COURSE SYLLABUS

VNSG 2410.501 (4:3:2)

NURSING IN HEALTH AND ILLNESS III

VOCATIONAL NURSING

HEALTH SCIENCES

TECHNICAL EDUCATION DIVISION

PLAINVIEW CENTER

SOUTH PLAINS COLLEGE

SUMMER 2022

PLAINVIEW

COURSE SYLLABUS

COURSE TITLE: VNSG 2410 – Nursing in Health and Illness III

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WTRF - By Appointment

SOUTH PLAINS COLLEGE IMPROVES EACH STUDENT'S LIFE

COURSE DESCRIPTION:

This course is a continuation of Nursing in Health and Illness II with further study of medical-surgical health problems of the patient. It incorporates the knowledge necessary to make the transition from student to graduate vocational nurse.

STUDENT LEARNING OUTCOMES:

The student will identify the components of the health-illness continuum; identify prevalent medical-surgical conditions affecting the adult; and utilize the nursing process to assist in developing a plan of care for selected medical-surgical conditions. The student will also identify properties, effects, and principles of pharmacotherapeutic agents; and list common nursing interventions associated with the various pharmacotherapeutic agents.

COURSE COMPETENCIES:

The student must complete this course with a grade of 77% or above based on the following objectives:

1. Compare and contrast normal body functioning with that of pathological variations.
2. Formulate a mapped plan of care utilizing the nursing process for various medical-surgical conditions.
3. Integrate knowledge attained in diet therapy to identify appropriate modifications for each disease entity.
4. Rationale medical treatment and identify appropriate implications for nursing interventions.
5. Identify classifications of medication as related to body systems and disorders.
6. Identify commonly prescribed medications and related information in each classification.
7. Relate nursing considerations and possible drug interactions for specified drugs.
8. Describe possible side effects of specific drug classifications and evaluation of these manifestations in the patient.
9. Discuss health teaching related to drug therapy.
10. Demonstrate workable knowledge of medications, techniques: including calculations, procedures, and safety precautions.
11. Discuss ways in which the nurse can contribute to nutritional wellness as a preventive measure against disease.
12. Define nutritional therapy and its relationship to the treatment of disease.
13. Discuss nursing responsibilities and interventions integral in nutrition.
14. Identify some common food-drug interactions that may decrease or increase the therapeutic effect of the drugs used to treat various medical-surgical conditions.

ACADEMIC INTEGRITY:

Refer to the Plainview VNP Student Handbook and the SPC Catalog.

SCANS AND FOUNDATION SKILLS:

C – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20.
F – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20.

VERIFICATION OF WORKPLACE COMPETENCIES:

NCLEX-PN Licensure Exam eligibility following successful completion of the one-year vocational nursing program.

TEXTBOOKS:

Williams, Linda S. MSN, RN & Hopper, Paula D., MSN, RN, CNE (2019). Understanding Medical Surgical Nursing, 6th Ed., F. A. Davis, Philadelphia

Williams, Linda S. MSN, RN & Hopper, Paula D., MSN, RN, NCE (2019). Student Workbook for Understanding Medical Surgical Nursing, 6th Ed., F. A. Davis, Philadelphia

Watkins, Cynthia J. RN, MSN, CPN (2018). Pharmacology Clear and Simple, 3rd Ed., F. A. Davis Publishers, Philadelphia

Alfaro-LeFevre, Rosalinda, RN, MSN, ANEF (2014)
Applying Nursing Process: The Foundation for Clinical Reasoning, 8th Ed.
Wolters Kluwer Health / Lippincott Williams & Wilkins Publishers, Philadelphia

Vallerand and Sanoski (2021), Davis's Drug Guide for Nurses, 17th Ed.
F. A. Davis, Philadelphia

Leek, (2018), Pharm Phlash – Pharmacology Flash Cards, 3rd Ed., F.A. Davis, Philadelphia

