

CONNECTICUT COMMUNITY COLLEGES NURSING PROGRAM

Capital Community College, Gateway Community College, Norwalk Community College,

Naugatuck Valley Community College, Three Rivers Community College

THREE RIVERS COMMUNITY COLLEGE

Nursing 203

NURSING CARE OF INDIVIDUALS AND FAMILIES II

Syllabus and Course Materials

FALL 2017

The Light at the end of the Tunnel...

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM

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

NUR*203: NURSING CARE OF INDIVIDUALS AND FAMILIES II

Course Prerequisites

NUR*201: Nursing Care of Individuals and Families I

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

Course Co requisites

NUR*204: Pharmacology for Individuals and Families and Groups with Complex Health Care Needs

NUR*205 Nursing Management and Trends

Humanities or Fine Arts Elective

Course Components

Credits 8 credits

Hours Classroom: 45 hours

Clinical: 225 hours

Course Schedule

Lecture: Thursdays 8:30- 12 Noon in Room A216

Course Description

The student will focus on the holistic care of individuals, families, and groups with complex health care needs. The student will incorporate critical thinking, caring behaviors, professionalism, and communication skills when providing nursing care in a variety of acute, long-term and/or community settings. The student will have an opportunity to manage a multi-client assignment with an emphasis on safe and competent practice. An observational experience with a visiting nurse agency will be provided.

Course Objectives

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

1. Integrate the principles of holism and nursing theory in providing care to individuals, families and groups with complex health needs.
2. Integrate nursing interventions by utilizing the nursing process in providing care to groups of clients with complex health problems across the life-span.
3. Provide safe and competent care to groups of clients with complex health problems using evidence-based practice, quantitative reasoning and technology.
4. Evaluate the therapeutic communication techniques used in nurse-client interactions.
5. Evaluate the effectiveness of teaching-learning activities that meet the needs of individuals, families and groups experiencing complex health problems.
6. Collaborate with members of the health care team to establish a culturally competent environment that promotes caring behavior.
7. Collaborate with members of the health care team in a variety of settings.
8. Implement strategies to provide accountable and responsible care within the legal-ethical standards of the nursing profession.
9. Support the advancement of nursing practice through life-long learning and political awareness

UNIT OBJECTIVES

Please refer to class outline for unit objectives.

Faculty / Staff Availability

Students are encouraged to seek clarification with the course leader as needed. Students are also encouraged to seek advisement with faculty as needed. Scheduled faculty office hours are posted outside faculty offices. Students may also meet with faculty by appointment. All faculty and staff look forward to your success and practice as a registered nurse. Please utilize your time and ours to develop your abilities to the fullest!

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Nursing Program College Facilities

Facilities available to the students are: Faculty offices, the library, nursing classrooms and the nursing lab. These are located on campus. Computer labs are located within the nursing lab and throughout the E Wing.

Nursing 203 Clinical / Lab Experiences

Clinical facilities include the following: WW Backus Hospital (part of Hartford Health Care), **Gaylord Hospital**, and the Visiting Nurse Association of Southeastern CT

Psych/Behavioral Health facilities include WW Backus Hospital and Natchaug Hospital

Orientation: All groups will attend orientation sessions for the psych and med-surg experiences. Times will be announced as per facility availability.

Clinical Observational Learning Activity: All students in good clinical standing will participate in Observational activities with selected units/agencies assigned by your clinical faculty. Dates of observation will be assigned as specified on your clinical rotation schedule. Required paperwork will be forwarded to med-surg faculty person

Student nurse uniforms and college ID badges are required.

Uniforms and name tags are required for all on campus labs. Attendance is mandatory and counts as clinical time.

Certified Background Check: All students are responsible for remaining current throughout the semester in order to attend clinical. Students that have not met the requirements or have expired information will not be allowed to attend clinical until requirements are made current (Please see clinical attendance policy and clinical requirements in Nursing Student Handbook).

Clinical Equipment and Uniforms

Stethoscope, Watch with second hand, Bandage Scissors, Black pen, Notepaper, Assigned text, Uniform, ID Badge are required. Student nurse uniform per Student Nurse Handbook and identification, i.e. College nametag and/or hospital ID badge, are required for all clinical experiences including psych clinical.

