

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)

*Capital Community College, Gateway Community College,
Naugatuck Valley Community College, Northwestern Connecticut Community College,
Norwalk Community College, Three Rivers Community College*

NORTHWESTERN CONNECTICUT COMMUNITY COLLEGE

COURSE SYLLABUS

Course Title: Nursing Care Of Individuals And Families I

Course # NUR 201 **CRN:** 3133

Course Description

The student will focus on holistic care of individuals and families across the lifespan with a variety of health care needs. The needs of clients experiencing endocrine, respiratory, gastrointestinal, cardiovascular conditions and selected mental health disorders are examined. Bioterrorism as a health care issue will be addressed. Clinical laboratory experience provides the student an opportunity to administer care to a diverse population of clients in a variety of acute care and community health care settings. The student will utilize critical thinking, caring, professionalism and communication skills in the care of the client. Emphasis is placed on provision of safe and competent care and development of the professional role as a member of a multidisciplinary health care team. Over the semester, the student is increasingly challenged in the clinical area with more complex client assignments.

Course Components

9 credits

Classroom: 60 hours

Clinical/College Laboratory: 225 hours

Pre-requisite/Co-requisite:

Course Pre-requisites

NUR 102: Family Health Nursing

NUR 103: Pharmacology for Families Across the Life Span

PSY 201: Life Span

SOC 101: Principles of Sociology

Course Co-requisites

NUR 202: Pharmacology for Individuals and Families with Intermediate Health Care Needs

ENG 102: English Composition & Literature

Goal :

The nursing student will be able to utilize critical thinking skills, and implement therapeutic communication techniques in a professional, ethical manner when applying the nursing process to provide safe, competent care of clients in a variety of acute care and community health care settings.

Outcomes:

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

1. Implement principles of holistic care for individuals, families and groups from diverse cultures across the wellness-illness continuum.
2. Analyze multiple variables when implementing the nursing process in the care of individuals, families, and groups from diverse populations across the wellness-illness continuum.
3. Integrate evidence-based practice, quantitative reasoning and technology in providing competent care to individuals, families, and groups with intermediate health problems.
4. Utilize therapeutic communication techniques in providing care to individuals, families, and groups with intermediate health problems.
5. Implement a teaching plan for individuals, families, and groups with learning needs.

6. Integrate respect for human dignity through therapeutic relationships with individuals, families, and colleagues.
7. Function effectively as a member of the health care team.
8. Implement legal and ethical practice standards in providing care to individuals, families and groups with intermediate health problems in diverse health care settings.
9. Evaluate the professional nursing roles within the health care delivery system.

College Policies

Plagiarism: Plagiarism and Academic Dishonesty are not tolerated at Northwestern Connecticut Community College. Violators of this policy will be subject to sanctions ranging from failure of the assignment (receiving a zero), failing the course, being removed/expelled from the program and/or the College. Please refer to your “Student Handbook” under “Policy on Student Rights,” the Section entitled “Student Discipline,” or the College catalog for additional information.

Americans with Disabilities Act (ADA): The College will make reasonable accommodations for persons with documented learning, physical, or psychiatric disabilities. Students should notify Dr. Christine Woodcock, the Counselor for Students with Disabilities. She is located at Green Woods Hall, in the Center for Student Development. Her phone number is 860-738-6318 and her email is cwoodcock@nwcc.edu.

School Cancellations: If snowy or icy driving conditions cause the postponement or cancellation of classes, announcements will be made on local radio and television stations and posted on the College’s website at www.nwcc.edu. Students may also call the College directly at **(860) 738-6464** to hear a recorded message concerning any inclement weather closings. Students are urged to exercise their own judgment if road conditions in their localities are hazardous.

Use of Electronic Devices: Some course content as presented in Blackboard Learn is not fully supported on mobile devices at this time. While mobile devices provide convenient access to check in and read information about your courses, they should not be used to perform work such as taking tests, quizzes, completing assignments, or submitting substantive discussion posts.

Sexual Assault and Intimate Partner Violence Resource Team: NCCC is committed to creating a community that is safe and supportive of people of all gender and sexual identities. This pertains to the entire campus community, whether on ground or virtual, students, faculty, or staff.

Sexual assault and intimate partner violence is an affront to our national conscience, and one we cannot ignore. It is our hope that no one within our campus community will become a victim of these crimes. However, if it occurs, NCCC has created the SART Team - Sexual Assault and Intimate Partner Violence Resource Team - to meet the victim’s needs.

SART is a campus and community based team that is fully trained to provide trauma-informed compassionate service and referrals for comprehensive care. The team works in partnership with The Susan B. Anthony Project to extend services 24 hours a day, 7 days a week throughout the year.

The NCCC team members are:

Ruth Gonzalez, Ph.D.	860-738-6315	Green Woods Hall Room 207
Susan Berg	860-738-6342	Green Woods Hall Room 223
Kathleen Chapman	860-738-6344	Green Woods Hall Room 110
Michael Emanuel	860-738-6389	Founders Hall Annex Room 308
Seth Kershner	860-738-6481	Library
Jane O'Grady	860-738-6393	Founders Hall Annex Room 212
Robin Orloski	860-738-6416	Business Office Room 201
Patricia Bouffard, Ex-Officio	860-738-6319	Founders Hall Room 103
Savannah Schmitt		Student Representative

At NCCC we care about our students, staff and faculty and their well-being. It is our intention to facilitate the resources needed to help achieve both physical and emotional health.

COURSE OVERVIEW

Fall Semester 2016

Course Title: Nursing Care of Individuals and Families I
Number & Section: NUR 201 **CRN#** 3133 **Course Type:** Lecture, lab, clinical

Faculty:

Jayne Goodrich-Mednick, MSN, RN
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Clinical & Lab Adjunct Faculty:

Jody Benton MSN, RN
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Jaclyn Vincent, APRN
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Linda Kowalczyk, MSN, APRN
lkowalczyk@nwcc.comnet.edu

Diana Wigham, MSN, RN
dwigham@nwcc.comnet.edu

Required Text/Course Materials:

Ackley, B.J. & Ladwig, G.B. (2013). Nursing Diagnosis Handbook: A Guide to Planning Care (10th Edition). St. Louis: Mosby. **ISBN: 978-0-323-08549-6**

Curren, A.M. (2009). Math for Meds: Dosages and Solutions (packaged with 3-2-1 Calc! Comprehensive Dosage Calculations Online with Academic Individual 2-Year Access Code for students only!) (11th ed.). San Diego: W.I. Publications. **ISBN: 978-1285-99585-4** (This is a bundle package.)

Jarvis, C. (2016). Pocket Companion for Physical Examination and Health Assessment (7th ed.). St. Louis, MO: Elsevier. **ISBN: 978-0-323-26537-9**

Lippincott CoursePointe+ for Maternity and Pediatric Nursing. One year subscription at Bookstore **ISBN: 978-1-469-89486-7** or Direct Purchase through <https://lippincottdirect.lww.com/> **ISBN: 978-1-496-30183-3**

Lippincott CoursePointe+ for Brunner & Suddarth's Textbook of Medical-Surgical Nursing. Two year subscription at Bookstore **ISBN: 978-1-469-88663-3** or Direct Purchase through <https://lippincottdirect.lww.com/> **ISBN: 978-1-469-88712-8**

Lippincott Docucare Online Software 1-year subscription at Bookstore **ISBN: 978-1-4511-7669-8** or Direct Purchase through <https://lippincottdirect.lww.com/> **ISBN: 978-1-4511-8719-9**

Perry, A. G. & Potter, P. A. (2013). Clinical Nursing Skills & Techniques (8th ed.). St. Louis, MO: Mosby. **ISBN: 978-0-323-08383-6**

Potter, P. A. & Perry, A. G. (2013). Fundamentals of Nursing (8th ed.). St. Louis, MO: Mosby. ISBN: 978-0-323-07933-4

Varcarolis, E. & Halter, M. (2014). Foundations of Psychiatric Mental Health Nursing: A clinical approach (7th ed.). St Louis, MO: W.B. Saunders. ISBN: 978-1-455-75358-1

Required Lab Kit (available at bookstore):

Pocket Nurse Lab Kit #06-37-8667N

Recommended

Lewis, S. L., Dirken, S. R., Heitkemper, M., Bucher, L. & Camera, I. (2010). Medical-Surgical Nursing: Assessment and Management of Clinical Practice (9th ed.). St. Louis, MO: Mosby. ISBN: 978-0-323-10089-2

Units of Study:

- Unit I: Nursing Care of the Client Experiencing a Problem Resulting in Cardiovascular Dysfunction
- Unit II: Nursing Care of the Client Experiencing a Disturbance in Respiratory Function
- Unit III: Nursing Care of the Client Experiencing a Disturbance in Endocrine Function
- Unit IV: Nursing Care of the Client Experiencing a Disturbance in Gastrointestinal Function
- Unit V: Nursing Care of the Client Experiencing a Disturbance in an Autoimmune Disease
- Unit VI: Nursing Care of the Client Experiencing a Psychiatric-Mental Health Disorder
- Unit VII: Nursing Care of the Client Who is a Victim of Bioterrorism

See attached Course Outline and calendar for detailed unit objectives, content, and assignments

Grading Policy/Assessment:

Semester grade will be determined as follows: There will be five unit exams. Each exam has an equal weight. The five unit exams collectively account for 75% of the grade for the course. The final exam will be cumulative and accounts for 25% of the course grade. Ten Prep U quizzes at 0.5 points each IF Mastery Level is reached will be added to the Final Exam Grade; a maximum of 5 points. The ATI Standardized Comprehensive Curricular testing at the end of the course awards points to be added to the Final Exam Grade: a score of 75% and above awards 3 points/70%-74.9% awards 2 points/60%-69.9% awards 1 point/59.9% & below does not award points to the Final Exam Grade.

Exam Dates:

Exam 1 September 12, 2016
Exam 2 October 3, 2016
Exam 3 October 24, 2016

Exam 4 November 14, 2016
Exam 5 December 5, 2016
Final Exam: TBA

*****ATI Standardized curricular testing is required and attendance is mandatory on Thursday 12/8/16 at 9am in ASB 214*****

Skills validations: All skill validations must be completed prior to entering the clinical setting.

