

QUINSIGAMOND COMMUNITY COLLEGE
PRACTICAL NURSING PROGRAM

PNP 201

PRACTICAL NURSING II
CLASS OF 2009

COURSE OUTLINE

Medical/Surgical Nursing of the Adult is offered in the spring semester. This course focuses on medical surgical health deviations affecting all systems in the adult population. The nursing process is used as the basis for discussion of assisting clients in adapting to acute or chronic health deviations, and interventions that facilitate client movement to self-care. Health deviations are presented in a systematic approach by building upon knowledge of applied and social sciences. Students participate in learning experiences on selected clinical units in health care facilities in the Worcester County area.

II LEVEL TWO OBJECTIVES

- 1. Apply the nursing process when caring for clients with self-care deficits.**
- 2. Collect data to identify specific self-care needs.**
- 3. Apply common nursing diagnoses to communicate identified self-care needs.**
- 4. Identify resources within the community to assist with individual self-care needs.**
- 5. Demonstrate the ability to organize nursing care to meet the universal and/or health care deviation requisites of 2 - 3 clients.**
- 6. Demonstrate competency in the performance of advanced nursing care skills.**
- 7. Evaluate care given based on stated outcomes.**
- 8. Discuss proposed modifications in client's plan of care.**
- 9. Practice safely in all aspects of nursing care.**
- 10. Utilize principles of effective communication in the delivery of health care.**
- 11. Employ principles of recording.**
- 12. Practice effective communication with clients, families, and health team members.**
- 13. Practice applying critical thinking skills in providing nursing care.**
- 14. Employ principles of teaching to assist clients meet universal and/or health-deviation requisites.**
- 15. Develop interactive skills with other health team members to assist clients meet self-care needs.**
- 16. Compare one's own practice with the role expectations of practical nursing.**
- 17. Relate NAPNES Code of Ethics to client care situations.**

III COURSE OBJECTIVES

Upon successful completion of the course, the student will be able to:

1. Apply communication concepts to interaction with client, family and staff.
2. Demonstrate critical thinking skills to meet identified self-care needs of adults.
3. Demonstrate understanding of cultural diversity in meeting identified self-care needs.
4. Employ principles of health teaching to meet assessed needs of clients.
5. Demonstrate competency with identified nursing care skills.
6. Employ the nursing process to provide care to selected clients.
7. Assess nutritional status of clients to USDA or therapeutic recommendations.
8. Apply principles of pharmacodynamics to assist individuals meet self-care needs.
9. Implement safety measures in all aspects of nursing care.
10. Utilize infection control practices as an integral part of nursing care.
11. Discuss the legal and ethical issues influencing health care decisions in chronic illness.
12. Demonstrate accountability for nursing care provided to meet identified health deviations.
13. Apply knowledge from semester I and pathophysiology to facilitate movement toward self-care in clients with:
 - Changes in homeostasis and/or regulatory mechanisms.
 - Changes in sensory, motor mobility mechanisms.
 - Changes in cardiovascular function.
 - Changes in respiratory function.
 - Changes in urinary function.
 - Changes in gastrointestinal function
 - Changes in reproductive function.

IV. CURRICULUM DESIGN

Medical Surgical Nursing is presented through theoretical content based on modules. These modules build upon the knowledge base derived from previous courses. The curriculum continues to support the premise of progressing from simple to complex and will terminate at the Practical Nursing Level. The following modules are based on the nursing process as it relates to:

- I. Exploration of the Nursing Process
 - Management of the Client with Sensory Disorders
 - Nursing Management of the Client with Respiratory Disorders
- II. Nursing Management of the Client with Gastrointestinal Dysfunction Nursing
 - Nursing Strategies for the Client with Genito-Urinary Dysfunction
- III. Nursing Care of the Client with Cardiovascular/Hematologic Disorders
- IV. Nursing Management for the Client with Neurological Dysfunction
- V. Nursing Care of the Client with Endocrine Disorders
- VI. Nursing Care of the Client with Musculoskeletal Disorders
- VII. Nursing Care of the Client with Immune Disorders and Cancer
 - Nursing Care of Client with Emergent Conditions

Placement:	Semester II		
Course Hours:	Theory	75	
	Clinical		225
	Total	300	
Pre-Requisites:	Satisfactory completion of all Semester I courses		

Curriculum Threads: The curriculum threads are concepts, which appear throughout the curriculum. Each thread develops in complexity from the first semester courses through

succeeding courses. The curriculum threads are:

- | | |
|------------------------|--|
| 1. Communication | 6. Nursing Process |
| 2. Critical Thinking | 7. Nutrition |
| 3. Cultural Diversity | 8. Pharmacodynamics |
| 4. Health Education | 9. Safety |
| 5. Nursing Care Skills | 10. Standards of Practice and Trends in Health Care. |

V. METHOD OF INSTRUCTION

- Lecture
- Discussion
- Critical Thinking Exercises
- Textbook and Journal Readings
- Audio Visuals
- Student Presentations-Oral and written
- Selected Observational Experiences
- Pre/Post Clinical Conferences
- Clinical Experience

VI. METHOD OF EVALUATION

Achievement of course objectives is measured by written examinations, student oral/written assignments, and clinical performance.

Criteria for Grading and Evaluation:

Theory.....	100%
Module Exams.....	80% of the grade
Final Exam.....	20% of the grade
Clinical Performance.....	Pass / Fail (See evaluation tool: satisfactory/unsatisfactory)

Client Data Sheet: Will be completed for each assigned client.

Nursing Care Plan: Each student within each assigned hospital affiliation will be required to complete a total of two Nursing Care Plans based on the Nursing Process. Grading will be "Satisfactory or Unsatisfactory". A "Satisfactory" grade for all Nursing Care Plans is necessary in order to meet the requirements of the course.