Grading Policies

To pass Nursing 203 and progress in the nursing program, a student must do **ALL** of the following:

- Achieve a theory grade of 74 or better on four quizzes, each worth 18.75% for a total of 75% and the final exam, which is worth 25% of the total grade in the theoretical portion of the course.
- A Math exam will be given prior to the first clinical day. All students must pass the Math exam prior to administering medications at clinical (Please see the Nursing Student Handbook for the remediation process of failed Math exams).
- Math content is also included on all quizzes and the final.
- Pass the clinical component of the course in a satisfactory manner.
- Complete required standardized testing as scheduled for the course
- ATI practice exams will be assigned with designated points according to rubric

The grading schedule is as follows:

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

It is expected that all students will be present and punctual for exams. No extra time will be allowed for late arrivals. In the event that the student will be absent for personal illness, the student must notify the course leader prior to 8 a.m. on the morning of the exam via email. Planned absences for vacations are not valid reasons for missing an exam. If warranted, a makeup exam will be offered. Any student taking a make-up examination will have **10 points subtracted** from the make-up examination grade unless documentation of extenuating circumstances has been provided to and approved by the Nursing Director.

Testing Procedures: Test answer bubble sheets and exams will be distributed at 8:25 am. Students are required to complete the answer sheet as directed, which includes **accurate** Banner ID number. Students will have one hour to complete exams and 2 hours to complete the final exam. Students may not leave the exam room for any reason and return to the exam. All books, coats, backpacks, bags, etc. must be left in your car or placed in the front of the exam room. Eating and/or drinking are not permitted during exams. Students may not wear hats during exams. Calculators will be provided by the school and no cell phone use is allowed. Wooden #2 lead pencils are to be used, no mechanical pencils. Anyone who looks at another student's exam or who is seen talking either to themselves or to someone else during the exam may receive an exam grade of 0. Exam scores will be posted on Blackboard no later than 48 hours after the exam.

Exam Review: Any student receiving a 77.5 or less on an exam is responsible for a **mandatory exam review** with the lab staff. Please print out a lab referral document from **Blackboard** and bring to the lab. Schedule appointment with lab instructor. It is suggested to also contact your advisor and course leader to discuss possible remediation to improve test taking skills.

Clinical Evaluation Activities:

Clinical performance is evaluated on the basis of how well the learner meets the objectives and achievements identified on the evaluation form. Students must successfully meet the clinical objectives in order to pass the course. Students are responsible for self-evaluation and clinical assignments (ie. CLEW, journals). Students will arrange due dates and modes of submissions with their Clinical Instructor.

A conference/review of evaluation instrument will be scheduled **by the learner** with his/her clinical instructor for discussion and evaluation **of the student's progress at the end of each clinical week**. A clinical evaluation form will be completed by the instructor and reviewed by the student at these times.

Assignments:

All students are required to maintain a learning portfolio in Digication that uses the (Three Rivers) College Template.

ATI practice assessment exams and remediation are considered course assignments.

Submit the process recording under the Nursing 203 digication assignment related to *Written and Oral Communications in English Committee*.

Students will be assessed on their clinical performance in accordance with their ability to meet the behaviors identified on the NUR 203 Clinical Summative Evaluation Form. **See CT-CCNP Student Handbook for information regarding the clinical evaluation process.**

Clinical and college lab time including observational learning activities must be completed to successfully meet objectives. Students who do not complete clinical and clinical laboratory hour requirements may receive a grade of **Incomplete**. All absences must be made up, including both clinical, lab, and observational experiences. Students are strongly encouraged to avoid clinical/lab absences for personal reasons other than student's **own** illness. Clinical make up days will be added to the end of the clinical rotation at the discretion of the faculty. ALL clinical days must be made up for the success of the course. See student handbook.

Nursing Lab Resources: The Nursing lab is available for all students. They offer a wide variety of services to help students succeed. Students may be referred to the lab for tutoring, math skills, clinical skills, organization and time management, study strategies and test taking strategies. Students are encouraged to utilize the lab.

