B2	A4	A5	B1
E. Coronary Artery Disease			B3	B1	B1	B2
F. Angina Pectoris	Differentiate between defibrillation and cardioversion, identifying indications for use and physiologic effects.		B4	B2	B2	B3
G. Unstable Angina			B5	B3	B3	B5
H. Myocardial Infarction	Describe etiology and pathophysiology of CAD.		B6	B4	B4	C1
I. Congestive Heart Failure			B7	B5	B5	C2
J. Inflammatory Heart Diseases	Compare the precipitating factors, types, clinical manifestations, and therapeutic and pharmacologic management of stable and unstable angina.		B8	B6	B7	C3
K. Cardiomyopathies			B9	B7	B8	C4
L. Valvular Disorders	Explain the pathophysiologic basis, therapeutic modalities, and nursing interventions for myocardial infarction, and congestive heart failure.		C1	B8	B9	D1
			C2	B9	C1	D2
			C3	C1	C2	D3
			C4	C2	D1	D4
			C5	C3	D2	D7
		C6	C4	D3	E1	
		D1	C5	E1	E2	
		D3	C6	E3	E3	
	D4	C7	F1	E4		
		D1	F2			
		D2	F3			
		D3				
		D4				
		E1				
		E2				
		E3				
		E4				

UNIT IV: NURSING ROLES IN THE MANAGEMENT OF CARDIAC DISORDERS

RNSG 1443

SCANS: C: 1-8, 15, 18 F: 1-13

SLO: 1-21

GO: 1-5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
M. Cardiac Surgery	Identify teaching needs of patients with angina, myocardial infarction, and congestive heart failure. Identify teaching needs of patients with angina, myocardial infarction, CHF, and patients undergoing cardiac surgery. Discuss drugs used in management of cardiovascular problems. Compare the pathophysiology of systolic and diastolic failure. Discuss compensatory mechanisms involved in CHF. Discuss dietary interventions for clients with CHF and MI. Discuss drug therapy for inflammatory heart diseases. Describe the etiology, pathophysiology, and clinical manifestations of infective endocarditis and pericarditis. Discuss the therapeutic, pharmacologic, and nursing management of infective endocarditis and pericarditis. Explain the importance of prophylactic antibiotic therapy in infective endocarditis. Discuss the etiology clinical manifestations, and management of myocarditis.	Computer Test EVALUATION		E5		
				E6		
				E9		
				E10		
				E11		
				E12		
				E13		
				F1		
				F2		
				F3		
				F4		
				F5		
				F6		
				G1		
				G2		
				G3		
				G4		
				G5		
				G6		
				G7		
	H5					

UNIT IV: NURSING ROLES IN THE MANAGEMENT OF CARDIAC DISORDERS

RNSG 1443

SCANS: C: 1-8, 15, 18 F: 1-13

SLO: 1-21

GO: 1-5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
	Describe the etiology, pathophysiology, and clinical manifestations of rheumatic fever and rheumatic heart disease.					
	Discuss the therapeutic and nursing management of the patient with rheumatic fever and rheumatic heart disease.					
	Compare the different types of cardiomyopathy regarding pathophysiology, clinical manifestations, and therapeutic and nursing management					
	Differentiate between different valvular replacements.					
	Describe surgical intervention for repair of cardiac valves and the pre/post operatives nursing care required.					
	Discuss the pathophysiology, clinical manifestations, and diagnostic studies for various types of valvular heart problems.					
	Describe surgical interventions used in management of patient with valvular heart problems					
	Describe the indications for cardiac transplantation and nursing management of cardiac transplant recipients.					
	Describe pre and postoperative management of cardiac surgery.					
	Discuss the principle of the Intra aortic Balloon Counter-pulsation Pump.					