ATI PN Pharmacology for Nursing

ATI PN Adult Medical Surgical Nursing

ATI PN Nutrition for Nursing Education

Leeuwen and Bladh (2021) Davis's Comprehensive Handbook of Laboratory & Diagnostic Tests with Nursing Implications, 9th Ed., F.A. Davis, Philadelphia

Doenges, Marilynn E., APRN, BC; Moorhouse, Mary F., RN, MSN, CRRN; & Murr, Alice C., BSN, RN (2021). Nurse's Pocket Guide – Diagnoses, Prioritized Interventions, and Rationales, 16th Ed., F. A. Davis, Philadelphia

ATTENDANCE POLICY:

Refer to the SPC Catalog and the Plainview VNP Student Handbook. This course is a 4 semester hour course with 8 hours allowable absence. If the allowable absences are exceeded, the student will not be able to meet the course objectives and will be dropped from the course. Each 50-minute class session is considered 1 hour. A tardy will be given if the student is absent within the first 15 minutes of a class period. If the student misses more than 15 minutes of any 50 minute session, a one hour absence will be assigned for that class period. Three tardies will accumulate to count as one hour absence.

COURSE REQUIREMENTS:

1. Student is expected to read assigned textbook material and be prepared for class discussion. Audio-visual information is used to assist the student in integration of key components and application of content.
2. Participation in group work and completion of all assigned worksheets and a semester project focusing on application using nursing process approach with theory to allow the student to use the problem solving approach to total patient care of medical and surgical patients.
3. Attention and participation in guest lectures utilizing community resources of medical-surgical expertise.
4. Demonstration of appropriate knowledge-based medical/surgical principles in simulated clinical situations utilizing the problem-solving nursing-process approach.
5. Demonstrate continued growth in ability to apply principles of medical-surgical nursing to the clinical situation with adaptation to the individual client needs and understanding of scientific rationales for nursing interventions.
6. Development and demonstration of increased skill in integrating database of client assessment with appropriate outcome-based goals and interventions.
7. Intermittent review quizzes (announced and unannounced), unit exams (follow class schedule), and a comprehensive final exam will be given. ATI Proctored Assessment Benchmarks (Adult Medical-Surgical Nursing and Pharmacology) will be utilized and should serve as a guide for topics to review to enhance the student's knowledge base of medical-surgical and pharmacology principles.
8. General written assignments are to be neat and legible. Please follow APA format.
9. Computer assisted programs are assigned for corresponding units of study and will be identified. Due dates will be announced in class and these completed programs will be recorded as classwork. Skill Modules utilized in VNSG 1402 and VNSG 1260 may be assigned and/or the student is encouraged to utilize these valuable resources. ATI PN Adult Medical Surgical Review Module is another resource for student use and assignments may be made and are expected to be completed. As with CAI programs, completed ATI assignments will be recorded as classwork.
10. ATI Pharmacology Made Easy 4.0 completed in VNSG 1409 should serve as an excellent review and further modules outlined for this course will be utilized – any assignments from these will be announced.

***** Communication Expectations *****

Please contact course faculty as soon as possible by the Remind app or Blackboard (Bb) email for urgent issues such as absences, emergencies, or difficulties with projects or assignments. All non-urgent messages must be sent via Bb emails. Faculty will check the course email daily. **All faculty responses (urgent and non-urgent) will be responded to during working hours (8:00 AM – 4:00 PM).** Please check course email and announcements at least once daily for important information and updates.

Remind app class code: @ vnsg2410s

OUTCOME SUMMARIES:

Summaries will be assigned by instructor throughout each unit of study. The student will be encouraged to utilize all text resources and ATI Pharmacology Made Easy 4.0 Modules. Outcome Summary due the day of content testing.

OUTCOME SUMMARY FORMAT:

- Please follow APA format guide.
- Define the medical diagnoses provided.
- Define the pharmacological classification of the drug therapy for stated condition/s.
- List the expected pharmacologic action of the category of drugs given.
- Identify the most common side and adverse effects.
- Provide the top five nursing interventions with rationales necessary when administering these drugs. Interventions should include specific patient instructions related to the drug therapy.
- List interactions which should be monitored for during therapy with these drugs.

