

**QUINSIGAMOND COMMUNITY COLLEGE
NURSE EDUCATION PROGRAM
MEDICAL SURGICAL NURSING I/MATERNAL NEWBORN
NUR 105 - SPRING 2009**

I. Course Description**8 Credits**

The course focuses on content related to caring for perinatal clients and clients who have health care deviations that require specific nursing system interventions. Content will include health concerns related to the perioperative experience, cellular proliferation, nutrition, metabolic activity, cardiovascular disorders, substance abuse, reproductive issues, domestic violence and maternal-infant health. Students will use a developmental focus and a life span approach to concepts of health promotion, developmental needs, and health deviations. The course is based on Orem's Theory of Self Care, Erickson's Theory of Human Development and the Nursing Process. Emphasis is placed upon meeting needs of clients whose therapeutic self-care demands exceed their capacity to engage in self-care activities. Selected learning experiences are provided in the care of perinatal clients and adult clients in the acute care, rehabilitation and community settings.

Prerequisites: BIO 111, ENG 101, NUR 104, NUR 103, PSY101

Corequisites: BIO 112, BIO 232, PSY 121

II. Course Objectives

At the completion of the course the student will:

1. Apply Orem's self-care model when assessing pathophysiologic, psychosocial, and cultural needs of selected adult clients and perinatal families.
2. Relate Erikson's developmental theory to the delivery of nursing care for selected adult clients and perinatal families
3. Apply standards of ethical and legal practice to the care of selected adult clients and perinatal families.
4. Apply communication skills to establish effective interpersonal relationships with clients, families, and members of the health care team.
5. Apply the nursing process to the care of the childbearing family and selected adults experiencing interferences in health maintenance.
6. Apply critical thinking skills in the safe care of selected perinatal and medical surgical clients.
7. Use knowledge of pathophysiology and health promotion in the care of selected medical-surgical adult clients and perinatal families.
8. Apply knowledge of caring interventions to clinical practice through self-evaluation.
9. Implement culturally sensitive education and care with selected clients and perinatal families.
10. Implement basic nursing care for the medical-surgical client and perinatal family in collaboration with the client, their support person(s) and other members of the healthcare team.
11. Use principles of delegation to implement nursing strategies for providing cost effective care.

III. Curriculum Design

Unit I: Introduction to nursing management of clients with common health care deviations/normalcy.

Unit II: Nursing management of clients with health care deviations related to air

Unit III: Nursing management of clients with a health care deviation related to water

Unit IV: Nursing management of clients with a health care deviation related to food

Unit V: Nursing management of clients with a health care deviation related to elimination

Unit VI: Nursing management of the client with a health deviation related to activity/rest

Unit VII: Nursing management of the client with a health deviation related to solitude and social interaction.

Unit VIII: Nursing management of the client with a health deviation related to the prevention of hazards to life

Placement: Fall/Spring

Total Course hours: Lecture - 4 hours per week for 15 weeks
 Clinical - 12 hours per week for 15 weeks

IV. Course Requirements

1. Adhere to Program Policies located in the Nursing Student Handbook.
2. Complete assigned readings and audio-visual materials.
3. Attend and participate in class, clinical and College Lab experiences.
4. Complete all tests and examinations.
5. Attend and participate in pre and post clinical conferences as required.
6. Satisfactorily complete all written assignments as designated by clinical instructor(s).
7. Demonstrate satisfactory performance in critical behaviors identified in evaluation tool and competency checklist.
8. Take required proctored Assessment Technologies Institute (ATI) Examinations

V. Methods of Instruction

Lecture, discussion, critical thinking exercises, laboratory demonstration and practice, textbook, journal and video assignments, clinical conferences, clinical experiences, written assignments, clinical evaluations.

VI. Methods of Evaluation

Achievement of course objectives are measured by written examinations, written assignments, laboratory testing, and clinical performance.

Criteria for grading and evaluation

Theory	
4 Unit Examinations	50%
Mid-term examination.....	25%
Comprehensive Final Examination	25%

ATI Proctored Exam- Points will be administered for obtaining a Level 2 and Level 3 on the proctored exams. The points given for each specialty will be averaged, and the average score of these points will be added to **the final exam**.
 Level 3 will receive 5 points.
 Level 2 will receive 3 points.

Clinical PerformancePass/Fail

Students **must** receive a **pass** on the clinical evaluation tool before a theory grade will be computed. See Grading, Advancement, and Dismissal Policy in the R.N. Student Handbook.

*****ATI non-proctored Testing must be completed with a score of 90 or above in order to sit for the scheduled proctored exam.**

*****ATI proctored Testing recommended a score of 60% or above in order to be successful on the NCLEX exam.**

Statement of Disabilities:

Students with documented disabilities (physical, emotional, learning, and/or others) who believe that they need accommodations in this class are encouraged to contact the office for Students with Disabilities in room 246A, EXT. 4471 as soon as possible to ensure that such accommodations are implemented in a timely fashion.

A. Make up exams

If a student fails to take an exam on the scheduled day, he/she must notify the faculty prior to the test to make arrangements for a make-up. In most cases, the make-up test will be given on the next scheduled class day. The make-up test may be multiple choice, essay, oral, short answer, or a combination of all.

B. Review of exams

Exams will be reviewed with full time faculty by appointment during their scheduled office hours. The student has two weeks from the exam date to review the exam. Exams will not be reviewed after the two-week period.

C. Clinical Performance Evaluation

Clinical performance is evaluated on a Pass-Fail basis only. A clinical evaluation form is used which is based on guidelines specifying behaviors. The student must demonstrate satisfactory performance on all critical behaviors (starred statements) on the Clinical Evaluation Form. Students must also demonstrate the ability to assume responsibility, complete all assigned work, including written assignments on time, and consult with instructor if he/she has a problem with the course.