SCANS: C: 4 -7, 9-16 18 F: 1-13, 15

SLO: 1-21

GO: 1-5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
<p>A. Nursing Assessment Peripheral Vascular System</p> <ol style="list-style-type: none"> Structure of the PV System Function of the PV System Gerontologic Considerations of the PV System Diagnostic Tests and procedures of the PV System <p>B. Disorders of the PV System</p> <ol style="list-style-type: none"> Arterial Disorders Venous Disorders Lymph System Disorders Hypertension 	Describe the locations of the structures and functions of the PV System.	<p>GROUP Lecture/discussion</p> <p>ASSIGNMENTS Annotated Guide to Nurse Practice Act Brunner/Suddarth's appropriate areas</p> <p>Ackley: See appropriate nursing diagnosis.</p> <p>Kee: See the appropriate labs.</p> <p>Taylor: See appropriate areas.</p> <p>EVALUATION Classroom Quizzes Computer Test</p>	A1	A1	A2	A1
	Identify age-related changes and the differences in the assessment findings of the PV System.		A2	A2	A3	A2
	Identify the risk factors associated with the development of a peripheral vascular disorder.		A3	A3	A4	A3
	Promote national awareness of risk factors of peripheral vascular disorders.		B2	A4	A5	B1
	Describe the nursing responsibilities in caring for patients experiencing peripheral ischemia.		B3	B1	B1	B2
	Describe the pathophysiology, clinical manifestations, and surgical management of aneurysms.		B4	B2	B2	B3
	Discuss the peri-op, intra-op, and post op nursing care of a patient having an aortic aneurysm repair.		B5	B3	B3	B5
	Describe the pathophysiology, clinical manifestations, nursing, and surgical management of peripheral arterial occlusive disease.		B6	B4	B4	C1
	Discuss the nursing management of the patient with acute arterial insufficiency affecting the lower extremities.		B7	B5	B5	C2
	Describe the prevention and management of venous thrombosis.		B8	B6	B7	C3
			B9	B7	B8	C4
			C1	B8	B9	D1
			C2	B9	C1	D2
			C3	C1	C2	D3
			C4	C2	D1	D4
			C5	C3	D2	D7
			C6	C4	D3	E1
			D1	C5	E1	E2
			D3	C6	E3	E3
			D4	C7	F1	E4
		D1	F2			
		D2	F3			
		D3				
		D4				
		E1				
		E2				
		E3				
		E4				

SCANS: C: 4 -7, 9-16 18 F: 1-13, 15

SLO: 1-21

GO: 1-5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
	Differentiate the arterial disorders: include the signs/symptoms pathophysiologies, and treatments. Describe the pathophysiology, nursing diagnosis, and interventions for patients with venous disorders. Identify three risk factors predisposing patients to the development of thrombophlebitis. Differentiate between the clinical characteristics of superficial and deep vein thrombophlebitis (DVT). Describe the nursing management of the patient with DVT. Explain the purpose and actions of commonly used anticoagulants and the nursing role for patients receiving them. Describe the pathophysiology and nursing management of venous stasis ulcers. Explain the disease process, major classification, and primary and secondary prevention measures for hypertension. Evaluate the dietary needs and formulate a dietary teaching plan for the patient with hypertension. Evaluate the necessity for teaching about hypertension in the community.			E5		
				E6		
				E9		
				E10		
				E11		
				E12		
				E13		
				F1		
				F2		
				F3		
				F4		
				F5		
				F6		
				G1		
				G2		
				G3		
				G4		
				G5		
				G6		
				G7		
	H5					

SCANS: C: 4 -7, 9-16 18 F: 1-13, 15

SLO: 1-21

GO: 1-5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
	Teach the risk factors of hypertension whenever possible.					
	Describe the nursing responsibilities for patients experiencing hypertension.					
	List medications used in the treatment of hypertension and describe the "stepped care" approach to medication therapy.					