Required Textbooks: (textbooks are used in prior/subsequent courses)

1. Potter, P. & Perry, A. (2013) Fundamentals of nursing, Enhanced multimedia edition. (8th ed) St Louis MI: Mosby/Elsevier. 978-0-323-08867-1

2. Potter P. & Perry A. (2013) Clinical nursing skills and techniques (7th edition) St Louis MI: Mosby/Elsevier 9780323079334

3. Ackley, B. J. & Ladwig (2010) Nursing diagnosis handbook (9th edition) Philadelphia: Saunders

4. Lewis, S.L., Dirksen, S.R., McLean Heitkemper, M. Bucher, L., & Camera, I.M. (2011), Medical-surgical nursing. Assessment and management of clinical problems (9th ed), St Louis: Elsevier Mosby. ISBN 978-0-323-06581-8

5. Wilson (2013), Pearson nurse's drug guide (2nd ed) Upper Saddle River, NJ: Pearson. 9780132964890

6. Pickar, G. D. & Abernathy A. B. (2013) Dosage calculations, with CD, (9th edition) Clifton Park NY: Delmar Publications, 9781133707271

7. Lehne, R. A. (2012) Pharmacology for nursing care, with CD (9th edition) St Louis MI: Elsevier ISBN 978-1-4160-6249-3

8. VanLeeuwen, A. M. & Poellhuis-Leth, D. J. (2011), Davis's comprehensive handbook of laboratory and diagnostic tests with nursing implications. Philadelphia: F. A. Davis

9. Hockenberry, M.J., & Wilson, D. (2013) Wong's essentials of pediatric nursing (8th ed.) St Louis: Mosby Elsevier

7. Varcarolis, E. W., Caron, V. B., & Shoemaker, M. C. (2013). Foundations of psychiatric nursing (8th ed.). Philadelphia: W.B. Saunders.

9. Hockenbury, M. W., & Wiersma, M. D. (2013). Wong's essentials of pediatric nursing (8th ed.). St Louis, Missouri: Elsevier.

1. Varcarolis, E. W., Caron, V. B., & Shoemaker, M. C. (2013). Foundations of psychiatric nursing (8th ed.). Philadelphia: W.B. Saunders.

1. Varcarolis, E. W., Caron, V. B., & Shoemaker, M. C. (2013). Foundations of psychiatric nursing (8th ed.). Philadelphia: W.B. Saunders.

1. Varcarolis, E. W., Caron, V. B., & Shoemaker, M. C. (2013). Foundations of psychiatric nursing (8th ed.). Philadelphia: W.B. Saunders.

12. Sale, M. L., Lamson and Hartshorn, (2012). Introduction to critical care nursing, (6th ed.) Philadelphia: Elsevier.

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Option 1: 9780323088480

Option 2: Patricia; Nursing health assessment: Clinical pocket guide. Philadelphia: F. A. Davis.

Option 3: Patricia; Nursing health assessment: Clinical pocket guide. Philadelphia: F. A. Davis.

8. Billewicz, Patricia; Nursing health assessment: Clinical pocket guide. Philadelphia: F. A. Davis.

4. Billewicz, Patricia; Nursing health assessment: Clinical pocket guide. Philadelphia: F. A. Davis.

4. Billewicz, Patricia; Nursing health assessment: Clinical pocket guide. Philadelphia: F. A. Davis.

14. Sommers, M. S., & Johnson, S. A. (2011) Diseases & disorders: A nursing therapeutics manual (4th ed.) Philadelphia: F. A. Davis.

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Additional Information

Nursing Student Handbook

The Connecticut Community College Nursing Program (CT-CCNP) Nursing Student Handbook contains the program specific policies and procedures in effect for academic year 15/16. It is the student's responsibility to be familiar with the content in the Nursing Student Handbook. The student will be held accountable for meeting the expectations outlined in the Nursing Student Handbook, College Catalog, and College Student Handbook. The CT-CCNP reserves the right to modify any information contained in the Nursing Student Handbook. Officially approved changes will be made known to students through a Nursing Student Handbook Addendum.

Refer to the Nursing Student Handbook for detailed information regarding:

- Missed Exams
- Clinical Evaluations
- Clinical Warning
- College Labs
- Attendance
- Required Clinical Equipment
- Professional Appearance in the Clinical Sites
- Return if withdraw
- Inability to return under certain circumstances

Three Rivers Community College Student Handbook

Refer to the TRCC Student Handbook regarding Disabilities, Course Refunds, Withdrawal Dates, Financial Aide and other college specific policies and resources.