Failure to complete and submit written assignments by the deadline will result in an unsatisfactory grade on the final evaluation. If these assignments are not then passed in by the instructor's designated time frame, this may jeopardize your clinical evaluation and your progress through the Nursing Program.

Plagiarism – refer to QCC Student Handbook

D. Professional Equipment Required for the Clinical Area:

Student uniform with penlight, stethoscope, sphygmomanometer, scissors, black pen, gait belt

E. Nursing Lab Return Demonstrations

Must be completed and passed by the designated deadline dates. Each student will be given three (3) attempts to pass. **Students, who do not successfully complete the Return Demonstration by the Block deadline date, will not be allowed into the clinical setting until the Return Demonstration has been passed.**

Failure to pass on the third attempt will result in a clinical failure as evaluated by a clinical instructor. Regardless of a student's achievement level on written tests and exams, failure in clinical performance and/or Nursing Lab Return Demonstration results in a course grade of "F". The clinical performance is not transferable to the course grade. A clinical failure will result in a course failure.

F. Attendance Policy:

Refer to the Nursing Department Student Handbook and the Quinsigamond Community College Student Handbook for policies regarding attendance, snow days, and other pertinent information. All missed clinical and lab time will be made up.

G. Grading System

The college grading system will be used in computing grades.

A	=	95-100	C	=	73-76
A-	=	90-94	C-	=	70-72
B+	=	87-89	D+	=	67-69
B	=	83-86	D	=	63-66
B-	=	80-82	D-	=	60-62
C+	=	77-79	F	=	less than 61

H. Unofficial grades for unit exams, midterm and final may be posted on the Q.

Please note that official grades are issued by the Registrar.

VII. Teaching Personnel**Full time faculty**

	<u>OFFICE</u>	<u>TELEPHONE</u>	<u>E-MAIL ADDRESS</u>
Ellen Andrews MSN, MHA, RN	349A	854-4330	eandrews@qcc.mass.edu
Kathryn Rozanski MSN, RN	349A	854-2743	krozanski@qcc.mass.edu
Paula Moreau MSN, RNC, IBCLC	300 A	854-7404	paulamo@qcc.mass.edu
Lab Coordinator Karen Hesselberg	373 A	854- 2716	khesselberg@qcc.mass.edu

Adjunct faculty TBA

*****Faculty Office hours are posted and faculty request that students honor Faculty Office Hours and make appointments during those times.**

VIII. Assignments:

All assignments should be completed before the class or lab meets for that week.
 Assignments are listed on the course day by day.
 Faculty encourages the use of supplemental study tools available at the website for your text.

IX. Texts

Required Textbooks for Nursing II course

- A. Abrams, Clinical Drug Therapy Lippincott 8th edition, 2007 ISBN 978-0-7817-6263-4
- B. Smeltzer et al. Brunner and Suddarths Textbook of Medical Surgical Nursing, 11th edition, Lippincott, 2008. ISBN: -13-: 978-0-7817-6695 (2 volume set)
- C. Brunner and Suddarths Study Guide to accompany Textbook of Medical Surgical Nursing, Lippincott, 2008. ISBN 13:978-0-7817-6543-5
- D. Davidson, London Ladewig OLDS' Maternal-Newborn Nursing and Women's Health Across the Lifespan, Prentice Hall.
- E. Pagana, K. and Pagana, T. Diagnostic and Laboratory Test Reference, 8th edition, Mosby 2007. ISBN-13 978-0-323-03903-1
- F. ATI-PLAN; RN edition

In addition to the above, the following books purchased in Nursing I will be used in this course. (see NU 1 syllabus for ISBN numbers)

- A. Carpenito, Lynda Juall - Handbook of Nursing Diagnosis 10th Ed. Lippincott 2004.
- B. Taylor, Lillis and Lemone. Fundamentals of Nursing Sixth Edition. Lippincott, Williams and Wilkins, 2007
- C. Curren, A. Math for Meds, 9th Ed. Delmar
- D. *Taber's Cyclopedic Medical Dictionary, 20th edition, F. A. Davis Co. 2005. (Mosby's or other dictionary may also be used.)
- E. Fremgen, Bonnie Medical Terminology, 3rd edition, Prentice Hall, 2004.
- F. Fluids and Electrolytes Made Easy – Springhouse, 2002 ISBN 10-58255

Recommended Textbooks-

- A. Doenges, Marilyn and Moorhouse, Mary (1999), Maternal/Newborn Plans of Care, 3rd ed., F. A. Davis Company, Philadelphia. ISBN-13: 9780131789739
- B. Hogan, Mary Ann (2007) Maternal-Newborn Nursing Reviews and Rationales. New Jersey, Prentice Hall. ISBN 13-978-013-17-89739
- C. Deglin, Vallerand, Davis's Drug Guide for Nurses, 10th ed., F.A. Davis Co. 2005 ISBN 0-8036-1463-
- D. Nursing Pharmacology Made Incredible Easy, Ambler, Pennsylvania, Lippincott Williams and Wilkins 2006. ISBN 1-58255-346

Purchase of the following is optional:

Myers, E. RN notes: Nurse's Clinical Pocket Guide, F.A. Davis Co. 2008 ISBN 10: 0-803601335-0

Subject to change without notice

Unit I: Promotion of Normalcy

Current Trends

Learning Objectives: At the conclusion of this unit, the student will:

1. Describe the historical and current national trends in maternal-newborn care.
2. Define family centered care.
3. Identify various professional roles for nurses in maternal and child health nursing and practices associated with each role.
4. Identify agencies and specialty groups involved in setting national standards for prenatal.
5. Identify the national goals (Healthy People 2010) for maternal and child health.
6. Summarize the importance of cultural competency in providing nursing care to childbearing families.
7. Identify qualities of cultural competence in caring for childbearing families.