TEACHING PERSONNEL:

Days:

Junea Hutchins RN, MSN Room 364A
 Marjorie Gessner RN, MSN Room 373A
 RNCob, APRNBC

508-854-2740 jhutchins@qcc.mass.edu
 508-854-7401 mgeessner@qcc.mass.edu

Linda McInerny, RN, MBA Room 300A	508-854-7555	lmcinerny@gcc.mass.edu
Meg Yoder, RN, MS, MHA Room 333A	508-854-7477	myoder@gcc.mass.edu
Maureen Ricotta RN, MSN Room 308A	508-854-7531	mricotta@gcc.mass.edu
Pamela Guillotte RN, BSN	508-853-2300	pquillotte@gcc.mass.edu
Colleen, Carelli RN, BSN	508-853-2300	ccarelli@gcc.mass.edu

Evenings:

Patricia Creelman RN, MSN Room 310A	508-854-2735	pcreelma@gcc.mass.edu
Meghan McCrillis RN, MSN	508-853-2300	mmccrill@gcc.mass.edu
Deb Woodward RN, BSN	508-853-2300	debwood215@aol.com
Paula Hand	508-853-2300	
Aileen MacDonald	508-853-2300	
Brian Skirvin-LeClair Room 301A	508-854-7403	bleclair@gcc.mass.edu

VIII. BIBLIOGRAPHY

Required Texts:

- ATI, MedicalSurgical Nursing, PN Edition 7.0 Review Module, 6th Edition, ATI LLC. Everson Park, Kansas 2006.
- Collins, C. Edward A Short Course in Medical Terminology, Lippincott Williams & Wilkins, Philadelphia, PA 2006.
- Doenges, M. & Moorhouse, M., Nurse's Pocket Guide: Nursing Diagnoses with Intervention, 11th edition, F.A. Davis Co., Philadelphia, 2008.
- Nugent, P. and Vitale, B., Test Success, 5th Edition, F.A. Davis, Philadelphia, PA 2008.
- Timby, B. & Smith, N., Introductory Medical-Surgical Nursing 9th Edition, Lippincott Williams & Wilkins, Philadelphia, 2007.
- Timby, B. & Smith, N., Study Guide to Accompany Introductory Medical-Surgical Nursing 9th edition, Lippincott Williams & Wilkins, Philadelphia, 2007.

Reference Texts:

- Taber's Cyclopedia Medical Dictionary. 20th edition, F.A. Davis, 2001
- Williams, S., Basic Nutrition and Diet Therapy, 13th edition, Mosby, St. Louis, 2009.
- Deglin, J. & Vallerand A. Davis' Drug Guide for Nurses, 11th edition, F. A. Davis, Philadelphia 2009.
- Roach, S., Introductory Clinical Pharmacology, 8th edition, Lippincott, 2008.
- Roach, S., Intro Clinical Pharm Study Guide, 8th edition, Lippincott, 2008.
- Timby, B., Fundamental Nursing Skills and Concepts, 9th edition, J.B. Lippincott Co. 2009

MODULE I: EXPLORATION OF THE NURSING PROCESS

NURSING CARE PLAN DEVELOPMENT

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

1. Identify key terms referenced with each chapter.
2. Describe six characteristics of the nursing process.
3. List four- five sources for assessment (data collection) data.
4. Explain the components of a nursing care plan.
5. List three parts of a nursing diagnostic statement.
6. Discuss the importance of prioritization in the third step of the nursing process.
7. Demonstrate how to write a care plan using NANDA accepted terms.

THREADS: #1, #2, #3, #4, #6

CONTENT	LEARNING ACTIVITY	EVALUATION
Nursing Process NANDA Introduction to Handbook: <u>Nursing Diagnosis with</u> <u>Interventions</u> Key terms	Timby & Smith: Chapter 3 Timby & Smith Study Guide Lecture, discussion Handouts Small group workshop: Care Plan Development Clinical experience focus: Practice using the steps of the nursing process. Critical thinking exercises	Nursing Care Plans

MODULE II : NURSING MANAGEMENT OF CLIENTS WITH SENSORY DISORDERS

A. SKIN SEGMENT

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

- 1. Describe subjective and objective data used for skin assessment(Data Collection).**
- 2. Describe diagnostic tests for assessing identified skin disorders.**
- 3. Discuss assessment(Data Collection)s, goals, and interventions for clients with the following nursing diagnoses:**
 - Body image disturbance**
 - Disuse syndrome, potential for**
 - Skin integrity, impaired**
 - Infection, potential for**
- 4. Describe pathophysiology, clinical manifestations, medical/surgical and nursing management of clients with; including but not limited to skin infections, inflammations, infestations and skin cancers**
- 5. Explain the nursing considerations for the client receiving pharmacotherapeutics used in treating identified sensory disorders.**
- 6. Discuss the nursing implications of nutritional requirements specific to the health needs of the client with skin disorders.**
- 7. Determine health-teaching needs for clients with skin disorders.**
- 8. Identify common skin changes in the older person and the implication of these for nursing care.**
- 9. Develop criteria for evaluating the effectiveness of care.**

Threads: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10

CONTENT	LEARNING ACTIVITY	EVALUATION
<p>Key terms Diagnostic tests Skin Assessment(Data Collection) Pathophysiology Therapeutic interventions Complications</p> <p>Nursing process: Assessment(Data Collection) Diagnosis planning/goals intervention evaluation</p>	<p>Review: A&P of Integumentary System Lecture and discussion Timby & Smith: Ch. 70, 71 Timby & Smith Study Guide Collins Ch 5, Exercise 5-1, 5-2, 5-3, 5,4, Chapter Quiz ATI DVD Davis NCLEX:PN Doenges & Moorhouse</p> <p>Critical thinking exercise Clinical objective: provide care for assigned client focusing on integumentary Assessment(Data Collection)</p>	<p>Examination</p> <p>Client Care Guides Nursing Care Plan Clinical Performance Clinical conferences Participation Describe skin Assessment(Data Collection)</p>

MODULE II continued:

B. SPECIAL SENSES SEGMENT

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

- 1. Describe subjective and objective data used for the assessment(Data Collection) of visual acuity.**
- 2. Describe subjective and objective data used for the assessment(Data Collection) of hearing.**
- 3. Describe diagnostic tests for assessing visual acuity.**
- 4. Describe diagnostic tests for assessing auditory changes.**
- 5. Discuss assessment(Data Collection)s, goals, and interventions for clients with the following nursing diagnoses:**
 - Sensory / perceptual alteration (visual)**
 - Sensory / perceptual alteration (auditory)**
- 6. Explain pathophysiology, clinical manifestations, medical/surgical and nursing management of selected disorders of the eye including but not limited to: infection/inflammation, glaucoma, cataract, and retinopathies.**
- 7. Explain pathophysiology, clinical manifestations, medical/surgical, and nursing management of disorders of the external ear (infections), middle ear (infections, otosclerosis, inner ear (labyrinthitis, Meiniere's Disease) and types of hearing loss.**
- 8. Explain the nursing considerations for the client receiving pharmacotherapeutics used in treating identified audio/visual disturbances.**
- 9. Discuss the nursing implications of nutritional requirements specific to the health needs of the client with disorders of special senses.**
- 10. Determine health teaching needs for clients experiencing visual and auditory disorders.**
- 11. Identify common sensory changes (impact of visual/hearing deficits on safety) in the older person and the implication of these for nursing care.**
- 12. Develop criteria for evaluating effectiveness of care.**

MODULE II continued:

Threads: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10

CONTENT	LEARNING ACTIVITY	EVALUATION
<p>Key terms Diagnostic tests Audio/visual Assessment(Data Collection) Pathophysiology Therapeutic interventions Complications</p> <p>Nursing process: Assessment(Data Collection) Diagnosis planning/goals intervention evaluation</p>	<p>Review: A&P of Eye / Ear Lecture and discussion Timby & Smith: Ch 47, 48, 49 Timby & Smith Study Guide Collins Ch. 17, Exercise 17-1, 17-3, 17-4 Ch. 18, Exercise 18-1, 18-4 ATI DVD Davis NCLEX PN Doenges & Moorhouse Selected Video</p> <p>Critical thinking exercise</p> <p>Clinical objective: provide care for assigned client focusing on visual and auditory Assessment(Data Collection)</p>	<p>Examination</p> <p>Client Care Guides Nursing Care Plan Clinical Performance Clinical conference Participation Describe visual/auditory Assessment(Data Collection)</p>

MODULE III: NURSING MANAGEMENT OF THE CLIENT WITH RESPIRATORY DISORDERS

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

- 1. Describe subjective and objective data collected for respiratory assessment (Data Collection).**
- 2. Describe diagnostic tests for respiratory disorders.**
- 3. Describe assessment (Data Collection), goals, and interventions for clients with the following nursing diagnoses:**
 - Ineffective airway clearance**
 - Impaired gas exchange**
- 4. Discuss arterial blood gases.**
- 5. Describe pathophysiology, clinical manifestations, medical/surgical, and nursing management of clients including but not limited to pneumonia, TB, COPD, CA of the throat/lung, pulmonary emboli.**
- 6. Describe nursing responsibilities for clients requiring incentive spirometry oxygen therapy, nasopharyngeal suctioning, tracheotomy and chest tube care.**
- 7. Explain the nursing responsibilities for clients receiving pharmacologic/therapeutics used in respiratory disorders.**
- 8. Discuss the nursing implications of nutritional requirements specific to the health needs of the client with respiratory disorders**
- 9. Discuss health-teaching needs of clients with identified respiratory disorders.**
- 10. Identify common respiratory changes in the older person and the implication of these for nursing care.**
- 11. Discuss nursing care of a client on a ventilator: i.e. position/move client, review settings, suction and weaning.**
- 12. Develop criteria for evaluating effectiveness of care.**

MODULE III: continued

Threads: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10

CONTENT	LEARNING ACTIVITY	EVALUATION
<p>Key terms Respiratory Assessment(Data Collection) Pathophysiology Complications Risk factors Diagnostic tests</p> <p>Nursing Process: Assessment(Data Collection) Diagnosis Planning/goals Interventions Evaluations</p>	<p>Review: A&P of Respiratory System Lecture and discussion Timby & Smith Ch 25, 26, 27 Timby & Smith Study Guide Davis NCLEX: PN Doenges & Moorhouse Collins – Ch 10</p> <p>Critical Thinking Exercises Clinical Objective: Respiratory Assessment (Data Collection) on assigned clients. Identify actual or potential self-care deficits for universal requisite of oxygen.</p>	<p>Examination</p> <p>Clinical Care Guides Nursing Care Plan Clinical Performance Clinical conference Participation Describe respiratory Assessment (Data Collection).</p>

MODULE IV: NURSING STRATEGIES FOR THE CLIENT WITH GENITO-URINARY DYSFUNCTION

A. URINARY SEGMENT

Learning objective: At the conclusion of this module, the student will:

- 1. Describe subjective and objective data used for assessment(Data Collection) of function of urinary system.**
- 2. Describe diagnostic tests for assessing urinary structure/function.**
- 3. Discuss assessment(Data Collection)s, goals, and interventions for the client with the following nursing diagnoses:**
 - Urinary elimination, altered patterns of**
 - Urinary retention (acute/chronic)**
 - Incontinence, (stress, total, urge)**
 - Self esteem disturbance**
- 4. Describe pathophysiology, clinical manifestations, medical/surgical, and nursing management of clients with, including but not limited to: renal failure, renal calculi, and UTI.**
- 5. Explain nursing considerations for the client receiving pharmacotherapeutics that affect the urinary system.**
- 6. Discuss the nursing implication of nutritional requirements specific to the health needs of the client with urinary disorders.**
- 7. Determine health-teaching needs of clients experiencing alterations in structure/function of urinary system.**
- 8. Apply principles of therapeutic nutrition appropriate for the client with urinary health deviations.**
- 9. Identify common urologic changes in the older person and the implication of these for nursing care.**
- 10. Discuss laboratory test results and nursing implications for values including but not limited to: urine specific gravity, urine PH, serum and urine albumin, BUN, creatinine.**
- 11. Develop criteria for evaluating effectiveness of care.**

