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 Orlomoski 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 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  
jmednick@nwcc.commnet.edu  
Pam Rose, DNP, RN  
drose@nwcc.commnet.edu

**Clinical & Lab Adjunct Faculty:**

Jody Benton MSN, RN  
jbenton@nvcc.edu  
Jaclyn Vincent, APRN  
jvincent@nwcc.commnet.edu

Linda Kowalczuk, MSN, APRN  
lkowalczuk@nwcc.commnet.edu  
Diana Wigham, MSN, RN  
dwigham@nwcc.commnet.edu

**Required Text/Course Materials:**


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/](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/](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/](https://lippincottdirect.lww.com/)  
**ISBN: 978-1-4511-8719-9**


Required Lab Kit (available at bookstore):

Pocket Nurse Lab Kit #06-37-8667N

Recommended


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 4 November 14, 2016
Exam 2 October 3, 2016 Exam 5 December 5, 2016
Exam 3 October 24, 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](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 to 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.
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<th>WEEK HOURS</th>
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<tr>
<td><strong>Week 1 Lecture 1 cont’ 1 Hour</strong></td>
<td>Prepare a teaching plan for a person with primary hypertension. Summarize the nursing management of the client with Hypertension 1. Etiology 2. Pathophysiology 3. Clinical manifestations and complications 4. Diagnostic tests and procedures</td>
<td>A. Critical Thinking: Nursing process applied to clients with hypertension. B. Provision of safe, holistic, culturally competent care to clients with hypertension.</td>
<td>Assigned reading: Brunner &amp; Suddarth 13th ed Ch 31 Handouts/Learning Pages Case Study: Hypertension</td>
<td>Examination Clinical performance evaluation Nursing Care Plan Concept mapping Clinical</td>
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<td>WEEK HOURS</td>
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<td>5. Cultural considerations</td>
<td>Develop a teaching plan for a client with hypertension.</td>
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<td>Describe the clinical manifestations and complications of hypertension.</td>
<td>6. Evidence based theory and principles</td>
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<td>Nursing Care Plan</td>
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<td>Describe strategies for the prevention of primary hypertension.</td>
<td>7. Collaborative management</td>
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<td>C. Communication</td>
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<td>Lecture 2</td>
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<td>1. Client and family education</td>
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<td>2. Community resources</td>
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<td>D. Professionalism</td>
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<td>1. Legal-ethical issues</td>
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<td>Explain the precipitating factors, types, clinical manifestation and collaborative care, including drug therapy of stable and unstable angina.</td>
<td>A. Critical Thinking: Nursing process applied to clients with angina and MI.</td>
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<td>Compare and contrast angina with a Myocardial Infarction (MI).</td>
<td>B. Provision of safe, holistic, culturally competent care to clients with angina and MI.</td>
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<td>Describe the clinical manifestations, complications, diagnostic study results, and collaborative care of MI.</td>
<td>Angina and MI</td>
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<td>3. Clinical manifestations and complications: cardiogenic shock</td>
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<td>Assigned reading: Brunner &amp; Suddarth 13th ed. Ch 27</td>
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<td>Examination</td>
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<td>Case Study: MI</td>
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<td>Clinical performance evaluation</td>
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<td>Observe Cardiac Nurse Clinician</td>
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<td>Provide nursing care to a client with an MI</td>
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|            | 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.  
Common Dysrhythmias  
1. Types  
a. Normal sinus rhythm  
b. Sinus bradycardia  
c. Sinus tachycardia | Assigned reading: Brunner & Suddarth 13th ed Ch 26  
Handouts  
Case Study: Dysrhythmia | Examination  
Clinical performance evaluation  
Nursing Care Plan  
Concept mapping |
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|            | 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. | d. Premature beats  
e. Atrial flutter  
f. Atrial fibrillation  
g. Ventricular tachycardia  
h. Ventricular fibrillation  
i. Heart Blocks (conduction delays)  
1. Clinical manifestations  
2. Medical management and nursing interventions  
a. Pharmacological management  
b. Cardioversion/Defibrillation  