CONTENT	LEARNING ACTIVITY	EVALUATION
<p>CURRENT TRENDS IN THE CARE OF THE PERINATAL FAMILY</p> <p>Family-centered care Evidenced-based practice in perinatal care.</p>	<p>SEE DAY BY DAY FOR REQUIRED READINGS</p> <p>Lecture/discussion Assigned readings Video Case study Clinical assessment tool</p>	<p>Examination</p> <p>Daily Clinical Care Guide Nursing Care Plan Clinical performance Clinical conference participation</p>

The Post-Partum client

Learning Objectives: At the conclusion of this unit, the student will:

1. Identify key terms and medical terminology related to the normal postpartum client.
2. Explain the pathophysiology of selected high risk postpartum conditions
3. Utilize the nursing process in the care of the high risk postpartum client with conditions including but not limited to postpartum hemorrhage, endometritis, mastitis, postpartum thromboembolytic disease, and postpartum depressive disorders.
4. Describe diagnostic tests related to the postpartal client
5. Compare pharmacotherapeutics used in treatment of the postpartum client.
6. Identify the normal changes of pregnancy as they pertain to the postpartum client..
7. Describe nursing responsibilities regarding nutritional requirements of the normal postpartal client.
8. Discuss health promotion and maintenance practices as they relate to the healthy postpartum client.
9. Identify teaching/learning needs of the postpartum client
10. Explain nursing considerations related to diverse cultural needs of the postpartum client.
11. Use verbal and non-verbal therapeutic communication techniques when collaborating with all members of the health team.

CONTENT	LEARNING ACTIVITY	EVALUATION
<p>THE POSTPARTUM CLIENT</p> <p>Normal postpartum findings Complications of postpartum Role changes Attachment and bonding</p>	<p>SEE DAY BY DAY FOR REQUIRED READINGS</p> <p>Review anatomy and physiology that pertains to this topic.</p> <p>Lecture/discussion Assigned readings Video Case study Clinical assessment tool Nursing Care plans</p>	<p>Examination</p> <p>Daily Clinical Care Guide Nursing Care Plan Clinical performance Clinical conference participation</p>

The Newborn Client

Learning Objectives: At the conclusion of this unit, the student will:

1. Identify key terms and medical terminology related to normal newborns
2. Identify the normal physiological changes and developmental needs that pertain to the newborn client
3. Utilize the nursing process in the care of the normal newborn client.
4. Describe diagnostic tests related to the normal newborn client.
5. Describe pharmacotherapeutics used in the normal newborn.
6. Describe nursing responsibilities regarding nutritional requirements of the normal newborn client.
7. Discuss health promotion and maintenance practices as they relate to the healthy neonate.
8. Identify teaching/learning needs of the family of a newborn.
9. Explain nursing considerations related to the diverse cultural needs of families with a newborn.
10. Use verbal and non-verbal therapeutic communication techniques when collaborating with all members of the health team

CONTENT	LEARNING ACTIVITY	EVALUATION
<p>THE NEWBORN CLIENT Transition to extrauterine life Normal physiologic findings Jaundice evaluation Normal thermoregulation Gestational age assessment Newborn safety Nutritional needs</p>	<p>SEE DAY BY DAY FOR REQUIRED READINGS Review anatomy and physiology that pertains to this topic. Lecture/discussion Assigned readings Video Case study Clinical assessment tool Nursing Care plans</p>	<p>Examination Daily Clinical Care Guide Nursing Care Plan Clinical performance Clinical conference participation</p>

The Pre-Pregnant and Antepartal Client

Learning Objectives: At the conclusion of this unit, the student will:

1. Identify key terms and medical terminology related to the normal antepartal client.
2. Utilize the nursing process in the care of the pre-pregnant and normal antepartal clients, including . but not limited to infertility, human conception and fetal development, normal antepartum.
- 3 .Describe diagnostic tests related to the normal antepartal client.
4. Discuss pharmacotherapeutics related to the antepartal client
5. Discuss age-related and developmental concerns during pregnancy
6. Describe nursing responsibilities regarding nutritional requirements of the antepartal client
7. Discuss health promotion and maintenance practices as they relate to the normal antepartal client
8. Identify teaching/learning needs of the antepartal client
9. Explain the nursing considerations related to diverse cultural needs of the antepartal client.
10. Utilize verbal and non-verbal therapeutic communication techniques when collaborating with all members of the health team.

CONTENT	LEARNING ACTIVITY	EVALUATION
<p>THE PRE-PREGNANT AND ANTEPARTAL CLIENT</p> <p>Pregnancy testing Fetal development Normal changes of pregnancy Assessment of the antepartal client Common discomforts of pregnancy Emotional changes</p>	<p>SEE DAY BY DAY FOR REQUIRED READINGS</p> <p>Review anatomy and physiology that pertains to this topic.</p> <p>Lecture/discussion Assigned readings Video Case study Clinical assessment tool Nursing Care plans</p>	<p>Examination</p> <p>Daily Clinical Care Guide Nursing Care Plan Clinical performance Clinical conference participation</p>

Unit IV: Nursing Management of clients with health care deviations related to food

Diabetes mellitus

Learning Objectives: At the conclusion of this unit, the student will:

1. Identify key terms and medical terminology related to diabetes.
2. Explain the pathophysiology of diabetes.
3. Utilize the nursing process in the care of the diabetic client.
4. Describe diagnostic tests related to the diabetic client.
5. Compare pharmacotherapeutics used in treatment of the diabetic client
6. Discuss the normal changes of aging and pregnancy as they pertain to the diabetic client.
7. Describe nursing responsibilities regarding nutritional requirements of the diabetic client.
8. Discuss health promotion and maintenance practices as they relate to the diabetic client.
9. Determine teaching/learning needs of the client with diabetes.
10. Explain nursing considerations related to cultural needs of clients with diabetes.
11. Utilize verbal and non-verbal therapeutic communication techniques when collaborating with members of the health team.