Students must pass all skills validations. Students must also complete all assignments in a satisfactory manner and receive a satisfactory clinical performance evaluation. Additionally, students must successfully complete the Connecticut Hospital Association Health and Safety Training course and post-test.

A final average grade of 74 or higher is required for successful completion of the course.

The grading scale is as follows:

A	= 93-100
A-	= 90-92
B+	= 87-89
B	= 83-86
B-	= 80-82
C+	= 77-79
C	= 74-76
C-	= 70-73
D+	= 67-69
D	= 64-66
F	= Below 64

Rounding of Grades

Grades on each exam will be computed to the second decimal point, and at the end of course will be rounded once to a whole number for the final course grade. A grade at or above .50 will be rounded up to the next whole number; any grade at or below .49 will be rounded down to the whole number.

Example:

Final Grade = 73.49 = 73 = C- The student fails the course.

Final Grade = 73.50 = 74 = C The student passes the course.

Methods of Evaluation

1. Unit exams and final cumulative exam
2. Quizzes
3. Comprehensive Testing at the end of the semester
4. Laboratory skill performance
5. Select Nursing Skills Validations
6. Formative and Summative lab/clinical evaluation
7. Reflection exercises via ePortfolio
8. Connecticut Hospital Association Health & Safety Training Course posttest

Attendance:

Attendance at classroom, college laboratory and clinical learning experiences is required to meet course and program student learning outcomes. It is required that students attend all college laboratory and clinical learning experiences. A student who is unable to attend the college laboratory or clinical experience has the responsibility to notify the clinical/college laboratory nursing faculty and the course leader. Faculty will assess college laboratory and clinical attendance in relation to each student's progress in meeting course objectives. Make-up assignments for college laboratory and clinical absences will be based on the extent of absenteeism and clinical evaluation. Successful completion of the assigned make-up learning experience is required to pass the course. If a student is unable to meet clinical objectives, the student will receive a clinical failure. Absenteeism may place the student at risk for a clinical failure.

Classroom Policy:

Nursing students are entering a profession that requires academic honesty and integrity. The discipline of nursing requires assumption of personal responsibility and ethical behavior in all settings, in keeping with the American Nurses Association (ANA) Standards of Clinical Practice and ANA Code of Ethics for Nurses (see Appendix A). Students are expected to conduct themselves in a manner consistent with the standards of professional behavior and clinical practice at all times. Measures are instituted throughout the program to preserve this integrity (see Appendix B). Any violation of conduct will be dealt with according to the policies outlined in this Nursing Student Handbook, the College Student Handbook, and the Policy Manual of the Board of Trustees of the Connecticut Community-Technical Colleges available at: http://www.commnet.edu/Board-Docs/BPM_COMPLETE_MASTER.pdf. Students are expected to abide by these standards of professional behavior and clinical practice at all times. Any student found to be in violation of these policies may be dismissed from the nursing program.

The use of cell phones/smartphones/blackberries or electronic devices for making calls or text messaging is not permitted in the clinical area, college laboratory or classroom. The devices must be set to vibrate if brought to class, lab or clinical area. If the student disrupts other students, faculty or staff with the use of these devices or uses these devices inappropriately, the student may be subject to disciplinary action per college policy.

A student's written work is expected to be original and done independently unless otherwise indicated. Footnotes and references must be used to acknowledge the source and avoid plagiarism in accordance with the American Psychological Association (APA) standards.

Selected portions of the nursing curriculum are taught, reinforced, or reviewed through the use of educational software/instructional media such as videotapes, computer programs, audio cassettes, DVDs and/or online learning activities. Students are required to adhere to all copyright policies.

Violations of academic integrity will be dealt with in accordance with College policy

Testing Policy

It is expected that students will be present for all examinations. If a student misses an exam due to illness or emergency, it is the student's responsibility to contact the course leader prior to the administration of the exam. Failure to do so could result in a failing grade for the particular examination.

The student's request for a make-up exam should be directed to the course leader. Any student taking a make-up examination will have 15 points subtracted from the make-up examination grade unless documentation of extenuating circumstances has been provided to and approved by the Nursing Director or designee.

The testing standards and practices for the Nursing Program are:

1. No study aids (i.e. textbooks, notebooks, classroom notes) are allowed in the testing rooms.
2. No papers, books, food, pens, wallets, hats, dark glasses, watches, beepers, or cell phones are allowed in the testing rooms.
3. No cameras, photographic equipment or any other electronic devices are allowed in the testing rooms.
4. Unauthorized scratch paper may not be brought into the testing rooms (note boards and markers may be provided by the proctors).
5. No personal calculators may be used during an examination; test proctors will provide calculators as necessary.
6. Students may not leave the testing rooms during an examination.
7. Test proctors provide the pencils allowed for use during testing.
8. Students are required to leave personal belongings in designated areas.

Other Policies:

Refer to the Nursing Student Handbook for policies regarding:

- a. Clinical Performance Grading Process
- b. Clinical Grade Assignment
- c. Program Progression
- d. Readmission
- e. College Laboratory Requirements
- f. Clinical Preparation and Performance
- g. Clinical Performance Improvement Plan
- h. Clinical Warning
- i. Student Appeal Process
- j. Dress Code
- k. Health and Safety Policies

Associate Degree Program Philosophy

The Associate Degree Nursing Program supports the mission of the Connecticut Community College System and is committed to the educational preparation of safe, competent, entry level practitioners of nursing. This is accomplished through a dynamic educational experience which involves active and diverse learning processes. Program graduates are prepared to assume the multi-faceted role of the professional nurse which includes planning and provision of care, client advocacy, communication, teaching, and managing human, physical, financial and technological resources. Graduates must possess the ability to recognize and respond to current trends and issues while upholding standards of care through life-long learning.

The faculty believes nursing is a dynamic profession that incorporates evidenced-based theory and skills required for safe practice. Nursing practice integrates the art and science of nursing with theoretical principles from the natural, social, behavioral, biological, and physical sciences.

The faculty has identified **six core values** that provide the framework for organizing the curriculum. The core values are:

1. Critical Thinking

Critical thinking skills are essential in today's rapidly changing health care environment. Critical thinking is a complex process that is purposeful, goal-directed and based on factual evidence. Critical thinking requires the skills of collecting, identifying, examining, interpreting and

evaluating data. Critical thinking in nursing utilizes the nursing process to identify problems, determine goals and interventions, and evaluate outcomes in client care situations. Critical thinking skills encourage nursing students to think for themselves and initiate appropriate interventions after defining the health care needs.

2. Safe and Competent Practice

Safe and competent practice embraces standards of professional nursing. These standards are implemented through clinical, cultural, and technological proficiency in a variety of health care settings. Nurses continuously strive to provide high level nursing care and to improve client outcomes based upon scientifically supported evidence.

3. Caring

Caring is fundamental to nursing practice. Caring encompasses comfort, empathy, compassion, concern and advocacy within a culturally diverse client population. Caring nurses enhance the dignity and integrity of individuals, families, and groups within the health care delivery system.

4. Professionalism

Professionalism is acquired through a complex process by which the nursing student internalizes values inherent to the practice of nursing. These values include integrity, legal-ethical standards, confidentiality, political awareness, and collegiality. Professional role development includes the acquisition of knowledge and skills through life-long learning.

5. Communication

Communication is essential to the practice of professional nursing and includes both verbal and non-verbal skills, and information technologies to enhance client care. The nursing student develops skills in presentation, documentation, teaching, conflict resolution, assertiveness, negotiation, and therapeutic communications with individuals, families, groups, health care team, and community agencies.

6. Holistic Care

Nursing utilizes a multidisciplinary approach to managing care that recognizes the uniqueness of the individual. Holistic nursing has as its goal the enhancement of illness prevention, health promotion, wellness maintenance, and health restoration across the life span. Holistic care involves the identification of the bio-psycho-social and cultural dimensions of the client across the life span on the wellness-illness continuum. Clients, families, and groups are respected according to their physical, emotional, social, economic, cultural, and spiritual needs.