DIAGNOSES SUMMARIES:

Summaries will be assigned by instructor throughout each unit of study. The student will be encouraged to utilize all text resources especially Nurse's Pocket Guide: Diagnoses, Prioritized Interventions, and Rationales. *Aspects of Care Knowledge* will include the following areas: *Cultural, Collaborative, Community/Home Care, Diagnostic Studies, Geriatric/Lifespan, and Medication Connections.* Diagnosis Summary due the day of content testing.

DIAGNOSES SUMMARY FORMAT:

- Please follow APA format guide.
- Initiate the diagnoses summary by providing the textbook definition of the medical diagnosis **and** nursing diagnosis assigned by instructor. Provide the textbook related factors that are expected to be assessed in the patient with this nursing diagnosis. List three defining characteristics **and** three nursing priority interventions with rationales associated with this patient situation. Finally, select **and** identify one aspect of care knowledge area with this nursing diagnosis **and** explain its importance.

GRADING:

Unit Exams …… 60%
Outcome Summaries …… 5%
Diagnoses Summaries ……... 5%
Project …… 5%
Classwork (includes ATI assignments) ……. 5%
Final Exam …… 20%

A 93 – 100
B 84 – 92
C 77* – 83 * passing for all nursing courses
D 70 – 76
F 69 or below

SCHEDULE OF CLASSES:

5-23-22	**Course Introduction**
5-24-22	Begin Unit I - Immunological Disorders Care and Treatment
5-31-22	Continue ATI Pharmacology Made Easy 4.0 Immune System
6-6-22	**UNIT EXAM I – IMMUNOLOGICAL**
6-7-22	Begin Unit II Gastrointestinal Disorders Care and Treatment Research Pod I
6-13-22	Web Assignment
6-14-22	Research Pod II
6-20-22	Web Assignment
6-21-22	Gastrointestinal Review
6-27-22	**UNIT EXAM II – GASTROINTESTINAL**
6-28-22	Begin Unit III - Endocrine Disorders Care and Treatment
7-5-22	Continue ATI Pharmacology Made Easy 4.0 Endocrine System
7-11-22	Continue Unit III **UNIT EXAM III - ENDOCRINE (Online Due 7-12-22 by End of Day [2400])**
7-12-22	Begin Unit IV - Musculoskeletal/Integumentary Disorders Care and Treatment ATI Pharmacology Made Easy 4.0 Musculoskeletal System
7-18-22	*Continue Unit IV - Musculoskeletal/Integumentary Disorders* *Care and Treatment* *ATI Pharmacology Made Easy 4.0 Integumentary System* ***UNIT EXAM IV – MUSCULOSKELETAL/INTEGUMENTARY*** ***(Online Due Friday, 7-22-22 by End of Day [2400])***
7-19-22	*Unit V – Sensory Ophthalmic and Otic Disorders* *Care and Treatment Lecture Outline with A&P Review* ***UNIT EXAM V – SENSORY: CRITICAL THINKING CONNECTIONS ASSIGNMENT*** ***(Online Due Monday, 7-25-22 by End of Day [2400])***
7-25-22	*Unit VI - Cancer Care/Triage Nursing* *Care and Treatment* ***CANCER PROJECT PRESENTATIONS (PROJECT & UNIT EXAM VI)*** ***(Verbally review Handout and Present Recorded Role Play to class)*** ***(Handout & Recorded Role Play due to instructor via SPC email by start of class session***

7-26-22 *Triage Nursing Guest Presentation* ***(Information to be included on final exam)***
**Williams/Hooper: Chapter 13 Nursing Care of Patients with Emergent Conditions and Disaster/Bioterrorism Response*

8-2-22 **FINAL EXAM**

COURSE OUTLINE:

UNIT I ***IMMUNOLOGICAL***

(Williams/Hopper) Chapter 8 Nursing Care of Patients with Infections
Chapter 18 Immune System Function, Assessment, and Therapeutic Measures
Chapter 19 Nursing Care of Patients with Immune Disorders
Chapter 20 Nursing Care of Patients with HIV Disease and AIDS