CONTENT	LEARNING ACTIVITY	EVALUATION
<p>DIABETES Risk factors Types of diabetes Treatment modalities</p>	<p>SEE DAY BY DAY FOR REQUIRED READINGS Review anatomy and physiology that pertains to this topic.</p> <p>Lecture/discussion Assigned readings Video Case study Clinical assessment tool Nursing Care plans</p>	<p>Examination</p> <p>Daily Clinical Care Guide Nursing Care Plan Clinical performance Clinical conference participation</p>

Unit VIII: Nursing Management of client with a health deviation related Prevention of Hazards

Perioperative Experience

Learning Objectives: At the conclusion of this unit, the student will:

1. Identify key terms and medical terminology related to the perioperative client.
2. Utilize the nursing process in the care of the perioperative client.
3. Describe diagnostic tests related to the peri-operative client
4. Compare pharmacotherapeutics used in treatment of the peri-operative client
5. Discuss the normal changes of aging and pregnancy as they pertain to the peri-operative client
6. Describe nursing responsibilities regarding nutritional requirements of the peri-operative client.
7. Discuss health promotion and maintenance practices as they relate to the peri-operative client.
8. Identify teaching/learning needs of the peri-operative client.
9. Explain the nursing considerations related to cultural needs of the peri-operative client.
10. Use verbal and non-verbal therapeutic communication techniques when collaborating with all members of the health team.

CONTENT	LEARNING ACTIVITY	EVALUATION
<p>Perioperative</p> <p>Three phases of the peri-operative experience Nursing care of the pre-op, intra-op and post-op client Risk factors</p>	<p>SEE DAY BY DAY FOR REQUIRED READINGS</p> <p>Review anatomy and physiology that pertains to this topic.</p> <p>Lecture/discussion Assigned readings Video Case study Clinical assessment tool Nursing Care plans</p>	<p>Examination</p> <p>Daily Clinical Care Guide Nursing Care Plan Clinical performance Clinical conference participation</p>

Shock

Learning Objectives: At the conclusion of this unit, the student will:

1. Identify key terms and medical terminology related to the client experiencing hypovolemic shock.
2. Define shock and its underlying pathophysiology.
3. Utilize the nursing process in the care of a client in hypovolemic shock.
4. Describe diagnostic tests related to the client in hypovolemic shock.
5. Compare pharmacotherapeutics used in treatment of the client with hypovolemic shock
6. Describe nursing responsibilities regarding nutritional requirements of the client experiencing hypovolemic shock..
7. Identify teaching/learning needs of the client with hypovolemic shock.
8. Explain the nursing considerations related to cultural needs of the client with hypovolemic shock.
9. Use verbal and non-verbal therapeutic communication techniques when collaborating with all members of the health team.
10. Describe hypovolemic, shock in terms of causes, pathophysiologic effects, and medical and nursing management.
11. Describe indications for varying types of fluid replacement.
12. Identify vasoactive medications used in treating shock, and describe nursing implications associated with their use.
13. Discuss the syndrome of multiple organ dysfunction.

CONTENT	LEARNING ACTIVITY	EVALUATION
<p>Shock</p> <p>Classification Normal Cell Function Stages of Shock Shock Management Fluid Administration Pharmacologic agents Nutritional Support MODS</p>	<p>SEE DAY BY DAY FOR REQUIRED READINGS</p> <p>Review anatomy and physiology that pertains to this topic.</p> <p>Lecture/discussion Assigned readings Video Case study Clinical assessment tool Nursing Care plans</p>	<p>Examination</p> <p>Daily Clinical Care Guide Nursing Care Plan Clinical performance Clinical conference participation</p>

Unit 1 Promotion of Normalcy

Nursing Management of the Intrapartal Client

Learning Objectives: At the conclusion of this unit, the student will:

12. Identify key terms and medical terminology related to the intrapartal period.
13. Utilize the nursing process in the care of the normal and the high risk intrapartal client.
14. Describe diagnostic tests related to the intrapartal client.
15. Compare pharmacotherapeutics used in the intrapartal period.
16. Describe nursing responsibilities regarding nutritional requirements of the normal intrapartal client.
17. Discuss health promotion and maintenance practices as they relate to the healthy intrapartal client.
18. Determine teaching/learning needs of the client with normal intrapartal client.
19. Explain the nursing considerations related to the diverse cultural needs of the intrapartal client.
20. Use verbal and non-verbal therapeutic communication techniques when collaborating with members of the health team.

CONTENT	LEARNING ACTIVITY	EVALUATION
THE INTRAPARTAL CLIENT Childbirth preparation Stages of labor Induction/augmentation of labor Analgesia/anesthesia during the intrapartal period. Operative obstetrics (cesarean surgery, episiotomies, forceps delivery and vacuum extraction) Dystocia Prolonged rupture of membranes Prolapsed cord.	SEE DAY BY DAY FOR REQUIRED READINGS Review anatomy and physiology that pertains to this topic. Lecture/discussion Assigned readings Video Case study Clinical assessment tool Nursing Care plans	Examination Daily Clinical Care Guide Nursing Care Plan Clinical experience Clinical conference participation

Unit VIII: Nursing Management of the client with a health deviation related to protection from hazards

Nursing management of fetal testing and birth related procedures

At the conclusion of this unit, the student will:

1. Identify key terms and medical terminology related to fetal assessment and monitoring.
2. Utilize the nursing process in the care of clients undergoing fetal assessment and monitoring
3. Describe diagnostic tests related to fetal assessment and monitoring.
4. Discuss role of maternal age in fetal assessment.
5. Discuss health promotion and maintenance practices as they pertain to the client experiencing fetal assessment and monitoring.
6. Identify teaching/learning needs of the client undergoing fetal assessment and monitoring.
7. Explain nursing considerations related to the diverse cultural needs of the client experiencing fetal assessment and monitoring .
8. Use verbal and non-verbal therapeutic communication techniques when collaborating with members of the health team

CONTENT	LEARNING ACTIVITY	EVALUATION
<p>Fetal assessment and monitoring</p> <p>Genetic testing Antepartal testing (MSAFP, laboratory testing,) Non-stress testing (NST) Biophysical profile (BPP) Antenatal monitoring Intrapartal monitoring</p>	<p>SEE DAY BY DAY FOR REQUIRED READINGS</p> <p>Review anatomy and physiology that pertains to this topic.</p> <p>Lecture/discussion Assigned readings Case study Clinical assessment tool Nursing Care plans</p>	<p>Examination</p> <p>Daily Clinical Care Guide Nursing Care Plan Clinical performance Clinical conference participation</p>

Unit VI: Nursing management of the client with a health deviation related to activity and rest

Cardiac

Learning Objectives: At the conclusion of this unit, the student will:

1. Identify key terms and medical terminology related to cardiac disorders, including but not limited to Hypertension and Congestive Heart Failure.
2. Explain the pathophysiology of Cardiac Disorders including but not limited to Hypertension and Congestive Heart Failure.
3. Utilize the nursing process in the care of the client with Cardiac Disorders including but not limited to Hypertension and Congestive Heart Failure.
4. Describe diagnostic tests related to the client with Cardiac Disorders including but not limited to Hypertension and Congestive Heart Failure
5. Compare pharmacotherapeutics used in treatment of the client with Cardiac Disorders including but not limited to Hypertension and Congestive Heart Failure.
6. Discuss normal changes of aging as they pertain to the client with Cardiac Disorders including but not limited to Hypertension and Congestive Heart Failure.
7. Describe nursing responsibilities regarding nutritional requirements of the client with Cardiac Disorders including but not limited to Hypertension and Congestive Heart Failure.
8. Discuss health promotion and maintenance practices as they relate to the client with Cardiac Disorders including but not limited to Hypertension and Congestive Heart Failure.
9. Determine teaching/learning needs of the client with Cardiac Disorders including but not limited to Hypertension and Congestive Heart Failure.
10. Explain nursing considerations related to cultural needs of the client with Cardiac Disorders including but not limited to Hypertension and Congestive Heart Failure.
11. Use verbal and non-verbal therapeutic communication techniques when collaborating with all members of the health team.

CONTENT	LEARNING ACTIVITY	EVALUATION
<p>CARDIAC DISORDERS (included but not limited to Hypertension and CHF)</p>	<p>SEE DAY BY DAY FOR REQUIRED READINGS Review anatomy and physiology that pertains to this topic. Lecture/discussion Assigned readings Video Case study Clinical assessment tool Nursing Care plans</p>	<p>Examination Daily Clinical Care Guide Nursing Care Plan Clinical performance Clinical conference participation</p>

Unit VIII Prevention of hazards

Cancer

At the conclusion of this unit, the student will:

1. Identify key terms and medical terminology related to cancer.
2. Explain the pathogenesis/pathophysiology of cancer
3. Utilize the nursing process in the care of the client with cancer.
4. Describe diagnostic tests related to the client with cancer
5. Compare pharmacotherapeutics utilized in treatment of the client with cancer
6. Discuss the normal changes of aging as they pertain to the client with cancer
7. Describe nursing responsibilities regarding nutritional requirements of the client with cancer
8. Discuss health promotion and maintenance practices as they relate to the client with cancer
9. Determine teaching/learning needs of the client with cancer
10. Explain the nursing considerations related to cultural needs of the client with cancer
11. Utilize verbal and non-verbal therapeutic communication techniques when collaborating with members of the health team.

CONTENT	LEARNING ACTIVITY	EVALUATION
CANCER Risk factors Treatment modalities	SEE DAY BY DAY FOR REQUIRED READINGS Review anatomy and physiology that pertains to this topic. Lecture/discussion Assigned readings Video Case study Clinical assessment tool Nursing Care plans	Examination Daily Clinical Care Guide Nursing Care Plan Clinical performance Clinical conference participation

Unit V Elimination

Female Reproductive Cancers

At the conclusion of this unit, the student will:

1. Identify key terms and medical terminology related to cancers of the female reproductive system.
2. Explain the pathophysiology of cancer as it relates to the female reproductive system
3. Utilize the nursing process in the care of the client with but not limited to cancer of the female reproductive system .
4. Describe diagnostic tests related to the client with female reproductive system cancer .
5. Compare pharmacotherapeutics used in treatment of the client with cancer including but not limited to cancer of the breast, uterus, cervix, ovary
6. Discuss the normal changes of aging as they pertain to the client with cancer of the female reproductive system
7. Describe nursing responsibilities regarding nutritional requirements of the client with cancer of the female reproductive system
8. Discuss health promotion and maintenance practices as they relate to the client with cancer of the female reproductive system
9. Identify teaching/learning needs of the client with cancer of the female reproductive system
10. Explain the nursing considerations related to cultural needs of the client with Cancer of the female Reproductive System
11. Use verbal and non-verbal therapeutic communication techniques when collaborating with members of the health team.