SCANS: C: 1, 3-7, 15, 18 F: 1-2, 5, 7-12

SLO: 1-21

GO: 1-5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
<p>A. Acute Renal Failure (ARF)</p> <p>1. Categories</p> <p>a. Prerenal Failure</p> <p>b. Intrarenal Failure</p> <p>c. Postrenal Failure</p> <p>2. Phases of ARF</p> <p>a. Initiation Period</p> <p>b. Oliguria Period</p> <p>c. Diuresis period</p> <p>d. Recovery Period</p> <p>B. Chronic Renal Failure</p> <p>C. Dialysis</p> <p>1. Hemodialysis</p> <p>2. Peritoneal Dialysis</p> <p>D. Kidney Transplant</p> <p>1. Preoperative Care</p> <p>2. Postoperative Care</p> <p>3. Transplant Rejection</p> <p>a. Hyperacute</p> <p>b. Acute</p> <p>c. Long Term</p> <p>4. Immunosuppressive Therapy</p>	<p>Differentiate among the categories/causes of prerenal, intrarenal, and postrenal acute renal failure.</p> <p>Describe the course of reversible acute renal failure.</p> <p>Explain the therapeutic and nursing management for a patient in the oliguric and diuretic phases of acute renal failure</p> <p>Differentiate between acute and chronic renal failure.</p> <p>Differentiate between the different drugs given for renal disorders.</p> <p>Compare dietary consideration for the different renal disorders.</p> <p>Explain the conservative management and related nursing management of chronic renal failure.</p> <p>Explain the physiologic principles of dialysis.</p> <p>Differentiate between the types (hemo & peritoneal) of dialysis and related care.</p> <p>Compare common vascular access sites used for hemodialysis.</p> <p>Develop a plan of care for the nursing management for a hemodialysis and peritoneal dialysis client including diet, access care, lifestyle changes, activity restrictions, and community resources.</p>	<p>GROUP</p> <p>Lecture/discussion</p> <p>Simulations</p> <p>Learning activities</p> <p>ASSIGNMENTS</p> <p>Annotated Guide to Nurse Practice Act</p> <p>Review A & P Brunner/Suddarth's appropriate areas</p> <p>Ackley: See appropriate nursing diagnosis</p> <p>Kee: See the appropriate labs</p>	A1	A1	A2	A1
			A2	A2	A3	A2
			A3	A3	A4	A3
			B2	A4	A5	B1
			B3	B1	B1	B2
			B4	B2	B2	B3
			B5	B3	B3	B5
			B6	B4	B4	C1
			B7	B5	B5	C2
			B8	B6	B7	C3
			B9	B7	B8	C4
			C1	B8	B9	D1
			C2	B9	C1	D2
			C3	C1	C2	D3
			C4	C2	D1	D4
			C5	C3	D2	D7
			C6	C4	D3	E1
			D1	C5	E1	E2
			D3	C6	E3	E3
			D4	C7	F1	E4
	D1	F2				
	D2	F3				
	D3					
	D4					
	E1					
	E2					
	E3					
	E4					