Objectives: Upon completion, the student should be able to:

1. List the links in the chain of infection.
2. Explain how to interrupt the routes of transmission for infections.
3. Describe the body's defense mechanisms to fight infection.
4. Describe the principles of anti-infective medication administration.
5. Describe nursing care for a patient with an infection.
6. Identify the type of immunity that is obtained with a vaccine.
7. Describe the two mechanisms of immunity.
9. Explain subjective and objective data that are collected when caring for a patient with a disorder of the immune system.
10. Describe nursing care provided for patients undergoing diagnostic tests for the immune system.
11. Describe common therapeutic measures used for disorders of the immune system.
12. Explain the immunological mechanism for the four types of hypersensitivities.
13. Explain the pathophysiology of disorders of the immune system.
14. Identify the etiologies, signs and symptoms of immune system disorders.
15. Describe current medical treatment for immune system disorders.
16. Explain factors that alter or influence the self-recognition portion of the immune system.
17. Plan nursing care and evaluate the effectiveness of nursing interventions for disorders of the immune system.
18. Define human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS).
19. Identify prevention measures used to decrease infection and opportunistic diseases for patients with HIV.
20. Develop a teaching plan for a patient with HIV receiving antiretroviral therapy.
21. Plan nursing care for patients with HIV and AIDS related to medications, coinfection prevention, and maintaining nutritional status.

Outline:

I. The Infection Process
II. The Human Body's Defense Mechanisms
III. Infectious Disease
IV. Infection Control in the Community
V. Infection Control in Health Care Agencies
VI. Antibiotic Resistant Infections
VII. Therapeutic Measures for Infectious Diseases
VIII. Nursing Process for the Patient with an Infection
IX. Antibody Responses
X. Types of Immunity
XI. Nursing Data Collection of the Immune System
XII. Diagnostic Tests for the Immune System
XIII. Therapeutic Measures for the Immune System
XIV. Hypersensitivity Reactions
XV. Autoimmune Disorders

XVI. Immune Deficiencies
XVII. History & Incidence of HIV / AIDS
XVIII. Pathophysiology & Prevention of HIV / AIDS
XIX. HIV / AIDS Signs & Symptoms
XX. Complications of HIV / AIDS
XXI. Diagnosis of HIV / AIDS
XXII. Therapeutic Measures for HIV / AIDS

Immunological System Medications

Follow Objectives from Watkins Chapter 17Immunological System Medications

ATI PME 4.0 Corresponding Module

UNIT II GASTROINTESTINAL

(Williams/Hooper) Chapter 32 Gastrointestinal, Hepatobiliary, and Pancreatic Systems Function, Assessment, and Therapeutic Measures
Chapter 33 Nursing Care of Patients with Upper Gastrointestinal Disorders
Chapter 34 Nursing Care of Patients with Lower Gastrointestinal Disorders
Chapter 35 Nursing Care of Patients with Liver, Pancreatic, & Gallbladder Disorders

Objectives: Upon completion, the student should be able to:

1. Identify three major causative factors and preventive measures in the development of disorders of the digestive system.
2. List nursing responsibilities in the pre- and posttest care of patients undergoing diagnostic tests for disorders of the intestinal tract.
3. Perform a focused assessment of gastrointestinal status.
4. Describe the pathophysiology, means of medical diagnosis, and treatment for stomatitis, gastritis, ulcerative colitis, appendicitis, and peritonitis.
5. Make additions to the plan of care for the patient with a peptic ulcer.
6. Identify nursing care plan concerns for the patient with cancer of the colon and intestinal obstruction.
7. List nursing interventions for the patient with ulcerative colitis or irritable bowel syndrome.
8. Make additions to a nursing care plan for the patient having surgery of the lower intestine and rectum.
9. Identify and formulate nursing care interventions for each type of intestinal ostomy, considering the type of stoma and the effluent it produces.
10. List four interventions for helping the patient psychologically adjust to his or her ostomy.
11. Discuss ways the nurse can be instrumental in preventing disorders of the gallbladder, liver, and pancreas.
12. Describe the assessment factors and care of the patient with cholecystitis and cholelithiasis.
13. Discuss the education concerns necessary for the patient undergoing cholecystectomy.
14. Specify the assessment factors to be considered for the patient with possible liver disease.
15. Identify nursing care measures, including psychosocial concerns, for the patient who has hepatitis and is jaundice.
16. List the ways in which the various types of hepatitis can be transmitted.
17. Devise appropriate nursing interventions for the patient with cirrhosis.
18. Identify discharge teaching plan concerns necessary for the patient who has been in the hospital with a flare-up of chronic pancreatitis.