CONTENT	LEARNING ACTIVITY	EVALUATION
<p>CANCER of female Reproductive System</p> <p>-Breast -Uterus -Cervix -Ovary</p> <p>Structural disorders Prolapses Fistulas</p>	<p>SEE DAY BY DAY FOR REQUIRED READINGS</p> <p>Review anatomy and physiology that pertains to this topic</p> <p>Lecture/discussion Assigned readings Case study Clinical assessment tool Nursing Care plans</p>	<p>Examination</p> <p>Daily Clinical Care Guide Nursing Care Plan Clinical performance Clinical conference participation</p>

Unit VIII Prevention of Hazards

Nursing Management of High Risk Pregnancy, Intrapartum and Postpartum

At the conclusion of this unit, the student will:

1. Identify key terms and medical terminology related to high risk pregnancies
2. Explain the pathophysiology of the various complications of pregnancy, including , but not limited to hemorrhagic disorders, hypertension, diabetes in pregnancy, preeclampsia, Rh disease.
3. Utilize the nursing process in the care of clients experiencing a high risk pregnancy.
4. Describe diagnostic tests related to high risk pregnancies
5. Compare pharmacotherapeutics used in the treatment of a client with a high risk pregnancy.
6. Discuss role of maternal age as it pertains to high risk pregnancy.
7. Describe nursing responsibilities regarding nutritional requirements of the client with a high risk pregnancy.
8. Discuss health promotion and maintenance practices as they relate to the client with a high risk pregnancy.
9. Identify teaching/learning needs of the client with a high risk or complicated pregnancy.
10. Explain nursing considerations related to cultural needs of the client experiencing a high risk pregnancy
11. Use verbal and non-verbal therapeutic communication techniques when collaborating with members of the health team

CONTENT	LEARNING ACTIVITY	EVALUATION
<p>High risk pregnancy <u>Gestational Onset disorders</u> Hemorrhagic disorders Gestational diabetes Preeclampsia/HELLP Bleeding disorders Molar Pregnancy Ectopic pregnancy Preterm labor <u>Pregestational Conditions</u> Diabetes Anemias Rh Disease Hypertension Cardiac conditions</p>	<p>SEE DAY BY DAY FOR REQUIRED READINGS Review anatomy and physiology that pertains to this topic. Lecture/discussion Assigned readings Video Case study Clinical assessment tool Nursing Care plans</p>	<p>Examination Daily Clinical Care Guide Nursing Care Plan Clinical performance Clinical conference participation</p>

Unit VIII Prevention of Hazards

Endocrine Disorders

At the conclusion of this unit, the student will:

1. Identify key terms and medical terminology related to endocrine disorders.
2. Explain the pathophysiology of Endocrine Disorders, including but not limited to thyroid and adrenal disorders.
3. Utilize the nursing process in the care of the client with Endocrine Disorders including but not limited to thyroid and adrenal disorders.
4. Describe diagnostic tests related to the client with Endocrine Disorders
5. Compare pharmacotherapeutics used in treatment of the client with Endocrine Disorders
6. Discuss normal aging changes as they pertain to the client with Endocrine Disorders.
7. Describe nursing responsibilities regarding nutritional requirements of the client with Endocrine Disorders.
8. Discuss health promotion and maintenance practices as they relate to the client with Endocrine Disorders.
9. Determine teaching/learning needs of the client with Endocrine Disorders.
10. Explain nursing considerations related to cultural needs of the client with Endocrine Disorders.
11. Utilize verbal and non-verbal therapeutic communication techniques when collaborating with members of the health team.

CONTENT	LEARNING ACTIVITY	EVALUATION
ENDOCRINE DISORDERS Thyroid disorders Adrenal disorders	SEE DAY BY DAY FOR REQUIRED READINGS Review anatomy and physiology that pertains to this topic. Lecture/discussion Assigned readings Video Case study Clinical assessment tool Nursing Care plans	Examination Daily Clinical Care Guide Nursing Care Plan Clinical performance Clinical conference participation

Unit II Related to AIR

Respiratory Disorders

Learning Objectives: At the conclusion of this unit, the student will:

1. Identify key terms and medical terminology related to respiratory disorders
2. Explain the pathophysiology of Respiratory Disorders included but not limited to Pneumonia and C.O.P.D.
3. Utilize the nursing process in the care of the client with Respiratory Disorders including but not limited to Pneumonia and C.O.P.D.
4. Describe diagnostic tests related to the client with Respiratory Disorders included but not limited to Pneumonia and C.O.P.D.
5. Compare pharmacotherapeutics used in the treatment of the client with Respiratory Disorders included but not limited to Pneumonia and C.O.P.D.
6. Discuss the normal aging changes as they pertain to the client with Respiratory disorders.
7. Describe nursing responsibilities regarding nutritional requirements of the client with Respiratory Disorders.
8. Discuss health promotion and maintenance practices as they relate to the client with respiratory disorders including but not limited to Pneumonia and C.O.P.D.
9. Identify teaching/learning needs of the client with Respiratory Disorders included but not limited to Pneumonia and C.O.P.D.
10. Explain nursing considerations related to cultural needs of the client with Respiratory Disorders including but not limited to Pneumonia and C.O.P.D.
11. Use verbal and non-verbal therapeutic communication techniques when collaborating with members of the health team.