UNIT VII: NURSING ROLES IN THE MANAGEMENT OF RESPIRATORY DISORDERS

RNSG 1443

SCANS: C: 5-7, 15, 18 F: 1-2, 5, 7-12, 17

SLO: 1-21

GO: 1-5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
A. Tuberculosis	Describe incidence, preventive measures, nutritional considerations, therapeutic, and nursing management of TB.	Lecture/discussion	A1	A1	A2	A1
B. Fungal Infections			A2	A2	A3	A2
C. Occupational Lung Diseases	Describe the drug therapy used with clients with TB.	Simulations	A3	A3	A4	A3
D. Severe Acute Respiratory Syndrome (SARS)			B2	A4	A5	B1
E. Hantavirus Pulmonary Syndrome (HPS)	Evaluate updated information on TB and management modalities.	Learning activities	B3	B1	B1	B2
F. Identify Flu Varieties			B4	B2	B2	B3
G. Acute Respiratory Distress Syndrome (ARDS)	Compare fungal infections of the respiratory tract. (Causes, clinical manifestations, therapeutic and nursing management).	ASSIGNMENTS Annotated Guide to Nurse Practice Act	B5	B3	B3	B5
H. Chest Trauma			B6	B4	B4	C1
I. Pulmonary Embolism	Collaborate with other health care providers in preventive management of fungal infections.	Brunner/Suddarth's appropriate areas	B7	B5	B5	C2
J. Pulmonary Edema			B8	B6	B7	C3
K. Pleural Effusion	Identify the causative factors, clinical features, and management of occupational lung diseases.		B9	B7	B8	C4
L. Respiratory Insufficiency			C1	B8	B9	D1
	Determine clinical features, diagnostics, treatment, and preventative management of SARS.		C2	B9	C1	D2
			C3	C1	C2	D3
	Describe care of a client with HPS including the clinical symptoms, mode of transmission, exposure precautions, and treatment.		C4	C2	D1	D4
			C5	C3	D2	D7
	Identify flu by pathology, clinical manifestations, medical treatment and nursing responsibilities.		C6	C4	D3	E1
			D1	C5	E1	E2
	Describe the causative factors, clinical features and management of ARDS.		D3	C6	E3	E3
			D4	C7	F1	E4
				D1	F2	
				D2	F3	
				D3		
				D4		
				E1		
				E2		
				E3		
				E4		

UNIT VII: NURSING ROLES IN THE MANAGEMENT OF RESPIRATORY DISORDERS

RNSG 1443

SCANS: C: 5-7, 15, 18 F: 1-2, 5, 7-12, 17

SLO: 1-21

GO: 1-5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
M. Mechanical Ventilation	<p>Describe the pathophysiology, clinical manifestations, and management of pulm of pulmonary emboli pleural effusion, pulmonary edema.</p> <p>Describe the maintenance of chest tubes and trouble shooting procedures.</p> <p>List five precautions to be observed in care of chest tubes.</p> <p>Identify the mechanisms involved, clinical manifestations, and management of pneumothorax, hemothorax, fractured ribs, flare chest, and penetrating wounds.</p> <p>Differentiate between a closed, open, and tension pneumothorax.</p> <p>Describe measures to promote oxygenation, facilitate breathing, and provide ventilation and hydration.</p> <p>Assess and document each patient’s respiratory status by observation and auscultation.</p> <p>Describe the indications for mechanical ventilation modes of mechanical ventilation, and related nursing management.</p> <p>Evaluate current information on modes of mechanical ventilation and nursing management.</p>	<p>ASSIGNMENTS</p> <p>Ackley: See appropriate nursing diagnosis</p> <p>Kee: See the appropriate labs</p> <p>Taylor: See appropriate areas.</p> <p>Assigned articles under Resp folder on Blackboard</p> <p>EVALUATIONS</p> <p>Classroom quizzes</p>		E5		
				E6		
				E9		
				E10		
				E11		
				E12		
				E13		
				F1		
				F2		
				F3		
				F4		
				F5		
				F6		
				G1		
				G2		
				G3		
				G4		
				G5		
				G6		
				G7		
	H5					