Threads: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10

CONTENT	LEARNING ACTIVITY	EVALUATION
Key terms Diagnostic tests Urinary Assessment(Data Collection) Pathophysiology Therapeutic interventions Complications Nursing process: Assessment(Data Collection) Diagnosis Planning/goals Intervention Evaluation	Review: A&P of Urinary System Lecture and discussion Timby & Smith Chapters 63, 64, 65 Timby & Smith Study Guide Collins Ch 14, Exercise 14-1,14-3 Davis NCLEX PN Doenges & Moorhouse ATI DVD Clinical objective: provide care for Assigned client with focus on Urinary System/function Assessment(Data Collection)	Examination Client Care Guides Nursing Care Plan Clinical Performance Clinical conference participation: Describe urinary Assessment(Data Collection)s

MODULE IV continued:

B. GENITO SEGMENT

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

1. Describe subjective and objective data used for assessment(Data Collection) of male/female reproductive system, including but not limited to self breast exam and testicular self exam.
2. Describe diagnostic tests for assessing reproductive dysfunction.
3. Discuss Assessment(Data Collection)s, goals, and interventions for the client with the following nursing diagnoses:
 - Sexual dysfunction
 - Noncompliance
 - Fear
 - Infection
4. Describe pathophysiology, clinical manifestations, medical/surgical and nursing management of clients with, including but not limited to breast disorders, menstrual disorders, benign/malignant disorders of the female; prostate, penile, testicular disorders of the male, STD's.
5. Discuss impact of reproductive tract surgery on male/female body image.
6. Explain the nursing implications for clients receiving pharmaco/ therapeutics used in treating reproductive disorders.
7. Discuss the nursing implications of nutritional requirements specific to the health needs of the client with reproductive dysfunction.
8. Identify common reproductive changes in the older person and the implication of these for nursing care.
9. Determine health-teaching needs of clients with reproductive system disorders.
10. Develop criteria for evaluating effectiveness of care.

Threads: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10

MODULE IV continued:

CONTENT	LEARNING ACTIVITY	EVALUATION
<p>Key Terms Diagnostic tests Reproductive Assessment(Data Collection) Pathophysiology Therapeutic interventions Complications Risk factors</p> <p>Nursing process: Assessment(Data Collection) Diagnosis Planning/goals/outcomes Intervention Evaluation</p>	<p>Review: A&P of Reproductive System Lecture and discussion Timby & Smith chapters 58, 59, 60, 61, 62 Timby & Smith Study Guide Collins Ch. 15 ATI DVD Davis NCLEX PN Doenges & Moorhouse</p> <p>Critical thinking exercises Clinical objective: provide Care for assigned client with focus on reproductive System/function Assessment(Data Collection)</p>	<p>Examination</p> <p>Assessment(Data Collection) Clinical Care Guides Nursing Care Plan Clinical Performance Clinical conference participation Describe reproductive Assessment(Data Collection)</p>

MODULE V: NURSING MANAGEMENT OF THE CLIENT WITH GASTROINTESTINAL DYSFUNCTION

A. GASTROINTESTINAL SEGMENT

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

- 1. Describe subjective and objective data collected for clients with gastrointestinal dysfunction.**
- 2. Describe diagnostic tests used to assess clients with identified gastrointestinal disorders.**
- 3. Discuss assessment (Data Collection)s, goals, and interventions for clients with the following nursing diagnoses r/t gastrointestinal disorders:**
 - Body image disturbances**
 - Fluid volume deficit**
 - Altered nutrition, more/less than body requirements**
- 4. Describe pathophysiology, clinical manifestations, medical/surgical and nursing management of clients with gastrointestinal disorders, including but not limited to GERD, PUD; cancer of stomach, IBD, IBS, and inflammatory infectious disorders.**
- 4. Explain nursing considerations for the client receiving pharmacotherapeutics that affect the gastrointestinal system.**
- 5. Discuss the nursing implications of nutritional requirements specific to the health needs of the client with gastrointestinal disorders.**
- 6. Determine health-teaching needs of the client with gastrointestinal dysfunction.**
- 7. Identify common gastrointestinal changes in the older person and the implication of these for nursing care.**
- 8. Develop criteria for evaluating effectiveness of care.**

MODULE V continued:

Threads: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

CONTENT	LEARNING ACTIVITY	EVALUATION
<p>Key terms Diagnostic tests Gastrointestinal Assessment(Data Collection) Pathophysiology Therapeutic interventions Complications</p> <p>Nursing process: Assessment(Data Collection) Diagnosis Planning/goals Intervention Evaluation</p>	<p>Review: A&P of GI System Lecture and discussion Timby & Smith Chapters 50, 51, 52, & 54</p> <p>Timby & Smith Study Guide Collins Ch. 11 ATI DVD Davis NCLEX PN Doenges & Moorhouse</p> <p>Critical Thinking Exercises</p> <p>Clinical Objective: provide care for assigned client with focus on GI Assessment(Data Collection)</p>	<p>Examination</p> <p>Clinical Care Guides Nursing Care Plan Clinical Performance Clinical conference participation Describe gastrointestinal Assessment(Data Collection)</p>

MODULE V continued:

B. ACCESSORY ORGAN SEGMENT

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

- 1. Describe subjective and objective data collected for clients with dysfunction of the liver, gallbladder, and pancreas.**
- 2. Describe diagnostic studies used to assess disorders of the liver, gallbladder, and pancreas.**
- 3. Describe assessment(Data Collection)s, goals and interventions for clients experiencing the following diagnosis:**
 - Pain related to pressure, reflux of gastric secretions or difficulty swallowing**
 - Imbalanced nutrition less than body requirements**
 - Risk for Deficient Fluid Volume related to vomiting, diarrhea, bleeding**
- 4. Describe the pathophysiology clinical manifestations, medical/surgical and nursing management of clients with, including but not limited to: disorders of the liver, gallbladder, and pancreas.**
- 5. Explain nursing considerations for the client receiving pharmacotherapeutics that affect the accessory organs.**
- 6. Discuss the nursing implications of nutritional requirements specific to the health needs of the client with accessory organ dysfunction.**
- 7. Identify common accessory organ changes in the older person and the implication of these for nursing care.**
- 8. Determine health-teaching needs of the client with accessory organ dysfunction.**
- 9. Discuss laboratory test results and nursing implications for values including but not limited to: ammonia, AST (SGOT), ALT.(SGPT), and GGT**

Threads: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10

CONTENT	LEARNING ACTIVITY	EVALUATION
<p> Key Terms Diagnostic Tests Accessory Assessment(Data Collection) Pathophysiology Therapeutic interventions Complications Risk factors </p> <p> Nursing process: Assessment(Data Collection) Diagnosis Planning/goals/outcomes Intervention Evaluation </p>	<p> Review: A&P of Accessory System- Chp. 50 Lecture and discussion Timby & Smith Chp. 53. Timby & Smith Study Guide ATI DVD Davis NCLEX PN Doenges & Moorhouse </p> <p> Critical thinking exercises Clinical objective: provide care for assigned client with focus on liver, gallbladder and pancreas. </p>	<p> Examination </p> <p> Clinical Care Guides Nursing Care Plan Clinical Performance Clinical conference participation Describe accessory Assessment(Data Collection) </p>

**MODULE VI: NURSING STRATEGIES FOR CLIENTS EXPERIENCING
CARDIOVASCULAR/HEMATOLOGICAL DYSFUNCTION**

A. CARDIAC SEGMENT

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

- 1. Describe subjective and objective data collected for clients with a cardiovascular dysfunction.**
- 2. Describe the pathophysiology, clinical manifestation, medical/surgical and nursing management of clients with, including but not limited to: angina, myocardial infarction, heart failure and hypertension.**
- 3. Discuss the incidence of hypertension based on gender, race and ethnicity.**
- 4. Discuss the importance of teaching lifestyle modifications relative to weight, exercise, nicotine, alcohol and stress management.**
- 5. Describe assessment(Data Collection)s, goals, and interventions for clients experiencing the following nursing diagnoses:**
 - Decreased cardiac output**
 - Altered tissue perfusion; cardiopulmonary**
 - Knowledge deficit related to lack of knowledge about disorder and treatment**
 - Activity intolerance related to reduced oxygen delivery**
- 6. Describe the clinical manifestations medical/surgical, and nursing management of clients with cardiac valvular disorders.**
- 7. Explain the components of a cardiac cycle.**
- 8. Discuss the clinical manifestations, medical/surgical, and nursing management of clients with cardiac dysrhythmias.**
- 9. Explain the nursing considerations for a client receiving pharmacotherapeutics used in treating cardiac disorders.**
- 10. Discuss the nursing implications of nutritional requirements specific to the health needs of the client with cardiac disease.**
- 11. Discuss laboratory test results and nursing implications for values including but not limited to: digoxin, cholesterol – LDL & HDL.**
- 12. Determine health teaching needs of clients with cardiac disorders.**
- 13. Identify common cardiac changes in the older person and the implication of these for nursing care.**
- 14. Develop criteria for evaluating effectiveness of care.**

MODULE VI continued:

CONTENT	LEARNING ACTIVITY	EVALUATION
<p>Key terms Diagnostic tests cardiovascular Assessment(Data Collection) Pathophysiology Therapeutic interventions Risk factors Complications</p> <p>Nursing Process: Assessment(Data Collection) Diagnosis Planning/goals Intervention Evaluation</p>	<p>Review: A&P of Cardiovascular system</p> <p>Lecture & discussion Davis NCLEX-PN Doenges & Moorhouse Timby & Smith Ch. 28, 30, 31, 32, 33, 34, 35 Timby & Smith Study Guide Collins, Ch. 8 ATI review module Critical thinking exercises Clinical objective: Selected clinical experience to provide care for assigned client focusing on vascular/ hematologic/inflammatory conditions</p> <p>Assessment(Data Collection)</p>	<p>Examination</p> <p>Clinical Care Guide Nursing Care Plan Clinical Performance Clinical conference Participation Discuss cardiovascular/ hematologic/inflamma- tory Assessment(Data Collection)</p>

MODULE VI: continued:

B. VASCULAR/HEMATOLOGIC/INFLAMMATORY SEGMENT

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

- 1. Describe subjective and objective data collected for clients with peripheral vascular and hematological disorders.**
- 2. Describe diagnostic tests and procedures used to evaluate hematologic and cardiovascular disorders.**
- 3. Describe assessment(Data Collection)s, goals, and interventions for clients with the following nursing diagnoses:**
 - Altered tissue perfusion (peripheral vascular)**
 - Injury, risk for**
 - Fatigue**
- 2. Describe pathophysiology, clinical manifestations, medical/surgical and nursing management of clients with, including but not limited to selected anemias, hemorrhagic, lymphatic and disorders of white blood cells.**
- 3. Discuss the nursing management of clients with infectious or inflammatory heart disorders such as rheumatic heart disease, endocarditis, pericarditis, myocarditis and cardiomyopathy.**
- 4. Discuss the nursing management of clients with inflammatory disorders of peripheral blood vessels.**
- 5. Discuss laboratory test results and nursing implications for values Including but not limited to: hemoglobin/hematocrit, platelets, RBC, WBC, PT, PTT, APTT, INR.**
- 6. Describe pathophysiology clinical manifestations, medical/surgical and nursing management of client with, including but not limited to thrombophlebitis, thrombosis, peripheral arterial disease, and venous disorders.**
- 7. Identify signs and symptoms of blood transfusion reactions.**
- 8. Explain the nursing considerations for a client receiving pharmacotherapeutics used in treating vascular and hematologic disorders.**
- 9. Discuss the nursing implications of nutritional requirements specific to the health needs of the client with hematalogic/vascular disorder.**
- 10. Determine health teaching needs for clients experiencing disorders.**
- 11. Identify common hematologic/vascular changes in the older person and the implication of these for nursing care.**
- 12. Develop criteria for evaluating effectiveness of care.**