Attendance Policy

Students are expected to attend each lecture, classroom laboratory and clinical experience. It is the student's responsibility to notify the instructor if absence is necessary and to fulfill objectives of the experience.

Clinical Absenteeism Policy

The student who is absent for one clinical day will receive a CPIP. A second clinical absence will result in the student being placed on clinical warning. To be successful in the course, the student must earn removal from clinical warning status by having no further clinical absences the remainder of the semester.

If the student has more than 2 absences, the student will not be able to meet the clinical objectives resulting in a clinical failure, thereby, failing the course (please see the student nursing handbook). Extenuating circumstances will be reviewed by the nursing faculty and the director of nursing.

If there are greater than one absence in a specialty area, the student will be unable to meet the clinical and course objectives resulting in a clinical failure, thereby, failing the course. Extenuating circumstances will be reviewed by the nursing faculty and the director of nursing.

WITHDRAWAL POLICY:

Students may withdraw, in writing, at the Registrar's Office for any reason. Refer to the Nursing and College Student Handbooks and College Catalog. Students who receive an overall unsatisfactory clinical grade at any time in the rotation will fail this course and receive a grade of F. This course does not offer midterm theoretical warning grades. Students with concerns about their course average are encouraged to contact the course leader.

DISABILITIES STATEMENT:

If you have a hidden or visible disability, which may require classroom or test-taking modifications, please see the Disability coordinator as soon as possible. Please be sure to register with the counseling department if you have a learning disability, ADD or ADHD, or Student Services for other physical disabilities. Please see the Three Rivers Community College Catalog for additional policies and information.

CLINICAL CANCELLATION DUE TO INCLEMENT WEATHER:

When the college is closed for reasons of inclement weather, clinical experiences will also be canceled. When the college delays opening, clinical experiences will begin when the college opens. However, students should **use discretion in traveling in poor weather conditions**. If you are unable to report to scheduled clinical experiences, be sure to notify your clinical Instructor. Preplanning and communication with your clinical instructor and course coordinator is important. (The College Student Handbook and Catalog lists tv/radio stations announcing cancellations). This information may also be found at: www.trcc.commnet.edu.

Postings may also be seen on the Three Rivers Web Page: www.trcc.commnet.edu or via Blackboard.

INDIVIDUALIZED LEARNING NEEDS: The student has the option of choosing which method of studying or combination of methods is most suitable for his/her learning needs. Faculty may request completion of additional learning activities as indicated by student needs. Extra practice sessions can be planned in the laboratory upon request. Study groups can be formed. Additional reading materials can be suggested. Audio and visual tapes and computerized materials on several patient situations are available. At the discretion of the faculty team, individual student clinical rotations maybe re-sequenced to facilitate student learning.

ACADEMIC INTEGRITY:

“Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a person’s ability to succeed in the classroom and beyond. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. In this class and in the course of your academic career, present only your own best work; clearly document the sources of the material you used from others; and act at all times with honor.” See TRCC Student Handbook. 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.

Selected portions of the nursing curriculum are taught, reinforced, or reviewed through the use of educational software/instructional media: e.g., videotapes, computer programs, audio cassettes,

filmstrips, online learning activities, etc. Students must sign an Ethics Statement regarding the use

of these materials and agree to follow the policies outlined in the Statement. The signed Ethics Statement is retained in each student's record.

Violations of academic integrity will be referred to the Academic Dean and dealt with in accordance

with the college policy on Academic

Integrity. See Nursing Student

Handbook

STATEMENT ON PENALTY FOR ACADEMIC DISHONESTY OR PLAGIARISM:

Plagiarism is the unacknowledged use of another person’s words or ideas in your writing.