SCANS: C: 2-3, 5-7, 9 F: 1-12, 14, 16

SLO: 1-21

GO: 1-5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
<p>A. HIV Infection</p> <ol style="list-style-type: none"> 1. Epidemiology 2. Pathophysiology 3. Transmission <ol style="list-style-type: none"> a. Preventive Education b. Standard Precautions c. Postexposure Prophylaxis 4. Gerontologic Concerns 5. Prevention/Education 6. Stages of HIV <ol style="list-style-type: none"> a. Category A b. Category B c. Category C 7. Assessment 8. Diagnostics 9. Treatment <ol style="list-style-type: none"> a. Medication Regimen b. Drug Resistance c. Nutrition <p>B. AIDS</p> <ol style="list-style-type: none"> 1. Definition 2. Opportunistic Infections 3. Emotional and Ethical Concerns 	<p>Describe the following characteristics of HIV infection: definition, incidence, pathophysiology, and etiology (population at risk).</p> <p>Act as an advocate to promotion of quality health care for clients that are HIV+.</p> <p>Describe universal blood and body fluid precautions.</p> <p>Describe the various opportunistic infections according to causative agent, symptomatology, and treatment.</p> <p>Explain the diagnostics tests for AIDS.</p> <p>Evaluate the drugs used for the patient with AIDS.</p> <p>Discuss the nutritional needs of a patient with HIV or AIDS.</p> <p>Collaborate with other health care providers, institutions, and organizations to solve health care problems for clients with AIDS,</p> <p>Discuss education needed for the client with HIV infection at home.</p> <p>Assess cultural needs for the HIV (+) client.</p> <p>Identify community resources available for the HIV (+) client.</p>	<p>GROUP</p> <p>Lecture</p> <p>DVD</p> <p>Simulation</p> <p>Case Studies</p> <p>ASSIGNMENTS</p> <p>Annotated Guide to Nurse Practice Act</p> <p>Brunner/Suddarth's appropriate areas</p> <p>Carpenito: See appropriate nursing diagnosis</p> <p>Kee: See the appropriate labs</p> <p>Taylor: See the appropriate areas.</p>	A1	A1	A2	A1
			A2	A2	A3	A2
			A3	A3	A4	A3
			B2	A4	A5	B1
			B3	B1	B1	B2
			B4	B2	B2	B3
			B5	B3	B3	B5
			B6	B4	B4	C1
			B7	B5	B5	C2
			B8	B6	B7	C3
			B9	B7	B8	C4
			C1	B8	B9	D1
			C2	B9	C1	D2
			C3	C1	C2	D3
			C4	C2	D1	D4
			C5	C3	D2	D7
			C6	C4	D3	E1
			D1	C5	E1	E2
			D3	C6	E3	E3
			D4	C7	F1	E4
		D1	F2			
		D2	F3			
		D3				
		D4				
		E1				
		E2				
		E3				
		E4				

SCANS: C: 5-7, 9-15, 18 F: 1-13, 15-17

SLO: 1-21

GO: 1-5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)				
			1	2	3	4	
A. Stroke B. Infections/Inflammations 1. Meningitis 2. Encephalitis 3. Brain Abscess 4. Polio/Post Polio Syndrome 5. Guillian-Barre` Syndrome 6. Neurosyphilis 7. Herpes Zoster 8. West Nile Virus C. Cranial Nerve Disorders 1. Trigeminal Neuralgia 2. Bell's Palsy D. Traumatic Lesions 1. Head Injury 2. Spinal Cord Injury	Explain the potential impact of chronic neurologic diseases in society. Evaluate updates on degenerative diseases affecting society. Discuss physiologic changes in the nervous system that occur with aging. Discuss the major goals for clients with chronic, progressive neurologic disease with multi departmental consultations.	GROUP Lecture/discussion Simulations Learning activities ASSIGNMENTS Annotated Guide to Nurse Practice Act. Brunner/Suddarth's appropriate areas Ackley: See appropriate nursing diagnosis. Kee: See the appropriate labs. Taylor: See appropriate areas. Review Cranial Nerves	A1	A1	A2	A1	
				A2	A2	A3	A2
				A3	A3	A4	A3
				B2	A4	A5	B1
				B3	B1	B1	B2
				B4	B2	B2	B3
				B5	B3	B3	B5
				B6	B4	B4	C1
				B7	B5	B5	C2
				B8	B6	B7	C3
				B9	B7	B8	C4
				C1	B8	B9	D1
				C2	B9	C1	D2
				C3	C1	C2	D3
				C4	C2	D1	D4
				C5	C3	D2	D7
			C6	C4	D3	E1	
			D1	C5	E1	E2	
			D3	C6	E3	E3	
			D4	C7	F1	E4	
				D1	F2		
				D2	F3		
				D3			
				D4			
				E1			
				E2			
				E3			
				E4			