c. Pacemakers  
   i. Endocardial  
   ii. Ventricular demand  
   iii. Epicardial  
d. Common nursing diagnoses  
e. Client education  
f. Home care considerations | Review Basic EKG strips  
Provide nursing care to a client with a cardiac dysrhythmia | |
|            | Compare and contrast Normal sinus rhythm with Sinus bradycardia, Sinus tachycardia, Premature beats, Atrial flutter, Atrial fibrillation, Ventricular tachycardia, Ventricular fibrillation and asystole. | Identify wave forms associated with atrial and ventricular pacing. | |
| Week 3  
9/12/16  
1 Hour | Exam One | 6 hours classroom & Lab 1 (Part A & B), Lab 2 (Part C) content | |
| Week 3  
Lecture 4 after Exam 1  
9/12/16  
1 hour | Differentiate between aortic and mitral valve disease in terms of etiology impact on the hearts function, clinical manifestation and treatment. | 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.  
Aortic and Mitral Valve Dysfunction, Heart Transplant  
   1. Etiology  
   2. Pathophysiology | Assigned reading: Brunner & Suddarth 13th ed Ch 28  
Handouts  
Case Study: Heart Transplant  
Role Play: Ethics Committee- Examination  
Clinical performance evaluation  
Nursing Care Plan  
Concept mapping |
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<th>WEEK HOURS</th>
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| Week 3 Lecture 5 9/13/16 2 Hours | Identify at least three important aspects of patient and family education for clients with cardiac valve disorder. Discuss the nursing management of patients after valve replacement. | 3. Clinical Manifestations  
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-ethical issues  
   2. Role development | Code Status  
Provide nursing care to a client with a disturbance in cardiac function | |
| | Summarize the nursing care of the client experiencing percutaneous coronary intervention (PCI) and coronary artery bypass graft (CABG). | 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.  
Surgical Management  
3. Types  
   a. Percutaneous coronary interventions (PCI)  
      1) Angioplasty  
      2) Stents  
   b. CABG  
2. Common nursing diagnoses  
3. Cultural considerations  
4. Client education  
5. Community resources  
C. Communication  
   1. Client and family education | Assigned reading:  
Brunner & Suddarth 13th ed  
Review Ch 27 pgs. 750-767  
Handouts: Learning pages  
Develop a teaching plan for a client with a CABG | Examination  
Clinical performance evaluation  
Nursing Care Plan  
Concept mapping |
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<th>WEEK HOURS</th>
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<td>Lecture 6</td>
<td>9/19/16 2 Hours</td>
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<td>Week 4</td>
<td>Summarize the pathophysiology, collaborative management and nursing care of the</td>
<td>A. Critical Thinking: Nursing process applied to client with heart failure, cardiomyopathy, and valvular disease. B. Provision of safe, holistic, culturally</td>
<td>Assigned reading: Brunner &amp; Suddarth 13th ed Ch 29 Handouts</td>
<td>Examination Clinical performance evaluation</td>
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<td>Lecture 7</td>
<td>9/20/16 2 Hours</td>
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|            | client with heart failure, cardiomyopathy, and valvular disease. Examine ethical issues in relation to cardiac transplantation and or code status. | competent care to clients with heart failure, cardiomyopathy, and valvular disease. **Heart failure**
- a. Systolic versus diastolic
- b. Left Ventricular Failure (LVF) versus Right Ventricular Failure (RVF). **Cardiomyopathy**
- a. Dilated
- b. Hypertrophic
- c. Restrictive **Aortic and mitral valve**
- a. Stenosis
- b. Regurgitation
  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 **Communication**
  1. Client and family education
  2. Community resources **Professionalism**
  1. Legal-ethical issues
  2. Role development | Case Study: Cardiomyopathy Group Discussion: Drug Therapy, Surgical Intervention, Pain Management, Assisting the Family | Nursing Care Plan Concept mapping |
| Week 5 Lecture 8 9/26/16 1 Hour | Differentiate between cyanotic and acyanotic heart disease. Summarize the nursing management of the client with congenital heart disease. | **A. Critical Thinking: Nursing process applied to clients with congenital heart disease.**
**B. Provision of safe, holistic, culturally competent care to clients with congenital heart disease.** **Congenital Heart Disease**
- 1. Incidence and Classification
  - a. Cyanotic and acyanotic defects
  - b. Blood flow patterns
- 2. Common defects
  - a. Tetralogy of Fallot
  - b. Septal defects
  - c. PDA Patent ductus arteriosus | Assigned reading: Ricci, Kyle & Carman 2nd ed Ch 41 pgs. 1459-1485 Handouts Case Study: Congenital Heart Disease | Examination Clinical performance evaluation Nursing Care Plan Concept mapping |
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<th>WEEK HOURS</th>
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| Week 5     | Unit II: Nursing care of the client experiencing a disturbance in Respiratory function. | 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 | Assigned reading: Brunner & Suddarth 13th 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 |