Outline:

I. Introduction to Gastrointestinal Disorders
II. A & P Review of Gastrointestinal System
III. Causes of Gastrointestinal Disorders
IV. Prevention of Gastrointestinal Problems
V. Diagnostic Tests and Procedures and Nursing Implications
VI. Nursing Management of Gastrointestinal Disorders
VII. Common Problems Related to Gastrointestinal Tract
VIII. Problems Related to Ingestion
IX. Inflammatory Disorders and Treatment of the Gastrointestinal Tract
X. Peptic Ulcer and Treatment

Gastrointestinal System Medications

Follow Objectives from Watkins Chapter 19 Gastrointestinal System Medications

ATI PME 4.0 Corresponding Module

UNIT III ENDOCRINE

(Williams/Hooper) Chapter 38 Endocrine System Function and Assessment
Chapter 39 Nursing Care of Patients with Endocrine Disorders
Chapter 40 Nursing Care of Patients with Disorders of the Endocrine Pancreas
ATI: Skills Module – Diabetes Management

Objectives: Upon completion, the student should be able to:

1. List four major problems associated with hyposecretion of pituitary hormones and give at least three nursing interventions appropriate for each of them.
2. Explain the variety of diagnostic tests performed for symptoms of endocrine disorder problems.
3. Identify specific areas of assessment needed for patients with possible endocrine disorders.
4. From an appropriate list of nursing diagnoses, assist in planning nursing care for patients with endocrine problems such as hypothyroidism, hyperthyroidism, Addison's disease, and Cushing's syndrome.
5. Plan pre- and postoperative assessment and nursing care for a patient who has had a hypophysectomy.
6. Describe pre- and postoperative assessment and nursing care for a patient who has had a thyroidectomy.
7. List six signs and symptoms of adrenocortical insufficiency (Addison's disease).
8. List four major possible causes for Cushing's syndrome.
9. Identify nursing diagnoses and appropriate interventions for patients with diabetes insipidus.
10. Prepare a teaching plan for the patient taking corticosteroids.
11. State significant differences in the two major types of diabetes mellitus.
12. Identify each of the four finds of factors that influence the development of diabetes mellitus.
13. Describe laboratory tests used in the diagnosis of diabetes mellitus.
14. Describe nursing assessment and intervention for the management of type I and type II diabetes mellitus.
15. Prepare to assist with the teaching of a newly diagnosed diabetic patient about the disease, treatment, and self-care.

16. Describe the early signs and symptoms that might indicate that the diabetic patient is in early ketoacidosis.
17. List the signs and symptoms of an insulin reaction (hypoglycemia) and describe the appropriate nursing interventions.
18. Identify sources of support and information for diabetic patients and their families.
19. Describe the acute and long-term complications and sequelae of poorly controlled diabetes mellitus.
20. Identify signs and symptoms of hypoglycemia and its treatment in nondiabetic patients.