SCANS: C: 5-7, 9-15, 18 F: 1-13, 15-17

SLO: 1-21

GO: 1-5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)				
			1	2	3	4	
	Lobby for legislation for safety measures against head injuries. Research new treatment modalities used with spinal cord injuries. Explain the clinical manifestations and nursing interventions for a person in spinal cord shock. Describe the population at risk for spinal cord injuries. Describe the clinical manifestation, pathophysiology, and diagnostic evaluations, medical, surgical, and nursing interventions with Trigeminal Neuralgia and Bell's Palsy. Act as advocate to promote provision of quality health care.	Review: CVA, ICP, and Headache	E5				
			E6				
		Review the neurological tests and procedures.	E9				
			E10				
			E11				
		EVALUATION Classroom Quizzes	E12				
			E13				
			F1				
		Computer Test	F2				
			F3				
			F4				
			F5				
				F6			
				G1			
				G2			
				G3			
				G4			
				G5			
				G6			
				G7			
		H5					

UNIT X: NURSING ROLES IN THE MANAGEMENT OF HEPATIC, BILIARY AND PANCREATIC DISORDERS

RNSG 1443

SCANS: C: 5-7, 15, 18 F: 1-2, 5-13

SLO: 1-21

GO: 1-5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
<p>A. Hepatic Disorders</p> <ol style="list-style-type: none"> 1. Focal Hepatocellular Disorders 2. Diffuse Hepatocellular Disorders 3. Hepatic Transplant <p>B. Biliary and Gallbladder Disorders</p> <p>C. Pancreatic Disorders</p>	<p>Review:</p> <ol style="list-style-type: none"> a. A & P of liver system. b. The functions of the liver. c. The blood vessels leading to and from the liver. d. How does the portal circulation differ from other venous systems? e. Describe the role of the liver in metabolic and maintenance of energy balance. <p>Correlate subjective and objective data with hepatic system problems.</p> <p>Describe various lab and diagnostic tests used to identify pathophysiological change status in the liver.</p> <p>Describe the medical and nursing needs of a patient with liver abscesses, tumor & trauma.</p> <p>Contrast the signs and symptoms of focal vs. diffuse hepatocellular disorders.</p> <p>Differentiate between viral and toxic hepatitis.</p> <p>Differentiate between hepatitis A, B, C, D and E.</p> <p>Evaluate the pathophysiology bases of the clinical manifestations in cirrhosis and the complications of cirrhosis.</p>	<p>GROUP</p> <p>Lecture/discussion</p> <p>ASSIGNMENTS</p> <p>Annotated Guide to NPA</p> <p>Brunner & Suddarth's appropriate areas</p> <p>Ackley: See appropriate diagnosis.</p> <p>Kee: See appropriate lab.</p> <p>Taylor: See Appropriate areas.</p> <p>Review A& P of the Pancreatic System</p>	A1	A1	A2	A1
			A2	A2	A3	A2
			A3	A3	A4	A3
			B2	A4	A5	B1
			B3	B1	B1	B2
			B4	B2	B2	B3
			B5	B3	B3	B5
			B6	B4	B4	C1
			B7	B5	B5	C2
			B8	B6	B7	C3
			B9	B7	B8	C4
			C1	B8	B9	D1
			C2	B9	C1	D2
			C3	C1	C2	D3
			C4	C2	D1	D4
			C5	C3	D2	D7
			C6	C4	D3	E1
			D1	C5	E1	E2
			D3	C6	E3	E3
			D4	C7	F1	E4
	D1	F2				
	D2	F3				
	D3					
	D4					
	E1					
	E2					
	E3					
	E4					