1 Hour

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.  
ABGs/Acid Base Balance  
1. Metabolic acidosis  
2. Metabolic alkalosis  
3. Respiratory acidosis  
4. Respiratory alkalosis  
Ventilator/Tracheostomy  
C. Communication  
   1. Client and family education  
   2. Community resources  
D. Professionalism  
   1. Legal-ethical issues | | |
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<td>Week 6 10/3/16 1 Hour</td>
<td>Exam Two 11 hours classroom content</td>
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<td>Week 6 Lecture 10</td>
<td>Compare and contrast the types of</td>
<td>A. Critical Thinking: Nursing process applied to clients experiencing an infectious respiratory</td>
<td>Assigned reading: Brunner &amp; Suddarth 13th ed</td>
<td>Examination</td>
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<td>WEEK</td>
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<td>Week 6 Lecture 11 10/4/16 1 Hour</td>
<td>Compare and contrast the common pediatric respiratory disorders: croup syndrome, bronchiolitis/RSV and cystic fibrosis. Outline the etiology, signs and symptoms, medical management</td>
<td>A. Critical Thinking: Nursing process applied to pediatric clients experiencing respiratory disorders. B. Provision of safe, holistic, culturally competent care to pediatric clients experiencing respiratory disorders. <strong>Common Pediatric Respiratory Disorders</strong> <strong>Croup Syndromes, Epiglottitis, Acute laryngotracheobronchitis, Acute spasmodic laryngitis, Acute</strong></td>
<td>Assigned reading: Ricci, Kyle &amp; 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</td>
<td>Examination Clinical performance evaluation Nursing Care Plan Concept mapping</td>
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<td>WEEK HOURS</td>
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<td>Week 6 Lecture 11 cont’</td>
<td>1 Hour</td>
<td>Describe the etiology, predisposing factors, pathophysiology and treatment of asthma. Anticipate the needs of the client with asthma and compile a holistic plan of nursing care to address those needs.</td>
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|            |                | 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  
| Week 7    | Lecture 12     | Correlate the predisposing factors and signs and symptoms with the pathophysiology of lung cancer.  
| 10/10/16  | 1 Hour         | Outline the medical, surgical and nursing management of lung cancer.  
|           |                | A. Critical Thinking: Nursing process applied to clients with lung cancer.  
|           |                | B. Provision of safe, holistic, culturally competent care to clients with lung cancer.  
|           |                | Lung Cancer  
|           |                | 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  
|           |                | 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  
|           |                | Assigned reading: Brunner & Suddarth 13th ed Ch 23 pgs. 605-610  
|           |                | Handouts  
|           |                | Case Study: Lung Cancer  
|           |                | Provide nursing care to a client with cancer  
|           |                | Examination  
|           |                | Clinical performance evaluation  
|           |                | Nursing Care Plan  
|           |                | Concept mapping  