Outline:

I. Introduction to Endocrine System
II. Overview of Anatomy and Physiology of Endocrine System
III. Causes and Prevention of Endocrine Problems
IV. Diagnostic Tests and Procedures
V. Medical and Nursing Management of Endocrine Problems
VI. Pituitary Gland and Disorders
VII. Thyroid Gland and Disorders
VIII. Parathyroid Glands and Disorders
IX. Adrenal Glands and Disorders
X. Pancreas and Diabetes Mellitus
XI. Nursing Management of Diabetes Mellitus
XII. Complications of Diabetes Mellitus
XIII. Community Care
XIV. Care of the Elderly

Endocrine System Medications

Follow Objectives from Watkins Chapter 15 Endocrine System Medications

ATI PME 4.0 Corresponding Module

UNIT IV MUSCULOSKELETAL & INTEGUMENTARY

(Williams/Hooper) Chapter 45 Musculoskeletal System Function and Assessment
Chapter 46 Nursing Care of Patients with Musculoskeletal & Connective Tissue Disorders
Chapter 53 Integumentary System Function, Assessment, & Therapeutic Measures
Chapter 54 Nursing Care of Patients with Skin Disorders
Chapter 55 Nursing Care of Patients with Burns

Objectives: Upon completion, the student should be able to:

1. Teach a patient about the following diagnostic tests: bone scan, arthroscopy, and electromyography.
2. Describe the steps included in a nursing assessment of the musculoskeletal system.
3. State the factors to be assessed for the patient who has an immobilizer.
4. Identify the “do’s” and “don’ts” of cast care.
5. Describe the nursing assessment and intervention for the patient in traction.
6. Compare the preoperative and postoperative care of the patient with a total knee replacement to that of a patient with a total hip replacement.
7. Identify the special problems of patients with arthritis and specific nursing interventions that can be helpful.

8. Explain the process by which osteoporosis occurs, ways to slow the process, and how the disorder is treated.
9. Identify important postoperative observations and nursing interventions in the care of the patient who has undergone an amputation.
10. List ways in which the elderly can increase musculoskeletal strength and protect bones.
11. Identify important factors in the prevention of skin disorders.
12. State nursing responsibilities in the diagnosis of skin disorders, including teaching self-examination of the skin.
13. Describe the assessment process for patients with a skin disorder, including the gathering of both subjective and objective data.
14. List the main points of nursing care for patients with herpes virus infections, psoriasis, fungal infections, pediculosis, and scabies.
15. Compare characteristics of the various types of skin cancer.
16. Describe assessment concerns, nursing interventions, and medical treatment regimens utilized for the client with systemic lupus erythematosus.
17. List important points of assessment for the patient who has sustained a burn.
18. Discuss the "do's" and "don'ts" of emergency burn care.
19. Identify the measures used for burn treatment during the acute and emergent phase.
20. Assist with the planning of care, after the acute stage of a major burn, with attention to both physical and psychosocial needs.
21. Describe the process of rehabilitation for the patient with a major burn.

Outline:

I. Introduction to Musculoskeletal System
II. Overview of A & P of the Musculoskeletal System
III. Causes and Prevention of Musculoskeletal Disorders
IV. Diagnostic Tests and Procedures and Nursing Implications
V. Nursing Management of Musculoskeletal Disorders
VI. Disorders of Musculoskeletal System
VII. Introduction of Integumentary System
VIII. Overview of A & P of Integumentary System
IX. Causes and Prevention of Integumentary Disorders
X. Diagnostics for Skin Disorders
XI. Nursing Management of Various Integumentary Disorders
XII. Disorders of the Integumentary System

Musculoskeletal and Integumentary System Medications

Follow objectives from Watkins Chapter 11 Integumentary System Medications and Chapter 12 Musculoskeletal System Medications

ATI PME 4.0 Corresponding Module

UNIT V SENSORY

(Williams/Hooper) Chapter 51 Sensory System Function, Assessment, & Therapeutic Measures: Vision & Hearing
Chapter 52 Nursing Care of Patients with Sensory Disorders: Vision & Hearing
Presentation Information and Handout Materials

Objectives: Upon completion, the student should be able to:

1. Identify purpose of and procedures for common diagnostic tests involving the eye and ear.

2. Identify observations that would indicate hearing impairment; discuss hearing aids and guidelines for talking with the hearing impaired person.
3. Explain the importance of detecting and removing contact lenses from injured or unconscious patients.
4. Identify signs and symptoms of common ophthalmic disorders.
5. Discuss the relationship between injury to the cornea and corneal ulcers.
6. Describe nursing intervention for the patient with a corneal transplant.
7. Discuss the assessment of, prevention of, and the intervention for glaucoma; identify its role in causing blindness.
8. Describe the symptoms of cataracts and the nursing interventions following cataract extraction.
9. Identify the signs and symptoms of retinal detachment; discuss pre- and postoperative nursing interventions for the patient with retinal detachment.
10. Discuss emergency care of the patient with an eye injury.
11. Describe methods used by physicians to remove a foreign body from the ear canal.
12. Describe signs and symptoms of otitis media.
13. Define otosclerosis and stapendectomy, which is used to correct the condition.
14. Identify nursing interventions for the patient with surgery of the ear.
15. Identify symptoms of Meniere's syndrome.

Outline:

I. Introduction to Sensory Organs
II. Review of Structure and Function of Sensory Organs
III. Diagnostic Tests and Procedures for Sensory Organ Function
IV. Nursing Assessment of Sensory Organ Function
V. Medical and Nursing Intervention and Care Planning - Eye
VI. Medical and Nursing Intervention and Care Planning - Ear

Eye and Ear Medications

Follow Objectives from Watkins Chapter 14 Eye and Ear Medications

ATI PME 4.0 Corresponding Module

UNIT VI CANCER CARE AND TRIAGE NURSING

(Williams/Hooper) Chapter 11 Nursing Care of Patients with Cancer
Chapter 13 Nursing Care of Patients with Emergent Conditions & Disaster/Bioterrorism Response

Objectives: Upon completion, the student should be able to:

1. Identify characteristics of neoplastic growth.
2. Identify at least five factors that may contribute to the development of a malignancy.
3. State at least four practices that can contribute to prevention and early detection of cancers.
4. Describe ways to include the recommendations of the American Cancer Society for routine checkups and detection of cancer in patient teaching.
5. Discuss the pros and cons of the various treatments available for cancer.
6. State the major problems and appropriate nursing interventions for a patient coping with expected side effects of radiation.
7. Assist in devising a general plan of nursing care for the patient receiving chemotherapy.
8. Discuss and reinforce the teaching necessary for the patient who has bone marrow suppression from cancer treatment.

9. Identify nursing interventions to help the patient cope with the common problems of cancer and its treatment.
10. Describe appropriate nursing interventions to help patients and families deal with the psychosocial effects of cancer and its treatment.
11. List five basic principles of first aid.
12. Explore feelings related to the triage system used to treat clients in the emergency room and disaster victims.
13. State the assessment concerns in gathering information in emergent and disaster/bioterrorism responses.
14. Discuss the pathophysiology of various emergent and disaster/bioterrorism conditions.
15. Identify immediate and continuous nursing interventions to assist patients with emergent and disaster/bioterrorism conditions.

Outline:

I. Oncology
II. Development, Prevention, and Detection of Cancer
III. Hereditary Cancers
IV. Cancer Prevention and Early Detection
V. Pathophysiology of Cancer
VI. Diagnosis of Cancer
VII. Cancer Therapies
VIII. Advanced Cancer
IX. Emergent and Disaster/Bioterrorism Responses
X. Medical and Nursing Interventions for Emergent and Disaster/Bioterrorism Responses

Immunological System Medications

Return to Objectives from Watkins Chapter 17 Immunological System Medications
ATI PME 4.0 Corresponding Module

SCANS COMPETENCIES

C-1 ***TIME*** – Selects goals – relevant activities, ranks them, allocates time, 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*** – Assess 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 Exercise Leadership – Communicates ideas to justify position, persuades and convinces others responsibility 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 operate effectively with them.
C-16 Monitors and Corrects Performance – Distinguishes trends, predicts impacts in system operations.
C-17 Improves 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.