UNIT X: NURSING ROLES IN THE MANAGEMENT OF HEPATIC, BILIARY AND PANCREATIC DISORDERS

RNSG 1443

SCANS: C: 5-7, 15, 18 F: 1-2, 5-13

SLO: 1-21

GO: 1-5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
	Describe the common medical and nursing needs of a patient with ascites, esophageal varices, portal-systemic encephalopathy, and hepatorenal syndrome.	EVALUATION Classroom Quizzes	E5			
	Identify three groups of drugs to be avoided by the client who has a malfunctioning liver.		Computer Test	E6		
	Discuss the nursing implications for care of a client undergoing liver biopsy.			E9		
	List the signs of jaundice.		E10			
	Describe the liver dysfunction which produces increased bleeding tendency.		E11			
	Describe the liver dysfunction which can produce nutritional deficiencies.		E12			
	Explain the cause of fluid imbalance in the client with liver disequilibrium.		E13			
	Explain the symptoms that may occur when the various functions are impaired.		F1			
	List some drugs that you have learned are toxic to the liver.		F2			
	Utilize the nursing process to develop a plan of care for the client with hepatitis.		F3			
			F4			
			F5			
			F6			
			G1			
			G2			
			G3			
			G4			
			G5			
			G6			
			G7			
			H5			

UNIT X: NURSING ROLES IN THE MANAGEMENT OF HEPATIC, BILIARY AND PANCREATIC DISORDERS

RNSG 1443

SCANS: C: 5-7, 15, 18 F: 1-2, 5-13

SLO: 1-21

GO: 1-5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
	Identify the nurse's role in prevention of hepatitis.					
	Define infectious and serum hepatitis giving mode of transmission.					
	Utilize the nursing process to develop a plan of care for the client with cirrhosis.					
	Explain the pathophysiological basis for the symptoms of cirrhosis.					
	List four early signs of cirrhosis.					
	Discuss the nurse's role in diet therapy for liver disorders.					
	Describe the role of the biliary system.					
	List two main functions of bile.					
	Identify changes in the biliary system due to aging.					
	Correlate lab and diagnostic tests with biliary system problems.					
	Contrast the etiology, signs/symptoms and patho-physiology of cholecystitis, choledocholithiasis and cancer of the biliary tract.					
	Describe the primary and secondary preventive techniques for gallbladder disease.					

UNIT X: NURSING ROLES IN THE MANAGEMENT OF HEPATIC, BILIARY AND PANCREATIC DISORDERS

RNSG 1443

SCANS: C: 5-7, 15, 18 F: 1-2, 5-13

SLO: 1-21

GO: 1-5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
	Formulate the nursing care needs of patients with disorders of the biliary system.					
	Describe nursing management of the client with pruritus.					
	Describe the role of the pancreas.					
	Identify changes in the pancreas due to aging.					
	Correlate lab and diagnostic tests with pancreatic disorders.					
	Compare the causes of acute and chronic pancreatitis.					
	Evaluate primary and secondary preventive techniques for pancreatic disease.					
	Differentiate the patho basis for sign/symptoms of acute and chronic pancreatitis and pancreatic tumors.					
	Describe pseudocyst.					
	Review the anatomy of the biliary system. What are the important constituents of bile? What are its functions in digestion?					