21
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<th>WEEK HOURS</th>
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| Week 7 10/10/16 Lecture 12 1 Hour | Outline the medical and nursing care of the client with tuberculosis. Analyze the public health implications of tuberculosis. | A. Critical Thinking: Nursing process applied to clients with tuberculosis.  
B. Provision of safe, holistic, culturally competent care to clients with tuberculosis.  
Tuberculosis  
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  
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 | Assigned reading: Brunner & Suddarth 13th ed Ch 23 pgs. 586-591  
Handouts  
Case Study: Tuberculosis | Examination  
Clinical performance evaluation  
Nursing Care Plan  
Concept mapping |
| Week 7 10/11/16 Lecture 13 2 Hours | Utilizing the nursing process, formulate a plan of care for a client with respiratory failure. Explain the pathophysiology of acute lung injury and acute respiratory distress syndrome. | A. Critical Thinking: Nursing process applied to clients experiencing respiratory failure.  
B. Provision of safe, holistic, culturally competent care to clients experiencing respiratory failure.  
ARDS, Respiratory Failure  
1. Etiology  
2. Signs and symptoms  
3. Collaborative management/Treatment  
4. Nursing care  
C. Communication  
1. Client and family education | Assigned reading: Brunner & Suddarth 13th ed Ch 23 pgs. 595-598  
Handouts | Examination  
Clinical performance evaluation  
Nursing Care Plan  
Concept mapping |
<table>
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<td>2. Community resources</td>
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<td>Explain the rationale for the use of chest tubes and underwater seal drainage systems.</td>
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<td>A. Critical Thinking: Nursing process applied to clients with chest tubes and drainage systems.</td>
<td>Assigned reading: Brunner &amp; Suddarth 13th ed Ch 23 pgs. 613-615</td>
<td>Examination</td>
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<td>B. Provision of safe, holistic, culturally competent care to clients with chest tubes and drainage systems.</td>
<td>Nursing Skills Lab: Chest tubes and underwater seal drainage systems</td>
<td>Clinical performance evaluation</td>
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<td>Pneumothorax, Chest Tubes</td>
<td>SimMan Scenario: Respiratory</td>
<td>Nursing Care Plan</td>
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<td>1. Signs and symptoms</td>
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<td>2. Etiology</td>
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<td>3. Collaborative management/Treatment</td>
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<td>4. Nursing care</td>
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<td>C. Communication</td>
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<td>10/12/16 Wednesday 9am-5:30pm ASB Lab 117</td>
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<td>Lab 2</td>
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<td>Part A Nursing Care of Clients with Alterations in Respiratory Function Across the Lifespan</td>
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<td>Part B Nursing Care of Clients with Chest Tubes</td>
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<td>See attached Laboratory learning experience outline</td>
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<p>| 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). | Assigned reading: Brunner &amp; Suddarth 13th ed Ch 24 pgs. 618-636 | Examination |
| B. Provision of safe, holistic, culturally competent care to clients with chronic obstructive pulmonary disease (COPD). | | Clinical performance evaluation |
| COPD: Chronic Bronchitis and Emphysema | | Nursing Care Plan |
| Provide nursing care to a client | | Concept mapping |</p>
<table>
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<th>WEEK HOURS</th>
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|            | plan of care for a client with COPD. | 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  
   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 | with COPD  
Handouts  
Case Study: COPD | |
| Week 8  
Lecture 15  
10/18/16  
2 Hours | Compare and contrast hyper-function and hypo-function of the adrenal gland: etiology, manifestations, management, and nursing interventions. 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. | 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.  
Adrenal and Pituitary Disorders  
   Hyperpituitarism  
   Hypopituitarism  
   Pituitary tumors  
   Diabetes Insipidus  
1. Etiology  
2. Pathophysiology  
3. Clinical manifestations and complications  
4. Diagnostic tests and procedures  
5. Cultural considerations  
6. Evidence based theory and principles | Assigned reading: Brunner & Suddarth 13th ed Ch 52 pgs. 1466-1470  
Handouts  
Case Study: Diabetes Insipidus  
Provide nursing care to a client with a disturbance in endocrine function | Examination  
Clinical performance evaluation  
Nursing Care Plan  
Concept mapping |
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<td>7. Collaborative management</td>
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<td>Treatment modalities</td>
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<td>a. Surgery</td>
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<td>Week 9 10/24/16</td>
<td>EXAM THREE</td>
<td>11 hours classroom &amp; Lab 2 content</td>
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<td>Week 9 Lecture 16 10/24/16</td>
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<td>Assigned reading: Brunner &amp; Suddarth 13th ed Ch 48 pgs. 1292-1293(IBS) Ch 46 pgs. 1253-1254 (GERD) Ch 50 pgs. 1389-1401 (Cholecystitis/Cholelithiasis)</td>
<td>Examination Clinical performance evaluation Nursing Care Plan Concept mapping</td>
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<td>following exam 1 Hour</td>