Whether conscious or not, plagiarism is a serious offense. Evidence that you did not write material that you submit under your name can result in failure for the entire course. Refer to College Catalog for policy. Students are expected to:

Demonstrate academic integrity by not engaging in conduct that has as its intent or effect he false representation of a student’s academic performance, including but not limited to: (a) cheating on

An examination; (b) collaborating with others in work to be presented, contrary to the stated rules of the course; (c) plagiarizing, including the submission of others’ ideas or papers (whether purchased, borrowed, or otherwise obtained) as one’s own; (d) stealing or having unauthorized

access to examination or course materials; (e) falsifying records or laboratory or other data; (f) submitting, if contrary to the rules of a course, work previously presented in another course; and

(g) knowingly assisting another student in any of the above, including an arrangement whereby any work, classroom performance, examination, or other activity is submitted or

performed by a person
Other than the student under whose name the work is submitted or performed.
Consequences are specified in the College Catalog.

BOARD OF REGENTS FOR HIGHTER EDUCATION AND CONNECTICUT STATE COLLEGES AND UNIVERSITIES POLICY REGARDING SEXUAL MISCONDUCT REPORTING, SUPPORT SERVICES AND PROCESSES POLICY

Statement of Policy for Public Act No. 14-11: An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus:

“The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence.”

UNITED STATES DEPARTMENT OF EDUCATION AND OFFICE OF CIVIL RIGHTS TITLE IX STATEMENT OF POLICY:

“Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in education programs and activities in federally funded schools at all levels. If any part of a school district or college receives any Federal funds for any purpose, all of the operations of the district or college are covered by Title IX.

Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students (as well as other persons) at recipient institutions are protected by Title IX – regardless of their sex, sexual orientation, gender identity, part-or full-time status, disability, race, or national origin-in all aspects of a recipient’s educational programs and activities.”

If any student experiences sexual misconduct or harassment, and/or racial or ethnic discrimination on Three Rivers Community College Campus, or fears for their safety from a threat while on campus, please contact Edward A. Derr, the Diversity Officer and Title IX Coordinator:

Edward A. Derr
Title IX Coordinator and Diversity Officer
Admissions Welcome Center * Office A116
574 New London Turnpike, Norwich CT 06360
860.215.9255 * EDerr@trcc.commnet.edu

DIGICATION:

All students are required to maintain a learning portfolio in Digication that uses the TRCC college template. Please upload your N203 **Process Recording** as a General Education artifact. Due Date: **TBA**

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*Capital Community College, Gateway Community College,
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Norwalk Community College, Three Rivers Community College*

NUR 203: NURSING CARE OF INDIVIDUALS AND FAMILIES II

Course Prerequisites

NUR* 201: Nursing Care of Individuals and Families I; NUR*202: Pharmacology for Individuals and Families with Intermediate Health Care Needs

Course Co requisites

NU* 204: Pharmacology for Individuals, Families, and Groups with Complex Health Care Needs;
NUR*205 Nursing Management and Trends; Humanities or Fine Arts Elective

Course Components

Credits	8 credits
Hours	Classroom: 45 hours Clinical: 225 hours

Course Description

The student will focus on the holistic care of individuals, families, and groups with complex health care needs. The student will incorporate critical thinking, caring behaviors, professionalism, and communication skills when providing nursing care in a variety of acute, long-term and/or community settings. The student will have an opportunity to manage a multi client assignment with an emphasis on safe and competent practice. An observational experience with a visiting nurse agency, a dialysis unit and/or a cancer center will be provided.

Course Objectives

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

1. Integrate the principles of holism and nursing theory in providing care to individuals, families and groups with complex health needs.
2. Integrate nursing interventions by utilizing the nursing process in providing care to groups of clients with complex health problems across the life-span.
3. Provide safe and competent care to groups of clients with complex health problems using evidence-based practice, quantitative reasoning and technology.
4. Evaluate the therapeutic communication techniques used in nurse-client interactions.
5. Evaluate the effectiveness of teaching-learning activities that meet the needs of individuals, families and groups experiencing complex health problems.
6. Collaborate with members of the health care team to establish a culturally competent environment that promotes caring behavior.
7. Collaborate with members of the health care team in a variety of settings.
8. Implement strategies to provide accountable and responsible care within the legal-ethical standards of the nursing profession.