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
<p>Week 1 Lecture 1 8/29/16 Lecture starts at 4:15pm Draper 1 Hour</p>	<p><u>Unit I: Nursing Care of the Client Experiencing a Problem Resulting in Cardiovascular Dysfunction.</u></p> <p>Cardiovascular (CV): Summarize the CV changes related to aging.</p> <p>Analyze the common cardiac risk factors.</p> <p>Differentiate among the common diagnostic tests and procedures used to evaluate the client with Coronary Artery Disease (CAD).</p>	<p>A. Critical Thinking: Nursing process applied to clients experiencing a disturbance in cardiovascular function.</p> <p>B. Provision of safe, holistic, culturally competent care to clients with cardiovascular dysfunction.</p> <ol style="list-style-type: none"> 1. Introduction to cardiac assessment 2. Age related changes 3. Risk factors <ol style="list-style-type: none"> a. Modifiable b. Non-modifiable 4. Diagnostic tests 5. Laboratory findings <ol style="list-style-type: none"> a. Serum lipids b. Serum enzymes c. Coagulation tests 6. Radiographic findings 7. Electrocardiogram 8. Exercise electrocardiography 9. Nuclear cardiography 10. Cardiac catheterization <p>C. Communication</p> <ol style="list-style-type: none"> 1. Client and family education 2. Community resources <p>D. Professionalism</p> <ol style="list-style-type: none"> 1. Legal-ethical issues 2. Role Development 	<p>Assigned reading: Brunner & Suddarth 13th ed Ch 25</p> <p>Handouts/Learning Pages</p> <p>Incorporate preventive health practices in a teaching plan for a client with CAD</p> <p>Assessment of client for risk factors</p> <p>American Heart Association</p> <p>Web Site: www.americanheart.org</p>	<p>Examination</p> <p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>
<p>Week 1 Lecture 1 cont' 1 Hour</p>	<p>Prepare a teaching plan for a person with primary hypertension.</p> <p>Summarize the nursing management of the client with</p>	<p>A. Critical Thinking: Nursing process applied to clients with hypertension.</p> <p>B. Provision of safe, holistic, culturally competent care to clients with hypertension.</p> <p><u>Hypertension</u></p> <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations and complications 4. Diagnostic tests and procedures 	<p>Assigned reading: Brunner & Suddarth 13th ed Ch 31</p> <p>Handouts/Learning Pages</p> <p>Case Study: Hypertension</p>	<p>Examination</p> <p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p> <p>Clinical</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>hypertension.</p> <p>Describe the clinical manifestations and complications of hypertension.</p> <p>Describe strategies for the prevention of primary hypertension.</p>	<ol style="list-style-type: none"> 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management <ul style="list-style-type: none"> Treatment modalities <ol style="list-style-type: none"> a. Surgery b. Medical c. Rehabilitative d. Nutrition e. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention <p>C. Communication</p> <ol style="list-style-type: none"> 1. Client and family education 2. Community resources <p>D. Professionalism</p> <ol style="list-style-type: none"> 1. Legal-ethical issues 2. Role development 	<p>Develop a teaching plan for a client with hypertension.</p> <p>Provide nursing care to a client with hypertension.</p>	<p>performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>
<p>Week 1 Lecture 2 8/30/16</p> <p>2 Hours</p>	<p>Explain the precipitating factors, types, clinical manifestation and collaborative care, including drug therapy of stable and unstable angina.</p> <p>Compare and contrast angina with a Myocardial Infarction (MI).</p> <p>Describe the clinical manifestations, complications, diagnostic study results, and collaborative care of MI.</p>	<p>A. Critical Thinking: Nursing process applied to clients with angina and MI.</p> <p>B. Provision of safe, holistic, culturally competent care to clients with angina and MI.</p> <p><u>Angina and MI</u></p> <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations and complications: cardiogenic shock 4. Diagnostic evaluation 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management <ul style="list-style-type: none"> Treatment modalities <ol style="list-style-type: none"> a. Surgery b. Medical c. Rehabilitative d. Nutrition e. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention 	<p>Assigned reading: Brunner & Suddarth 13th ed. Ch 27</p> <p>Case Study: MI</p> <p>Handouts/Learning pages</p> <p>Observe Cardiac Nurse Clinician</p> <p>Provide nursing care to a client with an MI</p>	<p>Examination</p> <p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	Utilize the nursing process, formulate holistic plan of care for clients with the diagnosis of angina and MI.	C. Communication 1. Client and family education 2. Community resources D. Professionalism 1. Legal-ethical issues 2. Role development		
On Campus Clinical Lab 1 Part A 8/31/16 Wednesday ASB Lab 117 9am – 5:30pm	Medication Calculation Competency Exam LAB 1 Part A Nursing Care of Clients with Central Venous Access Devices See attached Laboratory learning experience outline			
On Campus Clinical Lab 1 Part B Lab 2 Part C 9/1/16 Thursday ASB Lab 117 9am - 5:30pm	CHA Exam LAB 1 Part B Nursing Care of Clients with Tracheostomy Tubes LAB 2 Part C Nursing Care of Clients with Alterations in Cardiovascular Status Across the Lifespan See attached Laboratory learning experience outline			
Week 2 9/5/16 Labor Day College Closed				
Week 2 Lecture 3 9/6/16 2 Hours	Differentiate among the clinical manifestation, medical management and nursing care for clients with dysrhythmias. Analyze elements of an ECG rhythm strip:	A. Critical Thinking: Nursing process applied to clients experiencing cardiac dysrhythmia. B. Provision of safe, holistic, culturally competent care to clients with cardiac dysrhythmia. <u>Common Dysrhythmias</u> 1. Types a. Normal sinus rhythm b. Sinus bradycardia c. Sinus tachycardia	Assigned reading: Brunner & Suddarth 13 th ed Ch 26 Handouts Case Study: Dysrhythmia	Examination Clinical performance evaluation Nursing Care Plan Concept mapping

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>ventricular and atrial rate, ventricular and atrial rhythm, QRS complex duration and shape, P wave and shape, PR interval, QT interval and P:QRS ratio.</p> <p>Compare and contrast Normal sinus rhythm with Sinus bradycardia, Sinus tachycardia, Premature beats, Atrial flutter, Atrial fibrillation, Ventricular tachycardia, Ventricular fibrillation and asystole.</p> <p>Identify wave forms associated with atrial and ventricular pacing.</p>	<p>d. Premature beats e. Atrial flutter f. Atrial fibrillation g. Ventricular tachycardia h. Ventricular fibrillation i. Heart Blocks (conduction delays)</p> <ol style="list-style-type: none"> 1. Clinical manifestations 2. Medical management and nursing interventions <ol style="list-style-type: none"> a. Pharmacological management b. Cardioversion/Defibrillation c. Pacemakers <ol style="list-style-type: none"> i. Endocardial ii. Ventricular demand iii. Epicardial d. Common nursing diagnoses e. Client education f. Home care considerations <p>C. Communication <ol style="list-style-type: none"> 1. Client and family education 2. Community resources </p> <p>D. Professionalism <ol style="list-style-type: none"> 1. Legal-ethical issues 2. Role development </p>	<p>Review Basic EKG strips</p> <p>Provide nursing care to a client with a cardiac dysrhythmia</p>	
<p>Week 3 9/12/16 1 Hour</p>	<p>Exam One</p>	<p>6 hours classroom & Lab 1 (Part A & B), Lab 2 (Part C) content</p>		
<p>Week 3 Lecture 4 after Exam 1 9/12/16 1 hour</p>	<p>Differentiate between aortic and mitral valve disease in terms of etiology impact on the hearts function, clinical manifestation and treatment.</p>	<p>A. Critical Thinking: Nursing process applied to clients with a cardiac valve disorder. B. Provision of safe, holistic, culturally competent care to clients with a cardiac valve disorder.</p> <p><u>Aortic and Mitral Valve Dysfunction,</u> <u>Heart Transplant</u></p> <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 	<p>Assigned reading: Brunner & Suddarth 13th ed Ch 28</p> <p>Handouts</p> <p>Case Study: Heart Transplant</p> <p>Role Play: Ethics Committee-</p>	<p>Examination</p> <p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>Identify at least three important aspects of patient and family education for clients with cardiac valve disorder.</p> <p>Discuss the nursing management of patients after valve replacement.</p>	<ol style="list-style-type: none"> 3. Clinical Manifestations 4. Diagnostic Evaluation 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management <ul style="list-style-type: none"> Treatment modalities <ol style="list-style-type: none"> a. Surgery a. Medical b. Rehabilitative c. Nutrition d. Pharmacological 8. Health Promotion/Maintenance <ul style="list-style-type: none"> Restoration and/or Prevention <p>C. Communication</p> <ol style="list-style-type: none"> 1. Client and family education 2. Community resources <p>D. Professionalism</p> <ol style="list-style-type: none"> 1. Legal-ethical issues 2. Role development 	<p>Code Status</p> <p>Provide nursing care to a client with a disturbance in cardiac function</p>	
<p>Week 3 Lecture 5 9/13/16 2 Hours</p>	<p>Summarize the nursing care of the client experiencing percutaneous coronary intervention (PCI) and coronary artery bypass graft (CABG).</p>	<ol style="list-style-type: none"> A. Critical Thinking: Nursing process applied to clients experiencing PCI and CABG. B. Provision of safe, holistic, culturally competent care to clients experiencing PCI and CABG. <p><u>Surgical Management</u></p> <ol style="list-style-type: none"> 3. Types <ol style="list-style-type: none"> a. Percutaneous coronary interventions (PCI) <ol style="list-style-type: none"> 1) Angioplasty 2) Stents b. CABG 2. Common nursing diagnoses 3. Cultural considerations 4. Client education 5. Community resources <p>C. Communication</p> <ol style="list-style-type: none"> 1. Client and family education 	<p>Assigned reading: Brunner & Suddarth 13th ed Review Ch 27 pgs. 750-767</p> <p>Handouts: Learning pages</p> <p>Develop a teaching plan for a client with a CABG</p>	<p>Examination</p> <p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		2. Community resources D. Professionalism 1. Legal-ethical issues 2. Role development		
Week 4 Lecture 6 9/19/16 2 Hours	Compare and contrast arterial and venous disease. Describe the common diagnostic test and procedures used to assess the client with peripheral disorders. Discuss evidence based practice related to peripheral vascular diseases.	A. Critical Thinking: Nursing process applied to clients experiencing vascular disease. B. Provision of safe, holistic, culturally, competent care to clients with cardiovascular dysfunction. <u>Peripheral Disorders</u> 1. Etiology 2. Pathophysiology 3. Clinical manifestations and complications 4. Diagnostic evaluation 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management Treatment modalities a. Surgery b. Medical c. Rehabilitative d. Nutrition e. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention C. Communication 1. Client and family education 2. Community Resources D. Professionalism 1. Legal-ethics issues 2. Role development	Assigned reading: Brunner & Suddarth 13 th ed Ch 30 Handouts Case Study: Peripheral Vascular Disease Provide nursing care to a client with Peripheral Vascular Disease.	Examination Clinical performance Evaluation Nursing Care Plan Concept mapping
Week 4 Lecture 7 9/20/16 2 Hours	Summarize the pathophysiology, collaborative management and nursing care of the	A. Critical Thinking: Nursing process applied to client with heart failure, cardiomyopathy, and valvular disease. B. Provision of safe, holistic, culturally	Assigned reading: Brunner & Suddarth 13 th ed Ch 29 Handouts	Examination Clinical performance evaluation