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<td>B. Provision of safe, holistic, culturally competent care to clients experiencing a disturbance in gastrointestinal function.</td>
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<td>IBS, Reflux, Cholecystitis</td>
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<td>5. Cultural considerations</td>
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<td>6. Evidence based theory and principles</td>
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<td>7. Collaborative management</td>
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<td>Treatment modalities</td>
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<td>b. Medical</td>
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<td>c. Rehabilitative</td>
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<td>Describe the common diagnostic tests and procedures used to assess the client with IBS, reflux, and/or cholecystitis.</td>
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<td>WEEK HOURS</td>
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| Week 9 Lecture 17 10/25/16 2 Hours | Compare and contrast hypothyroidism and hyperthyroidism: their clinical manifestations, management, and nursing interventions. | A. Critical Thinking: Nursing process applied to clients experiencing a disturbance in thyroid function.  
B. Provision of safe, holistic, culturally competent care to clients with disturbance in thyroid function.  
Thyroid Disease  
a. Hyperthyroidism  
b. Hypothyroidism  
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  
b. Surgery  
c. Medical  
d. Rehabilitative  
e. Nutrition  
e. Pharmacological  
8. Health Promotion/Maintenance  
Restoration and/or Prevention  
C. Communication  
1. Client and family education | Assigned reading: Brunner & Suddarth 13th ed Ch 52 pgs. 1470-1484  
Handouts  
Case Studies: Child Hypothyroidism | Examination  
Clinical performance evaluation  
Nursing Care Plan  
Concept mapping |
<table>
<thead>
<tr>
<th>WEEK HOURS</th>
<th>UNIT OBJECTIVES</th>
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<td>2. Community resources</td>
<td>Assigned reading: Brunner &amp; Suddarth 13&lt;sup&gt;th&lt;/sup&gt; ed Ch 51</td>
<td>Examination</td>
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<td>D. Professionalism</td>
<td>Handouts</td>
<td>Clinical performance evaluation</td>
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<td>1. Legal-ethical issues</td>
<td>Sim Man Scenario: Hypoglycemia or DKA</td>
<td>Nursing Care Plan</td>
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<td>2. Role development</td>
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<td>Concept mapping</td>
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<td>Week 10</td>
<td>Lecture 18 &amp; 19</td>
<td>A. Critical Thinking: Nursing process applied to clients with Diabetes.</td>
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<td>10/31 &amp; 11/1/16</td>
<td>of the client experiencing a disturbance in Endocrine function.</td>
<td>B. Provision of safe, holistic, culturally competent care to clients with Diabetes.</td>
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<td>4 hours</td>
<td>Unit III: Nursing care of the client experiencing a disturbance in Endocrine function.</td>
<td>Diabetes Mellitus</td>
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<td>1. Etiology</td>
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<td>2. Pathophysiology</td>
<td>Brunner &amp; Suddarth 13&lt;sup&gt;th&lt;/sup&gt; ed</td>
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<td>a. Classifications</td>
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<td>i. Type 1</td>
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<td>3. Clinical manifestations and complications</td>
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<td>e. Pharmacological</td>
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<td>9. Health Promotion/Maintenance</td>
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<td>C. Communication</td>
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<td>1. Client and family education</td>
<td>As signed reading:</td>
<td>Assessment client risk factors</td>
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<td>2. Community resources</td>
<td>Brunner &amp; Suddarth 13&lt;sup&gt;th&lt;/sup&gt; ed</td>
<td>Attend Diabetic Classes</td>
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<td>D. Professionalism</td>
<td>Ch 51</td>
<td>American Diabetes Association</td>
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<td>1. Legal-ethical issues</td>
<td>Handouts</td>
<td>Web Site:</td>
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<td>2. Role development</td>
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<td><a href="http://www.diabetes.org">www.diabetes.org</a></td>
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<td>Week 10</td>
<td>Wed 11/2/16 at Aqua Turf in Plantsville, CT</td>
<td>Provide nursing care to a client with diabetes mellitus</td>
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<td>CT League of Nursing Student RN Day</td>
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<td>Week 11 Lecture 21 11/8/16 2 Hours</td>
<td>Explain the common causes, clinical manifestations, collaborative care and nursing management of gastrointestinal bleeding.</td>
<td>A. Critical Thinking: Nursing process applied to clients experiencing ulcer disease and GI bleeding. B. Provision of safe, holistic, culturally competent care to clients with ulcer disease and GI bleeding. <strong>GI bleed, Peptic Ulcer</strong> 1. Etiology</td>
<td>Assigned reading: Brunner &amp; Suddarth 13th ed Ch 47 pgs. 1262-1271 Handouts Case Study: GI Bleed</td>
<td>Examination Clinical performance evaluation Nursing Care Plan</td>
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<td>WEEK HOURS</td>
<td>UNIT OBJECTIVES</td>
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|            | Utilize the nursing process to formulate holistic plans of care for clients with a diagnosis 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 |