SCANS: C: 1,3-7, 15, 18- 19 F: 1-13

SLO: 1-21

GO: 1-5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
I. Emergency Trauma A. Nursing in Emergency Conditions B. Priorities of Emergency Management C. Trauma E. Temperature Emergencies F. Poisoning G. Bites H. Violence, Abuse, Neglect I. Near drowning-Drowning J. Farm accidents K. Hydrogen Sulfite L. Ammonia Chloride	Describe preventative methods for accidents.	GROUP Lecture/discussion	A1	A1	A2	A1
	Identify legal ramifications in reference to emergency care.		A2	A2	A3	A2
	Identify activities to improve health care delivery.	Role Play	A3	A3	A4	A3
			B2	A4	A5	B1
	Discuss the different roles in ER.	Simulations	B3	B1	B1	B2
			B4	B2	B2	B3
			B5	B3	B3	B5
	Identify the necessary components of an emergency operations plan.	ASSIGNMENTS Annotated Guide to Nurse Practice Act	B6	B4	B4	C1
			B7	B5	B5	C2
	Discuss how triage in a disaster differs from triage in an emergency.	Brunner/Suddarth's appropriate areas	B8	B6	B7	C3
			B9	B7	B8	C4
	Describe the nature of delivery of emergency care.	Ackley: See appropriate nursing diagnosis	C1	B8	B9	D1
			C2	B9	C1	D2
	Discuss the nurses' role in documenting and handling potential criminal evidence.	Kee: See the appropriate labs.	C3	C1	C2	D3
			C4	C2	D1	D4
	List the general management and interventions in the care of accidental injuries or sudden illness.	Taylor: See appropriate areas.	C5	C3	D2	D7
			C6	C4	D3	E1
	Identify principals of general management for near drowning/drowning.	EVALUATION Classroom Quizzes	D1	C5	E1	E2
			D3	C6	E3	E3
	Differentiate between wet and dry drowning.	Computer Test	D4	C7	F1	E4
			D1	F2		
Differentiate between fresh water and salt water drowning.			D2	F3		
			D3			
			D4			
			E1			
			E2			
			E3			
			E4			

SCANS: C: 1,3-7, 15, 18- 19 F: 1-13

SLO: 1-21

GO: 1-5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
II.Terrorism, Mass Causality, and Disaster Nursing A. Emergency Preparedness B. Components of Emergency Operations C. Triage of Disaster Victims D. Weapons of Terror 1. Biological Weapons 2. Chemical Weapons 3. Radiation Weapons 4. Decontamination	Describe the effects of disasters. Discuss appropriate roles of the nurse during disasters. Identify the differences among the various chemical agents used in terrorist events, their effects, and the decontamination and treatment procedures that are necessary. Describe isolation precautions necessary for bio-terrorism. Determine the injuries associated with the varying levels of radiation or chemical exposure and associated decontamination processes.			E5		
				E6		
				E9		
				E10		
				E11		
				E12		
				E13		
				F1		
				F2		
				F3		
				F4		
				F5		
				F6		
				G1		
				G2		
				G3		
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				G5		
				G6		
				G7		
	H5					

APPENDIX

A

Syllabus Review Confirmation

I, _____ attest that the syllabus for RNSG 1443 was received and I accept responsibility for its content.

(Student Signature)

(Printed Student Name)

(Date)

APPENDIX

B

Grade Rubric

Exam #1 grade _____

Exam #2 grade _____

Exam #3 grade _____

Exam #4 grade _____

Exam #5 grade _____

Exam #6 grade _____

Exam #7 grade _____

Exam #8 grade _____

Total _____

Total the above grades and divide by 8= _____

Then multiply by 80 % (0.80) =

A. _____

Final exam grade _____ multiply by 20% (.20) =

B. _____

For exam grade 8. Average together all LaCharity quizzes and Course Point Plus Quizzes (both Brunner and Frandsen).

Add A and B above to obtain your final grade.

C. _____

Grades will not be rounded in any nursing course. (Example: 60 to 76.9 =D)

Grade Rubric

Exam #1 grade 88Exam #2 grade 70Exam #3 grade 96Exam #4 grade 84Exam #5 grade 96Exam # 6 grade 80Exam #7 grade 73Exam #8 grade 96Total 683Total the above grades and divide by 8 = 85

Then multiply by 80 % (0.80) =

A. 68.3Final exam grade 87 multiply by 20% (.20) =B. 17.4

For exam grade 8. Average together all LaCharity quizzes and Course Point Plus Quizzes (both Brunner and Frandsen).

Add A and B above to obtain your final grade.

C. 85.7 = **Grade of 85****Grades will not be rounded in any nursing course. (Example: 60 to 76.9 =D)**