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>client with heart failure, cardiomyopathy, and valvular disease.</p> <p>Examine ethical issues in relation to cardiac transplantation and or code status.</p>	<p>competent care to clients with heart failure, cardiomyopathy, and valvular disease.</p> <p><u>Heart failure</u></p> <ol style="list-style-type: none"> a. Systolic versus diastolic b. Left Ventricular Failure (LVF) versus Right Ventricular Failure (RVF). <p><u>Cardiomyopathy</u></p> <ol style="list-style-type: none"> a. Dilated b. Hypertropic c. Restrictive <p><u>Aortic and mitral valve</u></p> <ol style="list-style-type: none"> a. Stenosis b. Regurgitation <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations and complications 4. Diagnostic tests and procedures 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management <p>C. Communication</p> <ol style="list-style-type: none"> 1. Client and family education 2. Community resources <p>D. Professionalism</p> <ol style="list-style-type: none"> 1. Legal-ethical issues 2. Role development 	<p>Case Study: Cardiomyopathy</p> <p>Group Discussion: Drug Therapy, Surgical Intervention, Pain Management, Assisting the Family</p> <p>Provide nursing care to a client with a disturbance in cardiac function</p>	<p>Nursing Care Plan</p> <p>Concept mapping</p>
<p>Week 5 Lecture 8 9/26/16 1 Hour</p>	<p>Differentiate between cyanotic and acyanotic heart disease.</p> <p>Summarize the nursing management of the client with congenital heart disease.</p>	<p>A. Critical Thinking: Nursing process applied to clients with congenital heart disease.</p> <p>B. Provision of safe, holistic, culturally competent care to clients with congenital heart disease.</p> <p><u>Congenital Heart Disease</u></p> <ol style="list-style-type: none"> 1. Incidence and Classification <ol style="list-style-type: none"> a. Cyanotic and acyanotic defects b. Blood flow patterns 2. Common defects <ol style="list-style-type: none"> a. Tetralogy of Fallot b. Septal defects c. PDA Patent ductus arteriosus 	<p>Assigned reading: Ricci, Kyle & Carman 2nd ed Ch 41 pgs. 1459-1485</p> <p>Handouts</p> <p>Case Study: Congenital Heart Disease</p> <p>Provide nursing care to a client with a disturbance in cardiac function</p>	<p>Examination</p> <p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		3. Etiology 4. Pathophysiology 5. Clinical manifestations and complications 6. Diagnostic tests and procedures 7. Cultural considerations 8. Evidence based theory and principles 9. Collaborative management Treatment modalities a. Surgery b. Medical c. Rehabilitative d. Nutrition e. Pharmacological 10. Health Promotion/Maintenance Restoration and/or Prevention C. Communication 1. Client and family education 2. Community resources D. Professionalism 1. Legal-ethical issues 2. Role development		
Week 5 Lecture 8 cont' 1 Hour	<u>Unit II: Nursing care of the client experiencing a disturbance in Respiratory function.</u> Describe the acid-base regulating mechanisms in the body. Differentiate between metabolic and respiratory alkalosis and acidosis. Accurately analyze arterial blood gas values.	A. Critical Thinking: Nursing process applied to clients experiencing disturbance in respiratory function. B. Provision of safe, holistic, culturally competent care to clients with disturbance in respiratory function. <u>ABGs/Acid Base Balance</u> 1. Metabolic acidosis 2. Metabolic alkalosis 3. Respiratory acidosis 4. Respiratory alkalosis <u>Ventilator/Tracheostomy</u> C. Communication 1. Client and family education 2. Community resources D. Professionalism 1. Legal-ethical issues	Assigned reading: Brunner & Suddarth 13 th ed Ch 13 pgs. 267-272 Handouts Case Study: ABGs Nursing Skills Lab: ABG Interpretation American Lung Association Web Site: www.lungusa.org Observe the role of Respiratory Therapist	Examination Clinical performance evaluation Nursing Care Plan Concept mapping

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		2. Role development		
Week 5 Lecture 9 9/27/16 2 Hours	<p>Compare and contrast the types of shock.</p> <p>Describe the stages of shock.</p> <p>Describe the multisystem effects of shock.</p> <p>Describe the medical management and nursing care for the client in shock.</p>	<p>A. Critical Thinking: Nursing process applied to a client in shock.</p> <p>B. Provision of safe, holistic, culturally competent care to a client in shock.</p> <p>1. Types of Shock</p> <p>a. Hypovolemic Shock (NUR*102)</p> <p>b. Cardiogenic Shock (NUR*201)</p> <p>c. Circulatory (or Distributive) Shock</p> <p>ii. Septic (NUR*203)</p> <p>iii. Neurogenic NUR*203</p> <p>iv. Anaphylactic (NUR*102)</p> <p>2. Etiology of the various types of shock</p> <p>3. Pathophysiology of the various types of shock</p> <p>4. Stages of Shock</p> <p>a. Compensatory</p> <p>b. Progressive</p> <p>c. Irreversible</p> <p>5. Clinical manifestations and complications</p> <p>6. Collaborative Management of Shock</p> <p>a. Medical</p> <p>b. Surgical</p> <p>c. Pharmacologic (NUR*103, NUR*202)</p> <p>d. Nursing</p> <p>C. Communication</p> <p>1. Client and family education</p> <p>2. Community resources</p> <p>D. Professionalism</p> <p>1. Legal-ethical issues</p> <p>2. Role development</p>	<p>Assigned reading: Brunner & Suddarth 13th ed Ch 14 pgs. 298-300</p> <p>Handouts: Learning pages</p> <p>Discussion</p> <p>Simulation</p>	<p>Examination</p> <p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>
Week 6 10/3/16 1 Hour	Exam Two	11 hours classroom content		
Week 6 Lecture 10	Compare and contrast the types of	A. Critical Thinking: Nursing process applied to clients experiencing an infectious respiratory	Assigned reading: Brunner & Suddarth 13 th ed	Examination

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
<p>10/3/16 after EXAM 2 1 Hour</p>	<p>pneumonia: etiology, symptomatology, medical and nursing management.</p> <p>Utilizing the nursing process, develop a holistic plan of care for clients across the lifespan with an infectious respiratory disease.</p>	<p>disease.</p> <p>B. Provision of safe, holistic, culturally competent care to clients with an infectious respiratory disease</p> <p><u>Infectious Respiratory Diseases</u></p> <p><u>Pneumonia</u></p> <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations and complications 4. Diagnostic tests and procedures 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management <ul style="list-style-type: none"> Treatment modalities <ol style="list-style-type: none"> a. Surgery b. Medical c. Rehabilitative d. Nutrition e. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention <p>C. Communication</p> <ol style="list-style-type: none"> 1. Client and family education 2. Community resources <p>D. Professionalism</p> <ol style="list-style-type: none"> 1. Legal-ethical issues 2. Role development 	<p>Ch 23 pgs. 573-584</p> <p>Handouts</p> <p>Case Study: Pneumonia</p> <p>Sim Man Scenario: Pneumonia</p> <p>Provide nursing care to a client with pneumonia</p>	<p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>
<p>Week 6 Lecture 11 10/4/16 1 Hour</p>	<p>Compare and contrast the common pediatric respiratory disorders: croup syndrome, bronchiolitis/RSV and cystic fibrosis.</p> <p>Outline the etiology, signs and symptoms, medical management</p>	<p>A. Critical Thinking: Nursing process applied to pediatric clients experiencing respiratory disorders.</p> <p>B. Provision of safe, holistic, culturally competent care to pediatric clients experiencing respiratory disorders.</p> <p><u>Common Pediatric Respiratory Disorders</u></p> <p><u>Croup Syndromes, Epiglottitis,</u></p> <p><u>Acute laryngotracheobronchitis,</u></p> <p><u>Acute spasmodic laryngitis, Acute</u></p>	<p>Assigned reading: Ricci, Kyle & Chapman 2nd ed Ch 40: pgs. 1410-1414 (croup/laryngotracheobronchitis, epiglottitis, bronchiolitis/RSV) pgs. 1432-1439 (Cystic Fibrosis) pgs. 1392-1393 (Drug guide 40.1 Common drugs for</p>	<p>Examination</p> <p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>and nursing care of pediatric clients with croup, bronchiolitis/RSV, and cystic fibrosis.</p> <p>Utilizing the nursing process, formulate a holistic plan of care for pediatric clients with a diagnosis of croup, bronchiolitis/RSV, and cystic fibrosis.</p>	<p><u>Tracheitis, Bronchiolitis/RSV, Cystic Fibrosis</u></p> <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations and complications 4. Diagnostic tests and procedures 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management <ul style="list-style-type: none"> Treatment modalities <ol style="list-style-type: none"> a. Surgery b. Medical c. Rehabilitative d. Nutrition e. Pharmacological 8. Health Promotion/Maintenance <ul style="list-style-type: none"> Restoration and/or Prevention C. Communication <ol style="list-style-type: none"> 1. Client and family education 2. Community resources D. Professionalism <ol style="list-style-type: none"> 1. Legal-ethical issues 2. Role development 	<p>respiratory disorders) pgs. 1400-1402 (Nursing care plans for child with a respiratory disorder) pg. 1403 (oxygen delivery methods)</p> <p>Handouts</p> <p>Case Study: Bronchiolitis</p> <p>Provide nursing care to a client with a disturbance in respiratory function</p>	
<p>Week 6 Lecture 11 cont' 1 Hour</p>	<p>Describe the etiology, predisposing factors, pathophysiology and treatment of asthma.</p> <p>Anticipate the needs of the client with asthma and compile a holistic plan of nursing care to address those needs.</p>	<p>A. Critical Thinking: Nursing process applied to clients with asthma.</p> <p>B. Provision of safe, holistic, culturally competent care to clients with asthma.</p> <p><u>Asthma</u></p> <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations and complications 4. Diagnostic tests and procedures 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management <ul style="list-style-type: none"> Treatment modalities <ol style="list-style-type: none"> a. Surgery b. Medical 	<p>Assigned reading: Brunner & Suddarth 13th ed Ch 24 pgs. 637-648</p> <p>Handouts</p> <p>Case Study: Asthma</p> <p>Provide nursing care to a client with asthma</p>	<p>Examination</p> <p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		<ul style="list-style-type: none"> c. Rehabilitative d. Nutrition e. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention C. Communication <ul style="list-style-type: none"> 1. Client and family education 2. Community resources D. Professionalism <ul style="list-style-type: none"> 1. Legal-ethical issues 2. Role development 		
<p>Week 7 Lecture 12 10/10/16 1 Hour</p>	<p>Correlate the predisposing factors and signs and symptoms with the pathophysiology of lung cancer.</p> <p>Outline the medical, surgical and nursing management of lung cancer.</p>	<ul style="list-style-type: none"> A. Critical Thinking: Nursing process applied to clients with lung cancer. B. Provision of safe, holistic, culturally competent care to clients with lung cancer. <u>Lung Cancer</u> <ul style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations and complications 4. Diagnostic tests and procedures 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management <ul style="list-style-type: none"> Treatment modalities <ul style="list-style-type: none"> a. Surgery b. Medical c. Rehabilitative d. Nutrition e. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention C. Communication <ul style="list-style-type: none"> 1. Client and family education 2. Community resources D. Professionalism <ul style="list-style-type: none"> 1. Legal-ethical issues 2. Role development 	<p>Assigned reading: Brunner & Suddarth 13th ed Ch 23 pgs. 605-610</p> <p>Handouts</p> <p>Case Study: Lung Cancer Provide nursing care to a client with cancer</p>	<p>Examination</p> <p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
<p>Week 7 10/10/16 Lecture 12 1 Hour</p>	<p>Outline the medical and nursing care of the client with tuberculosis.</p> <p>Analyze the public health implications of tuberculosis.</p>	<p>A. Critical Thinking: Nursing process applied to clients with tuberculosis.</p> <p>B. Provision of safe, holistic, culturally competent care to clients with tuberculosis. <u>Tuberculosis</u></p> <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations and complications 4. Diagnostic tests and procedures 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management Treatment modalities <ol style="list-style-type: none"> a. Surgery b. Medical c. Rehabilitative d. Nutrition e. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention <p>C. Communication</p> <ol style="list-style-type: none"> 1. Client and family education 2. Community resources <p>D. Professionalism</p> <ol style="list-style-type: none"> 1. Legal-ethical issues 2. Role development 	<p>Assigned reading: Brunner & Suddarth 13th ed Ch 23 pgs. 586-591</p> <p>Handouts</p> <p>Case Study: Tuberculosis</p>	<p>Examination</p> <p>Clinical performance evaluation Nursing Care Plan</p> <p>Concept mapping</p>
<p>Week 7 Lecture 13 10/11/16 2 Hours</p>	<p>Utilizing the nursing process, formulate a plan of care for a client with respiratory failure.</p> <p>Explain the pathophysiology of acute lung injury and acute respiratory distress syndrome.</p>	<p>A. Critical Thinking: Nursing process applied to clients experiencing respiratory failure.</p> <p>B. Provision of safe, holistic, culturally competent care to clients experiencing respiratory failure. <u>ARDS, Respiratory Failure</u></p> <ol style="list-style-type: none"> 1. Etiology 2. Signs and symptoms 3. Collaborative management/Treatment 4. Nursing care <p>C. Communication</p> <ol style="list-style-type: none"> 1. Client and family education 	<p>Assigned reading: Brunner & Suddarth 13th ed Ch 23 pgs. 595-598</p> <p>Handouts</p>	<p>Examination</p> <p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		2. Community resources D. Professionalism 1. Legal-ethical issues 2. Role development		
	Explain the rationale for the use of chest tubes and underwater seal drainage systems.	A. Critical Thinking: Nursing process applied to clients with chest tubes and drainage systems. B. Provision of safe, holistic, culturally competent care to clients with chest tubes and drainage systems. <u>Pneumothorax, Chest Tubes</u> 1. Signs and symptoms 2. Etiology 3. Collaborative management/Treatment 4. Nursing care C. Communication 1. Client and family education 2. Community resources D. Professionalism 1. Legal-ethical issues 2. Role development	Assigned reading: Brunner & Suddarth 13 th ed Ch 23 pgs. 613-615 Nursing Skills Lab: Chest tubes and underwater seal drainage systems SimMan Scenario: Respiratory	Examination Clinical performance evaluation Nursing Care Plan Concept mapping
On Campus Clinical Lab #2 10/12/16 Wednesday 9am-5:30pm ASB Lab 117	Lab 2 Part A Nursing Care of Clients with Alterations in Respiratory Function Across the Lifespan Part B Nursing Care of Clients with Chest Tubes See attached Laboratory learning experience outline			
Week 8 Lecture 14 10/17/16 2 Hours	Compare and contrast the pathophysiology and clinical manifestations of chronic bronchitis and emphysema. Utilizing the nursing process, formulate a	A. Critical Thinking: Nursing process applied to clients with chronic obstructive pulmonary disease (COPD). B. Provision of safe, holistic, culturally competent care to clients with chronic obstructive pulmonary disease (COPD). <u>COPD: Chronic Bronchitis and Emphysema</u>	Assigned reading: Brunner & Suddarth 13 th ed Ch 24 pgs. 618-636 Provide nursing care to a client	Examination Clinical performance evaluation Nursing Care Plan Concept mapping