**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

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<thead>
<tr>
<th>WEEK 12</th>
<th>EXAM FOUR</th>
<th>11 HOURS CLASSROOM CONTENT &amp; LAB 3 CONTENT</th>
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<tbody>
<tr>
<td>11/14/16</td>
<td>Exam Four</td>
<td>Assigned reading: Brunner &amp; Suddarth 13th ed Ch 49 pgs. 1358-1365</td>
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**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.  
Hepatitis

Assigned reading: Brunner & Suddarth 13th ed Ch 49 pgs. 1358-1365
Handouts

Examination  
Clinical performance evaluation
<table>
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<tr>
<th>WEEK HOURS</th>
<th>UNIT OBJECTIVES</th>
<th>CONTENT</th>
<th>SUGGESTED LEARNING EXPERIENCES</th>
<th>EVALUATION</th>
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</table>
|            | for common types of hepatitis (A, B, C, D, & E). | 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  
      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 | Case Study: Hepatitis  
Provide nursing care to a client with a disturbance in liver function | Nursing Care Plan  
Concept mapping |
| Week 13  
Lecture 23  
11/21/16  
1 Hour | Describe the clinical manifestation, collaborative management of diverticulitis and pancreatitis. | 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.  
   Diverticulitis, Pancreatitis  
   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  
      a. Surgery  
      b. Medical | Assigned reading:  
Brunner & Suddarth 13th ed  
Ch 48 pgs. 1296-1299  
Ch 50 pgs. 1401-1409  
Handouts  
Provide nursing care to a client with a disturbance in gastrointestinal function | Examination  
Clinical performance evaluation  
Nursing Care Plan  
Concept mapping |
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<th>WEEK HOURS</th>
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<td>Week 13</td>
<td>Lecture 23 cont' 1 Hour</td>
<td>Compare and contrast ulcerative colitis and Crohn’s disease, including pathophysiology, clinical manifestations, complications, collaborative care and nursing management. Explain the anatomic and physiologic changes that result from a sigmoid colostomy, a transverse colostomy and an ileostomy. Describe Celiac disease and appropriate medical and nursing management.</td>
<td>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. C. Communication 1. Client and family education 2. Community resources D. Professionalism 1. Legal-ethical issues</td>
<td>Assigned reading: Brunner &amp; Suddarth 13th ed Ch 48 pgs. 1301-1308 Ricci, Kyle &amp; Chapman 2nd ed Ch 42 pgs. 1537-1538 (Celiac Disease) Handouts Case Study: Crohn’s Disease Provide nursing care to a client with a disturbance in gastrointestinal function</td>
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<td>WEEK HOURS</td>
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<td><strong>Week 13</strong>&lt;br&gt;Lecture 24&lt;br&gt;11/22/16&lt;br&gt;2 Hours</td>
<td>Explain the etiology, pathophysiology, clinical manifestations, complications and collaborative care of the client with cirrhosis of the liver. Utilize the nursing process to develop a holistic plan of care for clients with cirrhosis.</td>
<td>A. Critical Thinking: Nursing process applied to clients with cirrhosis of the liver.&lt;br&gt;B. Provision of safe, holistic, culturally competent care to clients with cirrhosis of the liver.&lt;br&gt;Liver: Cirrhosis, Portal Hypertension, Esophageal Varices, Liver Failure&lt;br&gt;1. Etiology&lt;br&gt;2. Pathophysiology&lt;br&gt;3. Clinical manifestations and complications&lt;br&gt;4. Diagnostic tests and procedures&lt;br&gt;5. Cultural considerations&lt;br&gt;6. Evidence based theory and principles&lt;br&gt;7. Collaborative management&lt;br&gt;   Treatment modalities&lt;br&gt;   a. Surgery&lt;br&gt;   b. Medical&lt;br&gt;   c. Rehabilitative&lt;br&gt;   d. Nutrition&lt;br&gt;   e. Pharmacological&lt;br&gt;8. Health Promotion/Maintenance&lt;br&gt;   Restoration and/or Prevention&lt;br&gt;C. Communication&lt;br&gt;   1. Client and family education.&lt;br&gt;   2. Community resources&lt;br&gt;D. Professionalism&lt;br&gt;   1. Legal-ethical issues&lt;br&gt;   2. Role development</td>
<td>Assigned reading:&lt;br&gt;Brunner &amp; Suddarth 13th ed&lt;br&gt;Ch 49 pgs. 1349-1358&lt;br&gt;pgs. 1366-1377&lt;br&gt;Handouts&lt;br&gt;American Liver Association&lt;br&gt;Web Site: <a href="http://www.liverfoundation.org">www.liverfoundation.org</a>&lt;br&gt;Provide nursing care to a client with a disturbance in liver function</td>
<td>Examination&lt;br&gt;Clinical performance evaluation&lt;br&gt;Nursing Care Plan&lt;br&gt;Concept mapping</td>
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<td><strong>Week 14</strong>&lt;br&gt;Lecture 25&lt;br&gt;11/28/16&lt;br&gt;1 Hour</td>
<td>Unit V: Nursing Care of the Client Experiencing an Autoimmune Disease&lt;br&gt;Describe the pathophysiology, clinical manifestations and collaborative care</td>
<td>A. Critical Thinking: Nursing process applied to clients experiencing autoimmune disorder.&lt;br&gt;B. Provision of safe, holistic, culturally competent care to clients with an autoimmune disorder.&lt;br&gt;Lupus Erythematosus&lt;br&gt;1. Etiology&lt;br&gt;2. Pathophysiology&lt;br&gt;3. Clinical manifestations and complications&lt;br&gt;4. Diagnostic evaluation</td>
<td>Assigned reading:&lt;br&gt;Brunner &amp; Suddarth 13th ed&lt;br&gt;Ch 39 pgs. 1069-1072&lt;br&gt;Handouts&lt;br&gt;Case Study: Lupus Erythematosus</td>
<td>Examination&lt;br&gt;Clinical performance evaluation&lt;br&gt;Nursing Care Plan&lt;br&gt;Concept mapping</td>
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<td>WEEK HOURS</td>
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|            | 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**