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 numerical concepts such as whole numbers, etc.
F-4 Mathematics – Approaches practical problems by choosing appropriately from a variety of mathematical techniques.
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, evaluates and chooses best alternative.
F-9 Problem Solving – Recognizes problems, 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 perseveres toward 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 accuracy, sets personal goals, monitors progress and exhibits self-control.
F-17 Integrity / Honesty – Chooses ethical courses of action.

SCANS FOUNDATION AND COMPETENCY SKILLS (by course)

		Foundations; (F)	Competencies: (C)
ECON	230:	1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 17	2, 15
ENGL	1301	1, 2, 5, 7, 8, 9, 11, 12, 13, 15, 16, 17	5, 6, 7, 8
	1302	1, 2, 5, 7, 8, 9, 11, 12, 13, 15, 16, 17	5, 6, 7
GOVT	2301	1, 2, 10, 11, 12, 17	15
HIST	1302	1, 2, 5, 10, 11, 12, 17	15
MATH	1314	3, 4, 9, 10, 11, 12	–
PSYC	2301	1, 2, 10, 11, 12, 15, 16, 17	4, 14
READ	1314	1, 2, 5, 7, 8, 9, 10, 11, 12, 15, 17	1, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15
SPCH	1321	2, 4, 5, 6, 7, 8, 9, 10, 13, 14	1, 5, 6, 7, 14

SOC	1301	1, 2, 5, 8, 9, 10, 11, 12, 15, 16, 17	4, 14
PHYS	1315	1,2,4,10,11,12	–

Example for PSYC: Scans: Foundation Skills: 1, 2, 10, 11
Competencies: 4, 13

4.1.1 Syllabus Statements

4.1.1.1. Diversity Statement

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

4.1.1.2. Disabilities Statement (updated 6/2019)

Any students who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make and necessary arrangements. Students must present appropriate verification from the SPC Disability Service Office during the instructor's office hours. Please note that instructors are not allowed to provide classroom accommodations until appropriate verification from the SPC Disability Service Office has been provided. For more information, you may contact the Disability Services Office (located in the Health & Wellness Center) at 806-716-2529 or visit http://www.southplainscollege.edu/health/disabilityservices.php.

4.1.1.4 Title IX Pregnancy Accommodations Statement (updated 6/2019)

If you are pregnant, or have given birth been within six months, under Title IX you have a right to reasonable accommodations to help continue your education. Students who wish to request accommodations must contact the Health and Wellness Center at 806-716-2529 to initiate the process.

4.1.1.5 OPTIONAL STATEMENT - Campus Concealed Carry Statement

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 and Frequently Asked Questions, please refer to the Campus Carry page at https://www.southplainscollege.edu/campuscarry.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.

FACE COVERING COURSE SYLLABUS STATEMENT:

In compliance with GA-38, SPC will not require any person to wear a face covering. However, we support anyone who chooses to wear a face covering to maintain safety as greater numbers of students, employees, and visitors come to our different campuses. This policy is subject to change.

- ***Consistent with the latest CDC recommendations, we have revised our guidance for students, faculty, and staff who have a known exposure or have tested positive. Anyone with a known exposure should wear a mask for 10 days and should seek a COVID-19 test on day five after exposure. If you test positive or develop symptoms, you should immediately self-isolate and seek a COVID-19 test. Please immediately notify your instructor, supervisor, and DeEtte Edens, Associate Director of Health and Wellness, any time you test positive for COVID-19. Anyone who tests positive is required to self-isolate for five days. Following the five-day isolation period, if you are asymptomatic or your symptoms are resolving, you may return to work or class but should wear a mask for five additional days. If you are still symptomatic, please contact DeEtte Edens at dedens@southplainscollege.edu or 806-716-2376 prior to your return date.***

Plagiarism Declaration
Department of Nursing
South Plains College
(VNSG 2410)

By signing this plagiarism declaration I acknowledge that I have received a copy of the honesty policy and been made aware that the penalty for plagiarism is dismissal from the program.

Examples of student plagiarism[1]

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

_____
Printed Name

_____
Signature

_____
Date

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