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	plan of care for a client with COPD.	<ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations and complications 4. Diagnostic tests and procedures 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management <ul style="list-style-type: none"> Treatment modalities <ol style="list-style-type: none"> a. Surgery b. Medical c. Rehabilitative d. Nutrition e. Pharmacological 8. Health Promotion/Maintenance <ul style="list-style-type: none"> Restoration and/or Prevention C. Communication <ol style="list-style-type: none"> 1. Client and family education 2. Community resources D. Professionalism <ol style="list-style-type: none"> 1. Legal-ethical issues 2. Role development 	<p>with COPD</p> <p>Handouts</p> <p>Case Study: COPD</p>	
<p>Week 8 Lecture 15 10/18/16 2 Hours</p>	<p>Compare and contrast hyper-function and hypo-function of the adrenal gland: etiology, manifestations, management, and nursing interventions.</p> <p>Utilizing the nursing process, formulate holistic plans of care for clients across the lifespan with a diagnosis of thyroid, pituitary or adrenal disorders and diabetes mellitus.</p>	<ol style="list-style-type: none"> A. Critical Thinking: Nursing process applied to clients experiencing a disturbance in adrenal function. B. Provision of safe, holistic, culturally competent care to clients with a disturbance in adrenal function. <p><u>Adrenal and Pituitary Disorders</u></p> <ul style="list-style-type: none"> Hyperpituitarism Hypopituitarism Pituitary tumors Diabetes Insipidus <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations and complications 4. Diagnostic tests and procedures 5. Cultural considerations 6. Evidence based theory and principles 	<p>Assigned reading: Brunner & Suddarth 13th ed Ch 52 pgs. 1466-1470</p> <p>Handouts</p> <p>Case Study: Diabetes Insipidus</p> <p>Provide nursing care to a client with a disturbance in endocrine function</p>	<p>Examination</p> <p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		7. Collaborative management Treatment modalities <ol style="list-style-type: none"> Surgery Medical Rehabilitative Nutrition Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention <p>C. Communications</p> <ol style="list-style-type: none"> Client and family education Community resources <p>D. Professionalism</p> <ol style="list-style-type: none"> Legal-ethical issues Role development 		
Week 9 10/24/16 1 Hour	EXAM THREE	11 hours classroom & Lab 2 content		
Week 9 Lecture 16 10/24/16 following exam 1 Hour	<u>Unit IV: Nursing care of the client experiencing a disturbance in gastrointestinal function.</u> Compare and contrast the etiologies, clinical manifestations, management, and nursing interventions for clients experiencing IBS, reflux and cholecystitis. Describe the common diagnostic tests and procedures used to assess the client with IBS, reflux, and/or	A. Critical Thinking: Nursing process applied to clients experiencing a disturbance in gastrointestinal function. B. Provision of safe, holistic, culturally competent care to clients experiencing a disturbance in gastrointestinal function. <u>IBS, Reflux, Cholecystitis</u> <ol style="list-style-type: none"> Etiology Pathophysiology Clinical manifestations complications Diagnostic tests and procedures Cultural considerations Evidence based theory and principles Collaborative management Treatment modalities <ol style="list-style-type: none"> Surgery Medical Rehabilitative 	Assigned reading: Brunner & Suddarth 13 th ed Ch 48 pgs. 1292-1293 (IBS) Ch 46 pgs. 1253-1254 (GERD) Ch 50 pgs. 1389-1401 (Cholecystitis/Cholelithiasis) Handouts Case Study: Cholecystitis Provide nursing care to a client with a disturbance in gastrointestinal function.	Examination Clinical performance evaluation Nursing Care Plan Concept mapping

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>cholecystitis: procedure, client teaching and prep, nursing implications.</p> <p>Utilizing the nursing process, formulate a holistic plan of care for the client with a gastrointestinal disorder.</p>	<p>d. Nutrition</p> <p>e. Pharmacological</p> <p>8. Health Promotion/Maintenance Restoration and/or Prevention</p> <p>C. Communication</p> <p>1. Client and family education</p> <p>2. Community resources</p> <p>D. Professionalism</p> <p>1. Legal-ethical issues</p> <p>2. Role development</p>		
<p>Week 9 Lecture 17 10/25/16 2 Hours</p>	<p>Compare and contrast hypothyroidism and hyperthyroidism: their clinical manifestations, management, and nursing interventions.</p>	<p>A. Critical Thinking: Nursing process applied to clients experiencing a disturbance in thyroid function.</p> <p>B. Provision of safe, holistic, culturally competent care to clients with disturbance in thyroid function.</p> <p><u>Thyroid Disease</u></p> <p>a. Hyperthyroidism</p> <p>b. Hypothyroidism</p> <p>1. Etiology</p> <p>2. Pathophysiology</p> <p>3. Clinical manifestations and complications</p> <p>4. Diagnostic tests and procedures</p> <p>5. Cultural considerations</p> <p>6. Evidence based theory and principles</p> <p>7. Collaborative management</p> <p>Treatment modalities</p> <p>b. Surgery</p> <p>c. Medical</p> <p>d. Rehabilitative</p> <p>e. Nutrition</p> <p>e. Pharmacological</p> <p>8. Health Promotion/Maintenance Restoration and/or Prevention</p> <p>C. Communication</p> <p>1. Client and family education</p>	<p>Assigned reading: Brunner & Suddarth 13th ed Ch 52 pgs. 1470-1484</p> <p>Handouts</p> <p>Case Studies: Child Hypothyroidism</p> <p>Provide nursing care to a client with a disturbance in endocrine function</p>	<p>Examination</p> <p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		2. Community resources D. Professionalism 1. Legal-ethical issues 2. Role development		
Week 10 Lecture 18 & 19 10/31 & 11/1/16 4 hours	<u>Unit III: Nursing care of the client experiencing a disturbance in Endocrine function.</u> Differentiate between Type 1 and Type 2 diabetes mellitus: etiology, manifestations, management, and nursing interventions. Differentiate between hypoglycemia, diabetic ketoacidosis, and hyperosmolar nonketotic syndrome: clinical manifestations, management, and nursing interventions.	A. Critical Thinking: Nursing process applied to clients with Diabetes. B. Provision of safe, holistic, culturally competent care to clients with Diabetes. <u>Diabetes Mellitus</u> 1. Etiology 2. Pathophysiology a. Classifications i. Type 1 ii. Type 2 3. Clinical manifestations and complications 4. Diagnostic tests and procedures 5. Cultural considerations 6. Evidence-based theory and principles 7. Collaborative management 8. Treatment modalities a. Surgery b. Medical c. Rehabilitative d. Nutrition e. Pharmacological 9. Health Promotion/Maintenance Restoration and/or Prevention C. Communication 1. Client and family education 2. Community resources D. Professionalism 1. Legal-ethical issues 2. Role development	Assigned reading: Brunner & Suddarth 13 th ed Ch 51 Handouts Sim Man Scenario: Hypoglycemia or DKA Assess client risk factors Attend Diabetic Classes American Diabetes Association Web Site: www.diabetes.org Provide nursing care to a client with diabetes mellitus	Examination Clinical performance evaluation Nursing Care Plan Concept mapping
Week 10 Wed 11/2/16 at Aqua Turf in Plantsville, CT	CT League of Nursing Student RN Day Mandatory			