9. Support the advancement of nursing practice through life-long learning and political awareness

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
On Campus Clinical Lab #1 7.5 hours	Nursing Care of Clients with Alterations in Mental Health Part B (3.75 hours) Nursing Care of Clients with Alterations in Mental Health Part C: Psychiatric Nursing Clinical Orientation (3.75 hours) See attached Laboratory learning experience outline			
1.5 hours	<u>Unit I: Nursing Care of Clients Experiencing Behavioral Issues and Personality Disorders</u> Crisis Intervention Theory Differentiate among the three types of crisis Compare and contrast the four phases of crisis Analyze the components of the holistic assessment of clients in crisis Formulate appropriate nursing diagnoses for clients experiencing crisis Design measurable outcomes for the clients experiencing crisis	A. Critical Thinking: Nursing process applied to clients with behavioral issues B. Provision of safe, holistic, culturally competent care to clients in crisis <u>Crisis Theory: Types of Crisis</u> 1. Etiology <ol style="list-style-type: none"> a. Maturational b. Situational c. Adventitious 2. Pathophysiology: Phases of Crisis 3. Clinical manifestations 4. Diagnostic evaluation 5. Cultural considerations 6. Evidenced- based theory and principles 7. Collaborative management Treatment modalities: <ol style="list-style-type: none"> a. Client's perception b. Situational supports c. Coping skills d. Self-assessment e. Client safety f. Anxiety reduction g. Counseling Strategies h. Critical Incident i. Stress j. Pharmacology k. Nutritional 8. Health Promotion/ Maintenance	Assigned Readings: Varcarolis Chapters 26 & 27; Also p. 131-143, 147-166 Assigned readings for lab: Lewis Chapter 1 Sole p.8-9 Varcarolis Chapters 24, 25, 26 Lecture Discussions Case studies: Crisis Role play a client in crisis Provide nursing care to a client experiencing a crisis Poster presentation per clinical groups assigned by instructor	Exam Clinical Experience Workbook (CLEW) Clinical performance evaluation

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>Examine nursing interventions used in caring for clients experiencing crisis</p> <p>Evaluate client responses to crisis and nursing interventions</p> <p>Discuss evidence based practice related to crisis</p>	<p>Restoration and/ or Prevention</p> <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 		
1.5 hours	<p>Behavioral Issues: Anger and Aggression</p> <p>Differentiate appropriate nursing responses in caring for clients with behavioral issues.</p> <p>Evaluate the role of the nurse in determining effective interventions when caring for clients with behavioral issues.</p> <p>Discuss evidence based practice</p>	<p>A. Critical Thinking: Nursing process applied to clients experiencing behavioral issues</p> <p>B. Provision of safe, holistic, culturally competent care to clients with behavioral issues</p> <p><u>Behavioral issues:</u> Types: Manipulative behavior, Anger, Aggressive behavior, Impulsive behavior</p> <ol style="list-style-type: none"> 1. Etiology 2 Pathophysiology 3. Clinical Manifestations & complications 4. Diagnostic Evaluation 5. Cultural considerations 6. Evidenced- based theory and principles 	<p>Assigned Readings:</p> <p>Varcarolis Chapters 26 & 27; Also p. 131-143, 147-166</p> <p>Assigned readings for <i>lab</i>: Lewis Chapter 1 Sole p.8-9 Varcarolis Chapters 24, 25, 26</p> <p>Lecture</p> <p>Discussion</p> <p>Case studies: Behavioral issues</p> <p>Concept map</p>	<p>Exam</p> <p>Clinical Experience Workbook (CLEW)</p> <p>Clinical performance evaluation</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	related to behavioral issues.	7. Collaborative management Treatment modalities: a. Pharmacological b. Interventions for specific behaviors: i. Manipulative Behavior ii. Anger iii. Aggressive Behavior iv. Impulsive Behavior 8. Health maintenance 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 a behavioral issue	
1 hour	<u>Unit III: Nursing Care of Clients Experiencing Cancer</u> Overview of Cancer/ Pathophysiology: Discuss age related changes and their effect on clients with cancer Summarize the agents identified to be carcinogens Examine the role of	A. Critical Thinking: Nursing process applied to clients with cancer B. Provision of safe, holistic, culturally competent care to clients with cancer 1. General aspects of cancer 2. Age related changes 3. Risk Factors 4. Etiology: Developmental factors 5. Incidence 6. Pathophysiology a. Benign vs. Malignant Tumors b. Classification of malignant neoplasm 1) Characteristics of cells	Assigned Readings: Lewis Chapter 16 Article: Chemo Man http://tmedweb.tulane.edu/pharmwiki/doku.php/chemo_man_visual_mnemonic Recommended Movie (not mandatory): Wit (2001) https://www.youtube.com/watch?v=uOPPvYIGqL8	Exam Clinical Experience Workbook (CLEW) Clinical performance evaluation