MODULE VI: continued:

Threads: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10

CONTENT	LEARNING ACTIVITY	EVALUATION
<p>Key terms Diagnostic tests Cardiovascular Assessment(Data Collection) Pathophysiology Therapeutic interventions Risk factors Complications</p> <p>Nursing process: Assessment(Data Collection) Diagnoses Planning/goals Intervention Evaluation</p>	<p>Review: A&P of Cardiovascular System Lecture & discussion Timby & Smith Chapters 29, 36, 37, 38 Timby & Smith Study Guide Collins, Ch. 13 ATI DVD Davis' NCLEX-PN Selected Video Critical thinking exercises Clinical objective: Selected clinical experience to provide care for assigned patient focusing on cardiovascular Assessment(Data Collection)</p>	<p>Examination</p> <p>Clinical care guide Nursing Care Plan Clinical performance Clinical conference Participation Discuss cardiovascular Assessment(Data Collection)</p>

MODULE VII. NURSING MANAGEMENT FOR THE CLIENT WITH NEUROLOGICAL DYSFUNCTION

Part A:

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

- 1. Describe subjective and objective data used for a neurologic assessment (Data Collection).**
- 2. Describe the components of a baseline neurological examination.**
- 3. Describe the diagnostic tests and procedures used to evaluate neurologic dysfunction and the nursing responsibilities associated with each.**
- 4. Discuss the assessment(Data Collection)s, goals, and interventions for clients (during the acute/rehabilitative phase) with the following nursing diagnoses:**
 - Ineffective coping, family**
 - Mobility, impaired physical**
 - Impaired verbal communication**
 - Sensory-perceptual alterations**
 - Impaired swallowing**
 - Altered tissue perfusion: cerebral**
 - Body image disturbance**
- 5. Describe the signs and symptoms associated with increased intra-cranial pressure and the medical/surgical therapies used in treatment.**
- 6. Describe pathophysiology, clinical manifestations and medical/surgical, and nursing management of clients experiencing but not limited to CVA, infections of CNS, Polio, TIA and CVA.**
- 7. Compare the psychological aspects of chronic illness vs. acute injury.**
- 8. Explain the nursing implications for a client receiving pharmacotherapeutics used in treating neurologic disorders.**
- 9. Discuss the nursing implications of nutritional requirements specific to the health needs of the client with neurological disorders.**
- 10. Determine health teaching needs for clients experiencing neurologic disorders.**
- 11. Identify common neurological changes in the older person and the implication of these for nursing care.**
- 12. Develop criteria for evaluating effectiveness of care.**

Threads: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10

CONTENT	LEARNING ACTIVITY	EVALUATION
Key Terms Neurological Assessment(Data Collection) Diagnostic Testing Pathophysiology Therapeutic interventions Complications Diagnostic tests Nursing process: Assessment(Data Collection) Diagnosis Planning/goals Intervention Evaluation	Review: A&P of Nervous System Lecture and discussion Timby & Smith Ch 42, 43, 44, 45, 46 Timby & Smith Study Guide Davis NCLEX:PN Doenges & Moorhouse Collins Ch 16 ATI DVD Clinical objective: provide Care for assigned client Focusing on neurologic Assessment(Data Collection)	Examination Clinical Care Guides Nursing Care Plan Clinical Performance Clinical conference Participation Describe neurologic Assessment(Data Collection)

MODULE VII NURSING MANAGEMENT FOR THE CLIENT WITH NEUROLOGICAL DYSFUNCTION
cont'd

Part B:

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

1. Describe subjective and objective data used for a neurologic Assessment (Data Collection).
13. Describe the components of a baseline neurological examination.
14. Describe the diagnostic tests and procedures used to evaluate neurologic dysfunction and the nursing responsibilities associated with each.
4. Discuss the assessment(Data Collection)s, goals, and interventions for clients (during the acute/rehabilitative phase) with the following nursing diagnoses:
 - Alteration in the thought process
 - Ineffective coping, family
 - Mobility, impaired physical
 - Sensory-perceptual alterations
 - Altered tissue perfusion: cerebral
 - Body image disturbance
5. Describe the signs and symptoms associated with increased intra-cranial pressure and the medical/surgical therapies used in treatment.
6. Discuss nursing Assessment (Data Collection) and interventions related to delirium and dementia.
 Describe pathophysiology, clinical manifestations and medical/surgical, and nursing management of clients experiencing but not limited to Seizure Disorders, Alzheimer's Disease/Dementia, Parkinson's disease, Multiple Sclerosis, ALS, Myasthenia Gravis, Head and spinal cord injuries and brain tumor.

8. Compare the psychological aspects of chronic illness vs. acute injury.
9. Explain the nursing implications for a client receiving pharmacotherapeutics used in treating neurologic disorders.
10. Discuss the nursing implications of nutritional requirements specific to the health needs of the client with neurological disorders.
11. Determine health teaching needs for clients experiencing neurologic disorders.
12. Identify common neurological changes in the older person and the implication of these for nursing care.
13. Develop criteria for evaluating effectiveness of care.