CONTENT	LEARNING ACTIVITY	EVALUATION
<p>RESPIRATORY DISORDERS (included but not limited to Pneumonia and COPD)</p> <p>Respiratory Disorders – including but not limited to COPD, pneumonia</p> <p>Changes of aging related to respiratory illnesses</p> <p>Immune disorders –health promotion and prevention of respiratory illness</p> <p>Nutritional aspects of respiratory illness</p> <p>Perinatal clients with Respiratory illnesses</p>	<p>SEE DAY BY DAY FOR REQUIRED READINGS</p> <p>Review anatomy and physiology that pertains to this topic.</p> <p>Lecture/discussion</p> <p>Assigned readings</p> <p>Video</p> <p>Case study</p> <p>Clinical assessment tool</p> <p>Nursing Care plans</p>	<p>Examination</p> <p>Daily Clinical Care Guide</p> <p>Nursing Care Plan</p> <p>Clinical performance</p> <p>Clinical conference participation</p>

Unit III Related to Water

Peripheral Vascular Disease

. Learning Objectives: At the conclusion of this unit, the student will:

1. Identify key terms and medical terminology related to Peripheral Vascular Disorders.
2. Explain the pathophysiology of Peripheral Vascular Disorders including but not limited to atrial and venous problems
3. Utilize the nursing process in the care of the client with Peripheral Vascular Disorders including but not limited to atrial and venous problems
4. Describe diagnostic tests related to the client with Peripheral Vascular Disorders including but not limited to atrial and venous problems
5. Compare pharmacotherapeutics used in the treatment of the client with Peripheral Vascular Disorders including but not limited to atrial and venous problems
6. Discuss normal aging changes as they pertain to the client with Peripheral Vascular Disorders including but not limited to atrial and venous problems
7. Describe nursing responsibilities regarding nutritional requirements of the client with Peripheral Vascular Disorders including but not limited to atrial and venous problems
8. Discuss health promotion and maintenance practices as they relate to the client with Peripheral Vascular Disorders including but not limited to atrial and venous problems
9. Determine teaching/learning needs of the client with Peripheral Vascular Disorders including but not limited to atrial and venous problems
10. Explain nursing considerations related to cultural needs of the client with Peripheral Vascular Disorders including but not limited to atrial and venous problems
11. Use verbal and non-verbal therapeutic communication techniques when collaborating with members of the health team.

CONTENT	LEARNING ACTIVITY	EVALUATION
PERIPHERAL VASCULAR DISORDERS (included but not limited to atrial and venous problems)	SEE DAY BY DAY FOR REQUIRED READINGS Review anatomy and physiology that pertains to this topic. Lecture/discussion Assigned readings Video Case study Clinical assessment tool Nursing Care plans	Examination Daily Clinical Care Guide Nursing Care Plan Clinical performance Clinical conference participation

Unit VIII Prevention of Hazards

The Immune Response

Learning objectives: At the conclusion of this unit, the student will:

1. Identify key terms and medical terminology related to the immune system.
2. Explain the pathophysiology of immune disorders, including but not limited to immunodeficiency, allergic and rheumatic disorders.
3. Utilize the nursing process in the care of the client with Immune Disorders including but not limited to immunodeficiency, allergic and rheumatic disorders.
4. Describe diagnostic tests related to the client with immune disorders
5. Compare pharmacotherapeutics used in treatment of the client with immune disorders
6. Discuss normal aging changes as they pertain to the client with immune disorders.
7. Describe nursing responsibilities regarding nutritional requirements of the client with immune disorders.
8. Discuss health promotion and maintenance practices as they relate to the client with immune disorders.
9. Determine teaching/learning needs of the client with immune disorders.
10. Explain nursing considerations related to cultural needs of the client with immune disorders.
11. Utilize verbal and non-verbal therapeutic communication techniques when collaborating with all members of the health team.

CONTENT	LEARNING ACTIVITY	EVALUATION
Immunodeficient disorders Allergic disorders Rheumatic disorders Miscellaneous immune disorders Systemic Lupus Erythematosus	SEE DAY BY DAY FOR REQUIRED READINGS Review anatomy and physiology that pertains to this topic Lecture/discussion Assigned readings Video Case study Clinical assessment tool Nursing Care plans	Examination Daily Clinical Care Guide Nursing Care Plan Clinical performance Clinical conference participation

Unit VIII Prevention of Hazards

HIV / AIDS / STD's

At the conclusion of this unit, the student will:

1. Identify key terms and medical terminology related to HIV/AIDS and STD's
2. Explain the pathophysiology of the HIV/AIDS conditions and various related complications of opportunistic infections including but not limited to pneumocystis carinii pneumonia, Kaposi's sarcoma, cytomegalovirus.
3. Utilize the nursing process in the care of clients experiencing HIV/AIDS and STD's
4. Describe diagnostic tests related to HIV/AIDS
5. Compare pharmacotherapeutics used in the treatment of a client HIV/AIDS and STD's
6. Discuss role of aging as it pertains to the condition of HIV/AIDS and STD's
7. Describe nursing responsibilities regarding nutritional requirements of the client with HIV/AIDS and STD's
8. Discuss health promotion and maintenance practices as they relate to the client and families experiencing HIV/AIDS and STD's
9. Describe the impact of HIV/AIDS and selected STDs on pregnancy, postpartum, and newborn care.
10. Identify teaching/learning needs of the client with HIV/AIDS and STD's
11. Explain nursing considerations related to the diverse cultural needs of the client experiencing HIV/AIDS and STD's
- 12.. Use verbal and non-verbal therapeutic communication techniques when collaborating with clients and their families and members of the health team

CONTENT	LEARNING ACTIVITY	EVALUATION
HIV/AIDS HIV/AIDS testing HIV/AIDS defining criteria HIV transmission HIV/AIDS prevention Opportunistic infections STD's Syphilis Gonorrhea Chylamidya HPV HSV 2 (Genital herpes)	SEE DAY BY DAY FOR REQUIRED READINGS Review anatomy and physiology that pertains to this topic. Lecture/discussion Assigned readings Video Case study Clinical assessment tool Nursing Care plans	Examination Daily Clinical Care Guide Nursing Care Plan Clinical performance Clinical conference participation

Unit VIII: Nursing Management of the client with a health deviation related to protection from hazards

Nursing Management of the High-Risk Newborn

At the conclusion of this unit, the student will:

1. Identify key terms and medical terminology related to high-risk newborns.
2. Explain the pathophysiology of conditions associated with the High Risk Newborn client including but not limited to prematurity, cold stress, kernicterus
3. Utilize the nursing process in the care of the High Risk Newborn client including but not limited to prematurity, cold stress, kernicterus
4. Describe diagnostic tests related to the High Risk Newborn client including but not limited to asphyxia, Respiratory Distress Syndrome, prematurity, postmaturity syndrome, infant of a diabetic mother, hyperbilirubinemia.
5. Compare pharmacotherapeutics used in treatment of the High Risk Newborn client including but not limited to prematurity, kernicterus, infections.
6. Describe nursing responsibilities regarding nutritional requirements of the High Risk Newborn Client
7. Discuss health promotion and maintenance practices as they relate to the High Risk Newborn client
8. Identify teaching/learning needs of parents of the High Risk Newborn client
9. Explain nursing considerations related to cultural needs of parents of the High Risk Newborn client.
10. Utilize verbal and non-verbal therapeutic communication techniques when collaborating with all members of the health team

CONTENT	LEARNING ACTIVITY	EVALUATION
<p>High Risk Newborn Asphyxia Respiratory Distress Syndrome Cold Stress Hypoglycemia Hyperbilirubinemia/kernicterus Prematurity Postmaturity Acquired infections</p>	<p>SEE DAY BY DAY FOR REQUIRED READINGS</p> <p>Review anatomy and physiology that pertains to this topic. Lecture/discussion Assigned readings Video Case study Clinical assessment tool Nursing Care plans</p>	<p>Examination Daily Clinical Care Guide Nursing Care Plan Clinical performance Clinical conference participation</p>

Unit VII Related to Solitude and Social Interaction

Substance Abuse

Learning Objectives: At the conclusion of this unit, the student will:

11. Identify key terms and medical terminology related to substance abuse.
12. Utilize the nursing process in the care of the client with substance abuse
13. Compare pharmacotherapeutics used in treatment of the client with substance abuse.
14. Describe diagnostic tests related to the client with substance abuse problems.
15. Discuss the normal aging changes and changes of pregnancy as they pertain to the client with substance abuse problems.
16. Describe nursing responsibilities regarding nutritional requirements of the client with substance abuse problems.
17. Discuss health promotion and maintenance practices as they relate to the client with substance abuse problems.
18. Identify teaching/learning needs of the client with substance abuse problems.
19. Explain nursing considerations related to cultural needs of the client with substance abuse problems.
20. Use verbal and non-verbal therapeutic communication techniques when collaborating with members of the health team.

CONTENT	LEARNING ACTIVITIES	EVALUATION
SUBSTANCE ABUSE Addiction vs. dependence Withdrawal syndromes Alcohol, heroin, cocaine and amphetamines Treatment of withdrawal in the adult and newborn Complications of withdrawal in the adult and newborn	SEE DAY BY DAY FOR REQUIRED READINGS Review anatomy and physiology that pertains to this topic. Lecture/discussion Assigned readings Video Case study Clinical assessment tool Nursing Care plans	Examination Daily Clinical Care Guide Nursing Care Plan Clinical performance Clinical conference participation

Domestic Violence

At the conclusion of this class the student will:

1. Identify key terms and medical/forensic terminology related to domestic violence
2. Utilize the nursing process in the care of victims and perpetrators of violence.
3. Discuss pharmacotherapeutics used in the treatment of perpetrators of violence.
4. Discuss health promotion and maintenance practices as they relate to the victim of domestic violence or abuse,
5. Describe four areas to assess when interviewing a client who has experienced family violence.
6. Identify teaching/learning needs of the victim, perpetrator and family experiencing violence.
7. Explain nursing considerations related to cultural needs of the victim, perpetrator and family experiencing violence.
8. Use verbal and non-verbal therapeutic communication techniques when collaborating with the members of the health team.

CONTENT	LEARNING ACTIVITY	EVALUATION
Domestic Violence Long term effects of family violence Characteristics of perpetrators and victims; cycle of violence Assessment of violence, safety plans, resources available to both victim and perpetrator Common responses of health care professionals Laws regarding violence	SEE DAY BY DAY FOR REQUIRED READINGS Lecture/discussion Assigned readings Video Case study Clinical assessment tool Nursing Care plans	Examination Daily Clinical Care Guide Nursing Care Plan Clinical performance Clinical conference participation

**Unit VIII Prevention of Hazards
 Infant Loss and Grief / Late postpartal complications / Contraception**

Learning objectives: At the conclusion of this unit, the student will:

1. Identify key terms and medical terminology related to fertility control and infertility.
2. Explain the pathophysiology of infertility.
3. Utilize the nursing process in the care of clients with infertility or seeking contraception.
4. Describe diagnostic tests related to fertility.
5. Compare pharmacotherapeutics used in treatment of infertility and for contraception.
6. Discuss developmental/aging considerations as they pertain to the client with infertility or seeking fertility control.
7. Describe nursing responsibilities regarding nutritional requirements of the client seeking contraception or experiencing infertility.
8. Discuss health promotion and maintenance practices as they relate to fertility.
9. Identify teaching/learning needs of the client with infertility or seeking contraception.
10. Explain the nursing considerations related to the diverse cultural needs of the client seeking birth control or experiencing infertility
11. Use verbal and non-verbal therapeutic communication techniques when collaborating with all members of the health team.
12. Describe the nursing management in relation to infant loss and grief
13. Explain the pathophysiology of selected late high risk post-partum conditions

CONTENT	LEARNING ACTIVITY	EVALUATION
Fertility/Infertility Methods of contraception Evaluation of infertility Infant Loss and grief Late Post partum Complications	Review anatomy and physiology that pertains to this topic. Lecture/discussion Assigned readings Video Case study Clinical assessment tool Nursing Care plans	Examination Daily Clinical Care Guide Nursing Care Plan Clinical experience Clinical conference participation