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	health education and preventive care in decreasing the incidence of cancer	2) Metastases 3) Staging & Grading of malignancies 7. Clinical manifestations and complications C. Communication 1. Client and family education 2. Community resources D. Professionalism 1. Legal-ethical issues 2. Role development	Lecture Discussion Case Study: Oncology Provide nursing care to a client with cancer Web Site: www.acs.org www.nci.nih.gov www.mayoclinic.org www.mdanderson.org www.mskk.org www.cancer.org www.cancer.med.upenn.edu www.cancernews.com	
1 ½ hours	Diagnostic Evaluation and Common Cancer Treatment Modalities Differentiate among the purposes of surgical procedures used in cancer diagnosis Differentiate among the purposes of	A. Nursing process applied to clients with cancer B. Provision of safe, holistic, culturally competent care to clients with cancer 1. Diagnostic evaluation 2. Cultural considerations 3. Evidence-based theory and principles 4. Detection & prevention of cancer 5. Health Promotion/Maintenance Restoration and/or Prevention 6. Collaborative management a. Common Treatment Modalities		Exam Clinical Experience Workbook (CLEW) Clinical performance evaluation

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	surgical procedures used in cancer treatment, diagnosis, prophylaxis, palliation and reconstruction	<ul style="list-style-type: none"> 1) Surgery 2) Radiation 3) Chemotherapy 4) Immunotherapy <p>7. Surgical management</p> <ul style="list-style-type: none"> a. Curative b. Palliative c. Prophylactic d. Reconstructive <p>C. Communication</p> <ul style="list-style-type: none"> 1. Client and family education 2. Community resources <p>D. Professionalism</p> <ul style="list-style-type: none"> 1. Legal-ethical issues 2. Role development 		
1.5 hours	<p>Common Cancer Treatment Modalities</p> <p>Compare and contrast surgery, radiation, chemotherapy, and immunotherapy in the treatment of cancer</p> <p>Discuss the common side effects of chemotherapy and appropriate nursing interventions</p> <p>Examine the role of</p>	<p>A. Critical Thinking: Nursing process applied to clients receiving treatment for cancer</p> <p>B. Provision of safe, holistic, culturally competent care to clients receiving treatment for Cancer</p> <ul style="list-style-type: none"> 1. Chemotherapy <ul style="list-style-type: none"> a. Routes of administration b. Managing common side effects <ul style="list-style-type: none"> 1) Infection 2) Alopecia 3) Stomatitis 4) N&V 5) Anorexia 6) Fatigue c. Nutritional concerns 2. Radiation therapy: Types of radiation <ul style="list-style-type: none"> a. High voltage 	<p>Assigned Readings</p> <p>Lecture</p> <p>Discussion</p>	<p>Exam</p> <p>Clinical Experience Workbook (CLEW)</p> <p>Clinical performance evaluation</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	the nurse in managing the client undergoing radiation therapy	<ul style="list-style-type: none"> b. Low voltage c. Intraoperative d. Intracavitary implants <p>3. Immunotherapy</p> <p>C. Communication</p> <ul style="list-style-type: none"> 1. Client and family education 2. Community resources <p>D. Professionalism</p> <ul style="list-style-type: none"> 1. Legal-ethical issues 2. Role development 		
Exam 1 1 hour		Exam 1		
1.5 hour	Summarize the role of the nurse in assessment and collaborative management of the client with an oncologic emergency	<p>A. Critical Thinking: Nursing process applied to clients with an oncologic emergency</p> <p>B. Provision of safe, holistic, culturally competent care to clients with an oncologic emergency</p> <ul style="list-style-type: none"> 1. Sepsis/Septic Shock 2. Other Oncologic Emergencies <ul style="list-style-type: none"> a. Superior vena cava syndrome b. Hypercalcemia c. Spinal cord compression d. Pleural effusion and Tamponade e. Syndrome of inappropriate secretion of antidiuretic hormone (SIADH) 	<p>Guest Speaker: Hospice Care</p> <p>Palliative Care observation</p>	<p>Exam</p> <p>Clinical Experience Workbook (CLEW)</p> <p>Clinical performance evaluation</p>