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
<p>Week 11 Lecture 20 11/7/16 2 Hours</p>	<p>Describe the etiologies collaborative care and nursing management of clients with bowel obstruction.</p> <p>Describe the clinical manifestations and surgical and nursing management of cancer of the colon.</p> <p>Differentiate among mechanical, neurogenic and vascular bowel obstruction including causes and collaborative care and nursing management.</p>	<p>A. Critical Thinking: Nursing process applied to clients experiencing bowel obstruction and/or cancer of the colon.</p> <p>B. Provision of safe, holistic, culturally competent care to clients with bowel obstruction and/or cancer of the colon. <u>Bowel Obstruction and Cancer of Colon</u></p> <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations and complications 4. Diagnostic tests and procedures 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management Treatment modalities <ol style="list-style-type: none"> a. Surgery b. Medical c. Rehabilitative d. Nutrition e. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention <p>C. Communication</p> <ol style="list-style-type: none"> 1. Client and family education 2. Community resources <p>D. Professionalism</p> <ol style="list-style-type: none"> 1. Legal - ethical issues 2. Role development 	<p>Assigned reading: Brunner & Suddarth 13th ed Ch 48 pgs. 1316-1327</p> <p>Handouts</p> <p>Case Study: Bowel Obstruction</p> <p>Nursing Skills Lab: TPN</p> <p>Clinical Laboratory experience with patients receiving radiation therapy.</p> <p>Guest Speaker: Ostomy Wound Care Nurse</p> <p>Provide nursing care to a client with gastrointestinal cancer</p>	<p>Examination</p> <p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>
<p>Week 11 Lecture 21 11/8/16 2 Hours</p>	<p>Explain the common causes, clinical manifestations, collaborative care and nursing management of gastrointestinal bleeding.</p>	<p>A. Critical Thinking: Nursing process applied to clients experiencing ulcer disease and GI bleeding.</p> <p>B. Provision of safe, holistic, culturally competent care to clients with ulcer disease and GI bleeding. <u>GI bleed, Peptic Ulcer</u></p> <ol style="list-style-type: none"> 1. Etiology 	<p>Assigned reading: Brunner & Suddarth 13th ed Ch 47 pgs. 1262-1271</p> <p>Handouts</p> <p>Case Study: GI Bleed</p>	<p>Examination</p> <p>Clinical performance evaluation</p> <p>Nursing Care Plan</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	Utilize the nursing process to formulate holistic plans of care for clients with a diagnoses of peptic ulcer and GI bleeding.	2. Pathophysiology 3. Clinical manifestations and complications 4. Diagnostic tests and procedures 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management Treatment modalities a. Surgery b. Medical c. Rehabilitative d. Nutrition e. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention C. Communication 1. Client and family education 2. Community resources D. Professionalism 1. Legal-ethical issues 2. Role development	Provide nursing care to a client with a disturbance in gastrointestinal function	Concept mapping
Week 11 On Campus Clinical Lab #3 11/2/16 Wed 9am - 5:30pm ASB Lab 117	LAB 3 Part A: Nursing Care of Clients with Alterations in Gastrointestinal Function Part B: Nursing Care of Clients with Diabetic Ketoacidosis (DKA) See attached Laboratory learning experience outline			
Week 12 11/14/16 1 Hour	Exam Four	11 hours classroom content & Lab 3 content		
Week 12 Lecture 22 11/14/16 following Exam 4 1 Hour	Compare and contrast the etiologies, clinical manifestations, management and nursing interventions	A. Critical Thinking: Nursing process applied to clients with Hepatitis. B. Provision of safe, holistic, culturally competent care to clients with Hepatitis. <u>Hepatitis</u>	Assigned reading: Brunner & Suddarth 13 th ed Ch 49 pgs. 1358-1365 Handouts	Examination Clinical performance evaluation

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	for common types of hepatitis (A, B, C, D, & E).	<ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations and complications 4. Diagnostic tests and procedures 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management <ul style="list-style-type: none"> Treatment modalities <ol style="list-style-type: none"> a. Surgery b. Medical c. Rehabilitative d. Nutrition e. Pharmacological 8. Health Promotion/Maintenance <ul style="list-style-type: none"> Restoration and/or Prevention C. Communication <ol style="list-style-type: none"> 1. Client and family education 2. Community resources D. Professionalism <ol style="list-style-type: none"> 1. Legal-ethical issues 2. Role development 	<p>Case Study: Hepatitis</p> <p>Provide nursing care to a client with a disturbance in liver function</p>	<p>Nursing Care Plan</p> <p>Concept mapping</p>
<p>Week 13 Lecture 23 11/21/16 1 Hour</p>	Describe the clinical manifestation, collaborative management of diverticulitis and pancreatitis.	<ol style="list-style-type: none"> A. Critical Thinking: Nursing process applied to clients experiencing diverticulitis and pancreatitis. B. Provision of safe, holistic, culturally competent care to clients with diverticulitis and pancreatitis. <ul style="list-style-type: none"> <u>Diverticulitis, Pancreatitis</u> <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations and complications 4. Diagnostic tests and procedures 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management <ul style="list-style-type: none"> Treatment modalities <ol style="list-style-type: none"> a. Surgery b. Medical 	<p>Assigned reading: Brunner & Suddarth 13th ed Ch 48 pgs. 1296-1299 Ch 50 pgs. 1401-1409</p> <p>Handouts</p> <p>Provide nursing care to a client with a disturbance in gastrointestinal function</p>	<p>Examination</p> <p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		<ul style="list-style-type: none"> c. Rehabilitative d. Nutrition e. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention C. Communication <ul style="list-style-type: none"> 1. Client and family education 2. Community resources D. Professionalism <ul style="list-style-type: none"> 1. Legal-ethical issues 2. Role development 		
<p>Week 13 Lecture 23 cont' 1 Hour</p>	<p>Compare and contrast ulcerative colitis and Crohn's disease, including pathophysiology, clinical manifestations, complications, collaborative care and nursing management.</p> <p>Explain the anatomic and physiologic changes that result from a sigmoid colostomy, a transverse colostomy and an ileostomy.</p> <p>Describe Celiac disease and appropriate medical and nursing management.</p>	<ul style="list-style-type: none"> A. Critical Thinking: Nursing process applied to clients with Crohn's disease, celiac disease and ulcerative colitis. B. Provision of safe, holistic, culturally competent care to clients with Crohn's disease, celiac disease and ulcerative colitis. <p><u>Crohn's Disease, Ulcerative Colitis, Celiac Disease</u></p> <ul style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations and complications 4. Diagnostic tests and procedures 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management <ul style="list-style-type: none"> Treatment modalities <ul style="list-style-type: none"> a. Surgery b. Medical c. Rehabilitative d. Nutrition e. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention C. Communication <ul style="list-style-type: none"> 1. Client and family education 2. Community resources D. Professionalism <ul style="list-style-type: none"> 1. Legal-ethical issues 	<p>Assigned reading: Brunner & Suddarth 13th ed Ch 48 pgs. 1301-1308 Ricci, Kyle & Chapman 2nd ed Ch 42 pgs. 1537-1538 (Celiac Disease)</p> <p>Handouts</p> <p>Case Study: Crohn's Disease</p> <p>Provide nursing care to a client with a disturbance in gastrointestinal function</p>	<p>Examination</p> <p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
<p>Week 13 Lecture 24 11/22/16 2 Hours</p>	<p>Explain the etiology, pathophysiology, clinical manifestations, complications and collaborative care of the client with cirrhosis of the liver.</p> <p>Utilize the nursing process to develop a holistic plan of care for clients with cirrhosis.</p>	<p>2. Role development</p> <p>A. Critical Thinking: Nursing process applied to clients with cirrhosis of the liver.</p> <p>B. Provision of safe, holistic, culturally competent care to clients with cirrhosis of the liver. <u>Liver: Cirrhosis, Portal Hypertension, Esophageal Varices, Liver Failure</u></p> <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations and complications 4. Diagnostic tests and procedures 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management Treatment modalities <ol style="list-style-type: none"> a. Surgery b. Medical c. Rehabilitative d. Nutrition e. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention <p>C. Communication</p> <ol style="list-style-type: none"> 1. Client and family education. 2. Community resources <p>D. Professionalism</p> <ol style="list-style-type: none"> 1. Legal-ethical issues 2. Role development 	<p>Assigned reading: Brunner & Suddarth 13th ed Ch 49 pgs. 1349-1358 pgs. 1366-1377</p> <p>Handouts</p> <p>Case Study: Esophageal Varices</p> <p>American Liver Association</p> <p>Web Site: www.liverfoundation.org</p> <p>Provide nursing care to a client with a disturbance in liver function</p>	<p>Examination</p> <p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>
<p>Week 14 Lecture 25 11/28/16 1 Hour</p>	<p><u>Unit V: Nursing Care of the Client Experiencing an Autoimmune Disease</u></p> <p>Describe the pathophysiology, clinical manifestations and collaborative care</p>	<p>A. Critical Thinking: Nursing process applied to clients experiencing autoimmune disorder.</p> <p>B. Provision of safe, holistic, culturally competent care to clients with an autoimmune disorder. <u>Lupus Erythematosus</u></p> <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations and complications 4. Diagnostic evaluation 	<p>Assigned reading: Brunner & Suddarth 13th ed Ch 39 pgs. 1069-1072</p> <p>Handouts</p> <p>Case Study: Lupus Erythematosus</p>	<p>Examination</p> <p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	of systemic lupus erythematosus.	5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management Treatment modalities a. Surgery b. Medical c. Rehabilitative d. Nutrition e. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention C. Communication 1. Client and family education 2. Community resources D. Professionalism 1. Legal-ethical issues 2. Role development	Provide nursing care to a client experiencing an autoimmune disorder	
Week 14 Lecture 25 & 26 11/28/16 1 hr 11/29/16 2 hrs 3 Hours	<u>Unit VI: Nursing Care of the Client Experiencing a Psychiatric-Mental Health Disorder.</u> Pediatric Psychiatric Conditions Describe predisposing factors placing children and adolescents at risk for psychiatric disorders. Identify psychiatric disorders usually first diagnosed in childhood or adolescence. Describe a holistic assessment of a child/	A. Critical Thinking: Nursing process applied to pediatric psychiatric clients. B. Provision of safe, holistic, culturally competent care to pediatric psychiatric client and their family. 1. Predisposing Risk Factors a. Genetic b. Biochemical c. Pre/Postnatal d. Temperament e. Developmental f. Social/Environmental g. Cultural/Ethnic 2. Resilience Assessment a. Mental Health vs. Mental Illness b. Data Collection c. Assessment Data 1. Developmental Assessment 2. Physical Assessment 3. Psychosocial Assessment i. Family	Assigned reading: Varcarolis 6 th ed. Ch. 16 & 28 7 th ed. Ch. 11 Pgs. 181-197 Ch. 14 Ch. 16 Pgs. 304- 316 Ch. 18 Pgs. 343-361 Ricci, Kyle & Chapman 2 nd ed Ch 29 & Ch 52 Lecture Discussion	Examination Nursing Care Plan Concept mapping