**Unit VI: Nursing Care of the Client**  
**Experiencing a Psychiatric-Mental Health Disorder.**  
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  
   6th ed. Ch. 16 & 28  
   7th ed. Ch. 11 Pgs. 181-197  
   Ch. 14  
   Ch. 16 Pgs. 304-316  
   Ch. 18 Pgs. 343-361  
   Ricci, Kyle & Chapman 2nd ed  
   Ch 29 & Ch 52 | Examination  
   Nursing Care Plan  
   Concept mapping |
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<th>WEEK HOURS</th>
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<td>adolescent with a psychiatric illness.</td>
<td>ii. Other Support Systems</td>
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<td>List nursing diagnoses appropriate to the child/adolescent with a psychiatric illness.</td>
<td>4. Mental Status Assessment</td>
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<td>Utilize assessment data in the planning of interventions and treatment goals.</td>
<td>5. Psychopathology</td>
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<td>Describe treatment modalities relevant to selected disorders of childhood and adolescence.</td>
<td>6. Suicide Risk</td>
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<td>7. Cultural Influences</td>
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<td>Childhood Psychiatric Conditions: Pervasive</td>
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<td>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</td>
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<td>C. Planning/Communication</td>
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<td>4. Interventions</td>
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<td>a. Family Therapy</td>
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<td>b. Milieu Therapy</td>
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<td>c. Activities of Daily Living Behavior Modification</td>
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<td>d. Removal and Restraint</td>
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<td>e. Cognitive Behavioral Therapy</td>
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<td>f. Play Therapy</td>
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<td>g. Art Therapy</td>
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<td>h. Group Therapy</td>
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<td>i. Psychopharmacology</td>
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<td>D. Professionalism</td>
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<td>1. Legal-ethical issues</td>
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<td>2. Role Development</td>
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<tr>
<td>Week 14</td>
<td>Unit VII: Nursing Care of the Client Who Is a Victim of Bioterrorism</td>
<td>A. Critical Thinking: Nursing process applied to clients who are victims of Bioterrorism.</td>
<td>Assigned reading: Brunner &amp; Suddarth 13th ed Ch 73</td>
<td>Examination</td>
</tr>
<tr>
<td>Will be posted online 2 Hours</td>
<td>Identify individual illness / injuries and Weapons of Terror: Biological, Chemical and Radiation:</td>
<td>B. Provision of safe, holistic, culturally competent care to clients who are victims of Bioterrorism.</td>
<td>Handouts</td>
<td>Clinical performance evaluation</td>
</tr>
<tr>
<td>WEEK HOURS</td>
<td>UNIT OBJECTIVES</td>
<td>CONTENT</td>
<td>SUGGESTED LEARNING EXPERIENCES</td>
<td>EVALUATION</td>
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<td><strong>Week 15</strong>&lt;br&gt;Lecture 27&lt;br&gt;12/5/16&lt;br&gt;1 hour</td>
<td><strong>Exam 5</strong>&lt;br&gt;11 hours classroom</td>
<td><strong>Week 15</strong>&lt;br&gt;Lecture 27 after EXAM 5&lt;br&gt;12/5/16&lt;br&gt;2 Hours</td>
<td><strong>Unit VI continued:</strong> <strong>Nursing Care of the Client Experiencing a Psychiatric-Mental Health Disorder.</strong> A. Critical Thinking: Nursing process applied to clients with thought disorders. B. Provision of safe, holistic, culturally competent care to clients with thought disorders. Thought Disorders: Schizophrenia</td>
</tr>
<tr>
<td>WEEK HOURS</td>
<td>UNIT OBJECTIVES</td>
<td>CONTENT</td>
<td>SUGGESTED LEARNING EXPERIENCES</td>
<td>EVALUATION</td>
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</table>
|            | Compare and contrast the symptoms of the different forms of thought disorders across the lifespan. | 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  
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 | Skills: Thought Disorders  
Handouts  
See movie “A Beautiful Mind”  
Provide nursing care to a client experiencing thought disorders | |
| Week 15  
Lecture 28  
12/6/16  
3 hours | Articulate the types, manifestations, physiological effects and psychological effects of substance abuse. | A. Critical Thinking: Nursing process applied to clients with substance abuse.  
B. Provision of safe, holistic, culturally competent care to clients with substance abuse.  
Substance Abuse:  
ETOH, Narcotic/Stimulant abuse, Withdrawal and Detoxification  
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. Medical  
b. Rehabilitative | Assigned reading:  
Varcarolis  
6th ed Ch. 18 Substance Abuse  
7th ed. Chapter 22 Pgs. 412 - 429  
Nurse-Client Communication Skills:  
a. Mood Disorders  
b. Substance Abuse  
Handouts  
Attend an Ala-teen or Alaon Meeting  
Attend an AA Opening Meeting | Examination  
Nursing Care Plan  
Concept mapping |
<table>
<thead>
<tr>
<th>WEEK HOURS</th>
<th>UNIT OBJECTIVES</th>
<th>CONTENT</th>
<th>SUGGESTED LEARNING EXPERIENCES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 15</td>
<td>the client with a mood disorder, thought disorder, or substance abuse.</td>
<td>c. Nutrition</td>
<td>Guest Speaker: AA Association</td>
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<td>d. Pharmacological</td>
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<td>8. Health Promotion/Maintenance</td>
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<td>Restoration and/or Prevention</td>
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<td>C. Communication</td>
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<td></td>
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<td>1. Client and family education</td>
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<td>D. Professionalism</td>
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<td>1. Legal-ethical issues</td>
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<td>2. Role development</td>
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<tr>
<td>On Campus Clinical 12/7 &amp; 12/8/16 Wednesday &amp; Thursday 9am-5:30pm</td>
<td>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</td>
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<tr>
<td>Week 16 Finals Week 2 Hours</td>
<td>Final Examination</td>
<td>Final Examination is cumulative</td>
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**NUR*201 On Campus Clinical Laboratories**