MODULE VII continued

Threads: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10

CONTENT	LEARNING ACTIVITY	EVALUATION
<p>Key Terms Neurological Assessment(Data Collection)</p> <p>Pathophysiology Therapeutic interventions Complications Diagnostic tests</p> <p>Nursing process: Assessment(Data Collection) Diagnosis Planning/goals Intervention Evaluation</p>	<p>Lecture and discussion Timby & Smith Ch 42, 43, 44, 45, 46 Timby & Smith Study Guide</p> <p>Davis NCLEX:PN Doenges & Moorhouse</p> <p>Clinical objective: provide Care for assigned client Focusing on neurologic Assessment(Data Collection)</p>	<p>Examination</p> <p>Clinical Care Guides Nursing Care Plan Clinical Performance Clinical conference Participation Describe neurologic Assessment(Data Collection)</p>

MODULE VIII: NURSING CARE OF THE CLIENT WITH ENDOCRINE DISORDERS

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

1. Describe subjective and objective data for assessment(Data Collection) of Endocrine function.
2. Describe common diagnostic tests used to assess clients with identified endocrine disorders.
3. Discuss assessment(Data Collection)s, goals, and interventions for clients with the following nursing diagnoses r/t endocrine disorders:
 - Knowledge deficit
 - Alteration in nutrition
 - Impaired adjustment
 - Activity intolerance
9. Describe the pathophysiology, clinical manifestation, medical/surgical, and nursing management of clients with certain endocrine disorders.
5. Explain the nursing considerations for the client receiving pharmacotherapeutics used in treating identified endocrine disorders.
6. Discuss the nursing implications of nutritional requirements specific to the health needs of the client with endocrine disorders.
7. Determine health-teaching needs of clients with endocrine disorder.
8. Identify common endocrine changes in the older person and the implication of these for nursing care.
9. Develop criteria for evaluating the effectiveness of care.

Threads: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10

CONTENT	LEARNING ACTIVITY	EVALUATION
Key terms Endocrine Assessment(Data Collection) Pathophysiology Therapeutic interventions Diagnostic tests Complications Nursing Process: Assessment(Data Collection) Diagnosis Planning/goals Intervention Evaluation	Review: A&P of Endocrine System Timby & Smith Ch 55, 56, 57 Timby & Smith Study Guide Collins, Ch. 12 ATI DVD Lecture & discussion Davis NCLEX:PN Doenges & Moorhouse Critical Thinking Exercises Video: Diabetic Series Clinical objective: Provide care of client Focusing on Assessment(Data Collection) of Endocrine system Presentation-Case Studies	Examination Clinical Care Guide Nursing Care Plan Clinical Performance Clinical conference Participation Describe endocrine Assessment(Data Collection)

MODULE IX: NURSING CARE OF CLIENTS WITH MUSCULOSKELETAL DISORDERS

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

- 1. Describe subjective and objective data for assessment (Data Collection) of musculoskeletal function.**
- 2. Describe diagnostic tests used to assess musculoskeletal system.**
- 3. Discuss the assessment (Data Collection), goals, and interventions for clients with the following nursing diagnoses:**
 - Self-care deficit (bathing/hygiene, dressing/grooming, feeding, toileting)**
 - Impaired physical mobility**
 - Pain (acute/chronic)**
 - Impaired tissue integrity**
 - Risk for neurovascular dysfunction**
 - Impaired physical mobility**
- 4. Describe pathophysiology, clinical manifestations, medical/surgical, and nursing management of clients with RA, OA, DJD, LE, sprains, strains, including but not limited to osteoporosis, osteomyelitis, fractures, joint replacement, and amputations..**
- 5. Describe therapeutic interventions for clients experiencing alterations in skeletal function: casts, splints, braces and traction, canes, walkers, crutches.**
- 6. Describe therapeutic interventions related to musculoskeletal disorders: exercise/rest; physical therapy, heat and cold.**
- 7. Explain the nursing implications for a client receiving pharmacotherapeutics used in treating musculoskeletal disorders.**
- 8. Discuss the nursing implications of nutritional requirements specific to the health needs of the client with musculoskeletal disorders.**
- 9. Describe care of a client with a fractured hip.**
- 10. Describe post-op care of clients recovering from surgical replacement of a joint.**
- 11. Determine health-teaching needs of clients experiencing alterations in function/mobility.**
- 12. Identify common musculoskeletal changes in the older person and the implication of these for nursing care.**
- 13. Discuss laboratory test results and nursing implications for values including but not limited to: calcium, phosphorous.**
- 14. Develop criteria for evaluating effectiveness of care.**

Threads: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10

CONTENT	LEARNING ACTIVITY	EVALUATION
<p>Key terms Musculoskeletal Diagnostic Tests Assessment(Data Collection) Pathophysiology Therapeutic interventions Complications</p> <p>Nursing process: Assessment(Data Collection) Diagnosis Planning/goals Intervention Evaluation</p>	<p>Review: A&P of musculoskeletal system</p> <p>Timby & Smith Ch 66, 67, 68, 69 Timby & Smith Study Guide Collins Ch 6, 7 Lecture and discussion</p> <p>ATI DVD</p> <p>Video/DVD related topics NCLEX – PN Doenges & Moorhouse Critical thinking exercises Clinical objective: provide care for assigned client with focus on the Assessment(Data Collection) of musculoskeletal system.</p>	<p>Examination</p> <p>Client Care Guides Nursing Care Plan Clinical Performance Clinical conference Participation: Describe Assessment(Data Collection) findings</p>

MODULE X: NURSING STRATEGIES FOR CLIENTS WITH IMMUNE DISORDERS & CANCER

A. IMMUNE SEGMENT

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

1. Describe subjective and objective data collected for clients with an immune disorder.
2. Describe diagnostic tests and procedures used to assess immune disorders.
3. Describe the pathophysiology, clinical manifestation, medical/surgical and nursing management of clients with, including but not limited to HIV/AIDS.
4. Describe assessments, goals, and interventions for clients experiencing the following nursing diagnoses:
 - Pain r/t neuropathies
 - Risk for infection r/t weakened immune system
 - Risk for injury r/t impaired mobility
 - Risk for ineffective coping r/t terminal illness and progressive debility.
5. Explain the nursing considerations for a client receiving pharmacotherapeutics used in treating immune disorders.
6. Discuss the nursing implications of nutritional requirements specific to the health needs of the client with immune deviations.
7. Determine health teaching needs of clients with immune disorders.
8. Identify common immune changes in the older person and the implication of these for nursing care.
9. Discuss laboratory test results and nursing implications for values including, but not limited to: ESR, T cells, lymphocytes.
10. Develop criteria for evaluating effectiveness of care.