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>adolescent with a psychiatric illness.</p> <p>List nursing diagnoses appropriate to the child/adolescent with a psychiatric illness.</p> <p>Utilize assessment data in the planning of interventions and treatment goals.</p> <p>Describe treatment modalities relevant to selected disorders of childhood and adolescence.</p>	<p>ii. Other Support Systems</p> <ol style="list-style-type: none"> 4. Mental Status Assessment 5. Psychopathology 6. Suicide Risk 7. Cultural Influences <p>3. Health Promotion/Maintenance Restoration and/or Prevention</p> <p><u>Childhood Psychiatric Conditions: Pervasive Developmental Disorders (i.e. Autism Spectrum, Rett Syndrome, Child Disintegrative Disorder), Attention-Deficit and Disruptive Behavior Disorders, Anxiety Disorders, Mood Disorders, Tourette's Disorder, Adjustment Disorders, Eating Disorders, Substance Abuse</u></p> <p>C. Planning/Communication</p> <ol style="list-style-type: none"> 1. Client and family education 2. Community resources 3. Planning out comes 4. Interventions <ol style="list-style-type: none"> a. Family Therapy b. Milieu Therapy c. Activities of Daily Living Behavior Modification d. Removal and Restraint e. Cognitive Behavioral Therapy f. Play Therapy g. Art Therapy h. Group Therapy i. Psychopharmacology <p>D. Professionalism</p> <ol style="list-style-type: none"> 1. Legal-ethical issues 2. Role Development 		
<p>Week 14</p> <p>Will be posted online</p> <p>2 Hours</p>	<p><u>Unit VII: Nursing Care of the Client Who Is a Victim of Bioterrorism</u></p> <p>Identify individual illness / injuries and</p>	<p>A. Critical Thinking: Nursing process applied to clients who are victims of Bioterrorism.</p> <p>B. Provision of safe, holistic, culturally competent care to clients who are victims of Bioterrorism.</p> <p>Weapons of Terror: Biological, Chemical and Radiation:</p>	<p>Assigned reading: Brunner & Suddarth 13th ed Ch 73</p> <p>Handouts</p>	<p>Examination</p> <p>Clinical performance evaluation</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>emerging patterns resulting from exposure to biologic, chemical or radiologic agents. Describe isolation precautions necessary for bioterrorism agents.</p> <p>Develop a plan of care for a client experiencing physical and psychological effects after a terrorist attack.</p> <p>Compare and contrast emergency care and nursing implications for clients exposed to biological, chemical and radiologic agents.</p> <p>Evaluate different levels of personal protection and decontamination procedures in bioterrorism incidents.</p>	<ol style="list-style-type: none"> 1. Characteristics and effects 2. Personal Protection and Decontamination 3. Isolation Precautions 4. Treatment Procedures 5. Nursing Implications and Long-term Injuries <p>C. Communication</p> <ol style="list-style-type: none"> 1. Client and family education 2. Community resources <p>D. Professionalism</p> <ol style="list-style-type: none"> 1. Legal-ethical issues 2. Role development 	<p>Informative WebSites:</p> <p>CT Dept of Public Health: http://www.ct.gov/dph/taxonomy/ct_taxonomy.asp?DLN=46945&dphNav=46945</p> <p>Center for Disease Control (CDC): www.bt.cdc.gov/</p> <p>http://www.bt.cdc.gov/masscasualties</p> <p>Others: www.ready.gov/america/index.html</p> <p>http://www.nursingworld.org/MainMenuCategories/HealthcareandPolicyIssues/DPR/Education.aspx</p> <p>http://www.nursing.vanderbilt.edu/incmce/competencies.html</p>	<p>Nursing Care Plan</p> <p>Concept mapping</p>
<p>Week 15 Lecture 27 12/5/16 1 hour</p>	<p>Exam 5</p>	<p>11 hours classroom</p>		
<p>Week 15 Lecture 27 after EXAM 5 12/5/16 2 Hours</p>	<p><u>Unit VI continued:</u> <u>Nursing Care of the Client Experiencing a Psychiatric-Mental Health Disorder.</u></p>	<p>A. Critical Thinking: Nursing process applied to clients with thought disorders.</p> <p>B. Provision of safe, holistic, culturally competent care to clients with thought disorders.</p> <p><u>Thought Disorders: Schizophrenia</u></p>	<p>Assigned reading: Varcarolis 6th ed Ch. 15 Schizophrenia 7th ed Ch. 12</p> <p>Nurse-Client Communication</p>	<p>Examination</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>Compare and contrast the symptoms of the different forms of thought disorders across the lifespan.</p> <p>Correlate recommended treatment modalities with the major types of thought disorders.</p> <p>Describe appropriate nursing interventions for behaviors associated with thought disorders.</p>	<ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations and complications 4. Diagnostic evaluation DSM IV 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management <ul style="list-style-type: none"> Treatment modalities <ol style="list-style-type: none"> a. Surgery b. Medical c. Rehabilitative d. Nutrition e. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention C. Communication <ol style="list-style-type: none"> 1. Client and family education 2. Community resources D. Professionalism <ol style="list-style-type: none"> 1. Legal-ethical issues 2. Role development 	<p>Skills: Thought Disorders</p> <p>Handouts</p> <p>See movie “A Beautiful Mind”</p> <p>Provide nursing care to a client experiencing thought disorders</p>	
<p>Week 15 Lecture 28 12/6/16 3 hours</p>	<p>Articulate the types, manifestations, physiological effects and psychological effects of substance abuse.</p> <p>Outline effective techniques of therapeutic management of substance abuse.</p> <p>Utilizing the nursing process, formulate a holistic plan of care for</p>	<ol style="list-style-type: none"> A. Critical Thinking: Nursing process applied to clients with substance abuse. B. Provision of safe, holistic, culturally competent care to clients with substance abuse. <u>Substance Abuse:</u> ETOH, Narcotic/Stimulant abuse, Withdrawal and Detoxification <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations and complications 4. Diagnostic evaluation 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management <ul style="list-style-type: none"> Treatment modalities <ol style="list-style-type: none"> a. Medical b. Rehabilitative 	<p>Assigned reading: Varcarolis 6th ed Ch. 18 Substance Abuse 7th ed. Chapter 22 Pgs. 412 - 429</p> <p>Nurse-Client Communication Skills: a. Mood Disorders b. Substance Abuse</p> <p>Handouts</p> <p>Attend an Ala-teen or Alaon Meeting</p> <p>Attend an AA Opening Meeting</p>	<p>Examination</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	the client with a mood disorder, thought disorder, or substance abuse.	c. Nutrition d. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention C. Communication 1. Client and family education 2. Community resources D. Professionalism 1. Legal-ethical issues 2. Role development	Guest Speaker: AA Association	
On Campus Clinical 12/7 & 12/8/16 Wednesday & Thursday 9am-5:30pm	WEEK 15	MANDATORY ATI testing in ASB 214 from 9am-12pm on Thursday 12/8 LAB 4 Part A: Nursing Care of Clients with Alterations in Mental Health See attached Laboratory learning experience outline		
Week 16 Finals Week 2 Hours	Final Examination	Final Examination is cumulative		

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)

*Capital Community College, Gateway Community College,
Naugatuck Valley Community College, Northwestern Connecticut Community College,
Norwalk Community College, Three Rivers Community College*

**NUR*201 On Campus Clinical Laboratories
Topics List**

<p style="text-align: center;">On Campus Clinical Lab 1 Part A</p> <p style="text-align: center;">Nursing Care of Clients with Central Venous Access Devices See attached Laboratory learning experience outline</p>
<p style="text-align: center;">On Campus Clinical Lab 1 Part B</p> <p style="text-align: center;">Nursing Care of Clients with Tracheostomy Tubes See attached Laboratory learning experience outline</p>
<p style="text-align: center;">On Campus Clinical Lab 2</p> <p style="text-align: center;">Nursing Care of Clients with Alterations in Cardiac and Respiratory Function See attached Laboratory learning experience outline</p>
<p style="text-align: center;">On Campus Clinical Lab 3</p> <p style="text-align: center;">Nursing Care of Clients with Alterations in Gastrointestinal Function See attached Laboratory learning experience outline</p>
<p style="text-align: center;">On Campus Clinical Lab 4</p> <p style="text-align: center;">Nursing Care of Clients with Alterations in Mental Health/Substance Abuse See attached Laboratory learning experience outline</p>

**Nursing 201: Nursing Care of Individuals and Families I
On Campus Clinical Laboratory 1**

***Note to students: assigned readings and videos to be completed prior to laboratory attendance**

Part A: Nursing Care of Clients with Central Venous Access Devices	
Learning Objectives Upon completion of the Learning Laboratory the student will be able to:	Suggested learning activities
1. Compare and contrast the common types of central venous access devices (CVAD's).	Assigned Reading: Perry & Potter 8 th ed. Clinical Nursing Skills & Techniques Ch 28 pgs. 724-736 Simulation Case Study Self-learning module Power Point on Topic Small group work-develop a concept map/care plan for the client with a CVAD. -triple lumen catheter -PICC line
2. Differentiate protocols for maintaining patency of intermittently used CVAD's.	
3. Discuss the specific needs of clients with central venous catheters.	
4. Discuss the rationale for using central venous access catheters for long term therapy.	
5. Discuss the common complications associated with CVAD's.	
6. Discuss the nursing assessments of clients with CVAD's.	
7. Demonstrate steps used when changing the dressing of a client with a CVAD.	
8. Demonstrate correct steps for flushing, administering medications and heparinizing CVADs.	
9. Validation: Nursing Care of Clients with Central Venous Access Devices. Process and times for skill validation to be arranged by college faculty.	