**Topics List**

<table>
<thead>
<tr>
<th>On Campus Clinical Lab 1 Part A</th>
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<tbody>
<tr>
<td>Nursing Care of Clients with Central Venous Access Devices</td>
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<tr>
<td>See attached Laboratory learning experience outline</td>
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<thead>
<tr>
<th>On Campus Clinical Lab 1 Part B</th>
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<tbody>
<tr>
<td>Nursing Care of Clients with Tracheostomy Tubes</td>
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<tr>
<td>See attached Laboratory learning experience outline</td>
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<thead>
<tr>
<th>On Campus Clinical Lab 2</th>
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<tbody>
<tr>
<td>Nursing Care of Clients with Alterations in Cardiac and Respiratory Function</td>
</tr>
<tr>
<td>See attached Laboratory learning experience outline</td>
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<tr>
<th>On Campus Clinical Lab 3</th>
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<tbody>
<tr>
<td>Nursing Care of Clients with Alterations in Gastrointestinal Function</td>
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<tr>
<td>See attached Laboratory learning experience outline</td>
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<thead>
<tr>
<th>On Campus Clinical Lab 4</th>
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<tbody>
<tr>
<td>Nursing Care of Clients with Alterations in Mental Health/Substance Abuse</td>
</tr>
<tr>
<td>See attached Laboratory learning experience outline</td>
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</tbody>
</table>
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:

1. Compare and contrast the common types of central venous access devices (CVAD’s).

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.

### Suggested learning activities

- Assigned Reading: Perry & Potter 8th 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

## Part B: Nursing Care of Clients with Tracheostomy Tubes

### Learning Objectives
Upon completion of the Learning Laboratory the student will be able to:

1. Discuss the rationale for the use of a tracheostomy tube.

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:
   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.

### Suggested learning activities

- Assigned Reading: Potter & Perry 8th 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...
5. Prioritize nursing care needs for the client with a tracheostomy.

6. Discuss five alternate ways to communicate with a client with a tracheostomy.

7. List six best practices for preventing aspiration during swallowing.

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.

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**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

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested learning activities</th>
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</thead>
<tbody>
<tr>
<td>Upon completion of the Learning Laboratory the student will be able to:</td>
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</tbody>
</table>
| 1. Identify physical assessment findings associated with alterations in respiratory status in clients across the lifespan. | Assigned Reading:  
Potter & Perry 8th ed.  
Fundamentals of Nursing  
Ch 41 pgs. 891-895  
Perry & Potter 8th ed.  
Clinical Nursing Skills & Techniques  
Ch 43 pgs. 1091-1096  
Brunner & Suddarth 13th 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. |  |
| 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:

| 1. | Describe the parts of a chest drainage system. |
| 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. |

**Suggested learning activities**
- 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

### 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:

| 1. | Identify physical assessment findings associated with alterations in cardiovascular status in clients across the lifespan. |
| 2. | Delineate pertinent cardiac physical assessment findings in clients with dysrhythmias:  
  - tachycardia (ST and VT strips);  
  - irregularly irregular pulse (Atrial fibrillation strip);  
  - regularly irregular pulse (Atrial flutter strip);  
  - Ventricular Fibrillation or Asystole. |

**Suggested learning activities**
- Assigned Reading: Brunner & Suddarth 13th ed.Ch 26
- Simulation
- Case Study
- Self-learning module
### 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

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

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

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

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Learning Activities</th>
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<tbody>
<tr>
<td>Upon completion of the Learning Laboratory the student will be able to:</td>
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</tr>
<tr>
<td>1. Identify the goals and functions of a therapeutic relationship with a client in the psychiatric health care setting.</td>
<td>Case Study: facilitate communication, problem solving, coping and self care</td>
</tr>
</tbody>
</table>
| 2. Demonstrate effective therapeutic communication skills with the client with a psychiatric disorder. | Role Play: Review of effective communication skills with the psychiatric client  
  - 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:  
  ▪ purpose, essential elements of a process recording. | Provide an overview of expectations/ rubric for CLEW Process Recordings in NUR*203 |
<p>|                                                                                      | In small groups, utilizing a case study and role playing. |</p>
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<tbody>
<tr>
<td>4.</td>
<td>Discuss key assessments for an individual withdrawing from alcohol or other substances.</td>
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<tr>
<td></td>
<td>Utilizing a Case Study assess a client using the CIWA or COW or other scale.</td>
</tr>
<tr>
<td>5.</td>
<td>Develop an approach to the nursing care for a client with a Substance abuse disorder.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
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<tr>
<td>6.</td>
<td>Explore and dispel myths and misconceptions related to mental illness/ substance abuse and the mentally ill in historical and contemporary society.</td>
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<td>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)</td>
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</tbody>
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