Threads 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10

CONTENT	LEARNING ACTIVITY	EVALUATION
Key terms Diagnostic tests Cardiovascular assessment Pathophysiology Therapeutic interventions Risk factors Complications Nursing process: Assessment(Data Collection) Diagnoses Planning/Goals Intervention Evaluation	Review: A&P of Immune System Lecture & Discussion Timby & Smith Ch 39, 40, 41 Timby & Smith Study Guide NCLEX-PN Collins Ch 13 Ex. 13-1, 13-3, 13-7 ATI DVD Critical thinking exercises Clinical objective: Selected clinical experience to provide care for assigned patient focusing on immune assessment(Data Collection).	Examination Clinical care guide Nursing Care Plan Clinical performance Clinical conference Participation Discuss immune assessment(Data Collection)

MODULE X continued:

B. CANCER SEGMENT

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

- 1. Describe the seven warning signs of cancer.**
- 2. Describe diagnostic tests and procedures for cancer.**
- 3. Describe benign and malignant cell growths.**
- 4. Describe beliefs and practices related to death and dying.**
- 5. Identify nursing interventions to meet the needs of the terminally ill/dying patients and their families.**
- 6. Describe assessment (Data Collection), goals, and interventions and coping mechanisms for clients experiencing the following nursing diagnoses:**
 - Altered mucous membranes related to decreased salivation, inflammation.**
 - Altered nutrition: less than body requirements related to anorexia and nausea.**
 - Fear/anxiety related to effects and uncertain outcomes of treatment.**
 - Ineffective individual coping related to multiple stressors.**
 - Grieving dysfunctional; related to inability to adapt to the loss.**
- 7. Describe radiation therapy: side effects, toxicity and nursing implications.**
- 8. Explain the nursing considerations for a client receiving pharmacotherapeutics used in treating cancer.**
- 9. Discuss the nursing implications of nutritional requirements specific to the health needs of the client with cancer.**
- 10. Determine health teaching needs of clients with cancer and its treatment modalities.**
- 11. Describe the concept of hospice in providing care for clients with advanced cancer.**
- 12. Describe the common oncological emergencies, spinal cord compression, pericardial effusion/cardiac tamponade and disseminated intravascular coagulation.**
- 13. Discuss use of contemporary and alternative medicine for health promotion i.e. acupressure, yoga, meditation, journaling, massage, music, relaxation.**
- 14. Develop criteria for evaluating effectiveness of care.**

MODULE X continued:

Threads: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10.

CONTENT	LEARNING ACTIVITY	EVALUATION
<p>Key terms Diagnostic tests Pathophysiology Therapeutic interventions Risk factors Complications</p> <p>Nursing process: Assessment(Data Collection) Diagnoses Planning/Goals Intervention Evaluation</p>	<p>Review: A&P of cells Lecture & Discussion Timby & Smith Ch 21 Timby & Smith Study Guide NCLEX-PN ATI DVD</p> <p>Critical thinking exercises Clinical objective: Selected clinical experience to provide care for assigned patient focusing Assessment (Data Collection) on a client with cancer/receiving radiation or chemotherapy.</p>	<p>Examination</p> <p>Clinical care guide Nursing Care Plan Clinical performance Clinical conference Participation Discuss cancer Assessment(Data Collection) and nursing implications for a client receiving radiation or chemotherapy.</p>

MODULE XI: NURSING CARE OF CLIENT WITH EMERGENT CONDITIONS

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

1. Identify common signs and symptoms of shock.
2. Describe the pathophysiology, clinical manifestation, medical surgical and nursing management of clients experiencing, but not limited to: shock, anaphylaxis, multi system trauma, hypothermia, hyperthermia, snakebite, poisoning and near drowning.
3. Discuss necessary activities required for an effective disaster management plan.
4. Describe assessment (Data Collection), goals and interventions for clients experiencing the following nursing diagnoses:
 - Decreased Cardiac Output related to hemorrhage
 - Risk of or impaired gas exchange related to edema of airway
 - Impaired Tissue Perfusion R/T reduced cardiac output
 - Impaired Skin Integrity R/T trauma or burns
5. Develop criteria for evaluating effectiveness of care.

Threads: 1, 2, 4, 5, 6, 8, 9, and 10

CONTENT	LEARNING ACTIVITY	EVALUATION
Components of the Primary Survey Disaster Plans Nsg Process: Assessment(Data Collection) Diagnosis Planning/Goals Intervention Evaluation	Lecture & Discussion Timby Fundamentals: Ch 36, 37 Timby & Smith: Ch. 22, 23, 24 Timby & Smith Study Guide ATI DVD NCLEX-PN Critical Thinking Exercises Guest speaker	Examination Client care guides Nursing Care Plan Clinical Performance

PNP 201 EXAM SCHEDULE DAYS

<u>MODULE</u>		<u>DATE</u>
Exam #1 I, II, III	Nursing Process/Sensory/Respiratory	1/28/09
Exam #2 IV	Genitourinary/Repro	2/04/09
Exam #3 V	Gastrointestinal/Accessory	2/18/09
Exam #4 VIA & VIB	Cardiovascular/Hematologic	3/02/09
Exam #5 VII	Neurologic/Degenerative	3/11/09
Exam #6 VIII	Endocrine	3/25/09
Exam #7 IX, X	Musculoskeletal/Cancer/Immune	4/13/09
Final Exam All Modules XI	Emergent (Included in Final Exam)	4/29/09