Part B: Nursing Care of Clients with Tracheostomy Tubes	
Learning Objectives Upon completion of the Learning Laboratory the student will be able to:	Suggested learning activities
1. Discuss the rationale for the use of a tracheostomy tube.	Assigned Reading: Potter & Perry 8 th ed. Fundamentals of Nursing Ch 40 pgs. 855-869 Use Sim Man for return demonstrations of: suctioning, dressing change and stoma care. Critical Thinking Exercise on Care of the Client with a
2. Differentiate between the various types of tracheostomy tubes.	
3. Describe measures to support oxygenation during the suctioning procedure.	
4. Demonstrate the correct procedure utilizing best practices when: <ul style="list-style-type: none"> a. suctioning through a tracheostomy tube. b. changing a disposable inner cannula (more common, contemporary technique/equipment). c. cleansing and replacing a reusable inner cannula (less common, older technique/equipment). d. performing stoma care. 	

e. performing a dressing change.	Tracheostomy
5. Prioritize nursing care needs for the client with a tracheostomy.	Power Point on Tracheostomy
6. Discuss five alternate ways to communicate with a client with a tracheostomy.	
7. List six best practices for preventing aspiration during swallowing.	Small group work-develop a concept map/care plan for the client with a Tracheostomy.
8. Develop a community based teaching plan for the client with a tracheostomy living at home.	
9. Validation: Nursing Care of Clients with Tracheostomy Tubes. Process and times for skill validation to be arranged by college faculty.	

**Nursing 201: Nursing Care of Individuals and Families I
On Campus Clinical Laboratory 2**

***Note to students: assigned readings and videos to be completed prior to laboratory attendance**

Part A: Nursing Care of Clients with Alterations in Respiratory Status Across the Lifespan	
Learning Objectives Upon completion of the Learning Laboratory the student will be able to:	Suggested learning activities
1. Identify physical assessment findings associated with alterations in respiratory status in clients across the lifespan.	Assigned Reading: Potter & Perry 8 th ed. Fundamentals of Nursing Ch 41 pgs. 891-895 Perry & Potter 8 th ed. Clinical Nursing Skills & Techniques Ch 43 pgs. 1091-1096 Brunner & Suddarth 13 th ed Ch 13 pgs. 267-271 Case Studies Small group work to develop a nursing care plan for a client with acid base imbalance Self-learning module: Small group work: interpretation of ABG's exercise Selected A/V and computer materials:
2. Explain acid base status and buffering systems in clients.	
3. Identify key assessments when caring for a client requiring arterial blood gas (ABG) monitoring.	
4. Identify key assessments when collecting a specimen from a client requiring ABG monitoring.	
5. Describe specific specimen handling techniques.	
6. Describe complications associated with blood gas monitoring.	
7. Interpret arterial blood gas measurements.	
8. Demonstrate care of the client with a tracheostomy (validation).	

Part B: Nursing Care of Clients with Chest Drainage Systems	
Learning Objectives Upon completion of the Learning Laboratory the student will be able to:	Suggested learning activities
1. Describe the parts of a chest drainage system.	Assigned Reading: Perry & Potter 8 th ed. Clinical Nursing Skills & Techniques Ch 26 pgs. 655-670 Review questions p. 674 Simulation Case Studies Small group work to develop a nursing care plan for a clients with chest drainage systems Self-learning module Critical Thinking Scenarios- Client with a Chest Tube Selected A/V and computer materials Role Play
2. Differentiate between chest drains and chest tubes.	
3. State the role of the nurse in caring for a client with chest tubes, chest drainage system.	
4. Discuss nursing considerations for monitoring a client with chest tubes/chest drainage.	
5. List the potential complications of clients with chest tubes.	
6. Describe the types of chest drainage systems: traditional water seal, dry suction water seal, dry suction.	

Part C: Nursing Care of Clients with Alterations in Cardiovascular Status Across the Lifespan	
Learning Objectives Upon completion of the Learning Laboratory the student will be able to:	Suggested learning activities
1. Identify physical assessment findings associated with alterations in cardiovascular status in clients across the lifespan.	Assigned Reading: Brunner & Suddarth 13 th ed.Ch 26 Simulation Case Study Self-learning module
2. Delineate pertinent cardiac physical assessment findings in clients with dysrhythmias: <ul style="list-style-type: none"> • tachycardia (ST and VT strips); • irregularly irregular pulse (Atrial fibrillation strip); • regularly irregular pulse (Atrial flutter strip); • Ventricular Fibrillation or Asystole. 	

3. Provide holistic nursing care for clients requiring cardiac monitoring. a. Demonstrate the steps required to initiate and continue cardiac monitoring.	Hands on analysis of a variety of ECG rhythm strips
4. Analyze elements of an ECG rhythm strip: ventricular and atrial rate, ventricular and atrial rhythm, QRS complex duration and shape, P wave and shape, PR interval, QT interval and P:QRS ratio.	
5. Compare and contrast Normal sinus rhythm with sinus bradycardia, sinus tachycardia, premature beats, atrial flutter, atrial fibrillation, ventricular tachycardia, ventricular fibrillation and asystole.	
6. Identify wave forms associated with atrial and ventricular pacing.	

**Nursing 201: Nursing Care of Individuals and Families I
On Campus Clinical Laboratory 3**

***Note to students: assigned readings and videos to be completed prior to laboratory attendance**

Part A: Nursing Care of Clients with Alterations in Gastrointestinal Function	
Learning Objectives Upon completion of the Learning Laboratory the student will be able to:	Suggested learning activities
1. Compare and contrast PPN, TPN and enteral feedings with respect to: a. indications for use, b. differences in solutions, c. delivery, d. complications, e. Patient Safety issues such as: i. Rights of Administration ii. Correlation of lab results with administration.	Assigned Readings: Brunner & Suddarth 13 th ed Ch 45 Ch 48 pgs. 1308-1315 Ch 55 pgs. 1598-1602 Demonstration/hands on setups of TPN/PPN, including documentation examples. Guest Speaker from Ostomy Patient Support group
2. Discuss the care of peristomal skin.	Wound models and skin care products Case Studies on GI bleed and/or Bowel obstruction
3. Demonstrate use of products for preventing or managing common peristomal skin conditions.	
4. Demonstrate the use of products for the management of ostomies.	

Part B: Nursing Care of Clients with Diabetic ketoacidosis (DKA)	
Learning Objectives Upon completion of the Learning Laboratory the student will be able to:	Suggested learning activities
1. Describe the nursing management of the client with Diabetic Ketoacidosis (DKA).	Assigned Readings: Brunner & Suddarth 13 th ed Ch 51 pgs. 1443-1448 Simulation Case Study on Care of the Client with DKA Power Point on DKA Hands on demonstration of titration of applicable drugs for DKA
2. Apply skills of medication titration to the management of a client with DKA.	

**Nursing 201: Nursing Care of Individuals and Families I
On Campus Clinical Laboratory 4**

*Note to students: assigned readings and videos to be completed prior to laboratory attendance

Nursing Care of Clients with Alterations in Mental Health Part A	
Learning Objectives Upon completion of the Learning Laboratory the student will be able to:	Suggested Learning Activities
1. Identify the goals and functions of a therapeutic relationship with a client in the psychiatric health care setting.	Case Study: facilitate communication, problem solving, coping and self care
2. Demonstrate effective therapeutic communication skills with the client with a psychiatric disorder.	Role Play: Review of effective communication skills with the psychiatric client <ul style="list-style-type: none"> • Consistent focus on the client's problem and needs Boundary clarification in psychiatric unit setting
3. Review the use of the process recording in the psychiatric setting in preparation for clinical experience in psychiatric nursing in NUR 203: <ul style="list-style-type: none"> ▪ purpose, essential elements of a process recording. 	Provide an overview of expectations/ rubric for CLEW Process Recordings in NUR*203 In small groups, utilizing a case study and role playing,

	work with the CT-CCNP CLEW Process Recording Form to record an example of an effective interaction with a client with substance abuse.
4. Discuss key assessments for an individual withdrawing from alcohol or other substances.	Utilizing a Case Study assess a client using the CIWA or COW or other scale.
5. Develop an approach to the nursing care for a client with a Substance abuse disorder.	Small group work: develop a concept map, nursing care plan and/or narrative nurse's note based on a case study for a client with Substance Abuse. Complete a reflective journal related to cultural beliefs on the use of alcohol/substance abuse. Attend an Alcoholic Anonymous (AA) or Narcotics Anonymous (NA) meeting and complete a reflective journal based on reactions.
6. Explore and dispel myths and misconceptions related to mental illness/ substance abuse and the mentally ill in historical and contemporary society.	Selected A/V and computerized/self learning materials (i.e. Hearing Voices CD and exercises) Speaker/Presentation from the National Alliance on Mental Illness (NAMI)