1.5 hr	<p>Discuss the concept of death and dying for clients with cancer</p> <p>Evaluate the concept</p>	<p>A. Critical Thinking: Nursing process applied to clients with cancer</p> <p>B. Provision of safe, holistic, culturally competent care to clients with cancer</p>	<p>Lewis: 293-295</p> <p>Lewis: CH 10 and p. 124-125</p> <p>Article: Clinically Differentiating Palliative Care and Hospice</p>	<p>Exam</p> <p>Clinical Experience Workbook (CLEW)</p> <p>Clinical</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>of hospice care in caring for the client with advanced cancer</p> <p>Discuss the ethical-legal issues associated with the Right-To-Die</p> <p>Formulate a holistic, comprehensive care plan for clients across the lifespan with cancer</p> <p>Discuss evidence-based practice when caring for the client with cancer.</p>		<p>Article: http://www.oncologynurseadvisor.com/the-total-patient/hospice-versus-palliative-care-understanding-the-distinction/article/168852/</p>	<p>performance evaluation</p>
<p>2 hours</p>	<p>Overview of care of clients with cancer of the reproductive system</p> <p>Examine the incidence, etiology and pathophysiology in the care of the client with reproductive cancer</p> <p>Differentiate among the common diagnostic tests and procedures used to</p>	<p>A. Critical Thinking: Nursing process applied to clients with reproductive cancers: ovarian, prostate.</p> <p>B. Provision of safe, holistic, culturally competent care to clients with reproductive cancer.</p> <ol style="list-style-type: none"> 1. Age related changes of the reproductive system 2. Etiology 3. Pathophysiology 4. Clinical manifestations and complications 5. Diagnostic evaluation 6. Cultural considerations 7. Evidence-based theory and principles 8. Collaborative management <p>Treatment Modalities</p> <ol style="list-style-type: none"> a. Medical b. Surgical 	<p>Assigned Readings Lewis: CH 52 Lewis: 1362-1370 Lewis: 1386-1392 Lewis: Review CH 30; Read 694-703 Lewis: 291-292</p> <p>Lecture</p> <p>Discussion</p> <p>Develop a teaching plan for a client with breast cancer</p>	<p>Exam</p> <p>Clinical Experience Workbook (CLEW)</p> <p>Clinical performance evaluation</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>evaluate the client with reproductive cancers</p> <p>Compare the therapeutic usefulness of surgery, chemotherapy radiation and hormone therapy in treating reproductive cancers</p> <p>Compare and contrast Ovarian and Prostate cancer</p> <p>Examine the physical, psychosocial and rehabilitative needs of the client with reproductive cancers</p> <p>Summarize the common inter-disciplinary resources available to the client with reproductive cancer</p>	<ul style="list-style-type: none"> c. Pharmacological d. Nutritional 9. Health Promotion/Maintenance Restoration and/or Prevention 10. Nursing management of clients with ovarian cancer <ul style="list-style-type: none"> a. Incidence/Risk factors b. Clinical manifestations c. Assessment and diagnostic findings d. Medical Management <ul style="list-style-type: none"> i. Surgical management ii. Pharmacologic therapy e. Nursing Care 11. Nursing management of clients with prostate cancer <ul style="list-style-type: none"> a. Incidence/Risk factors b. Clinical manifestations c. Assessment and diagnostic findings d. Medical Management <ul style="list-style-type: none"> i. Surgical management ii. Radiation Therapy iii. Hormonal Therapy iv. Other Therapies e. Nursing Care 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>Web Site: www.reachtorecovery.org www.brestcancer.net</p> <p>Provide nursing care to a client with breast cancer</p>	
1.5 hours	Differentiate among the common diagnostic tests and procedures used to evaluate the client	<ul style="list-style-type: none"> A. Critical Thinking: Nursing process applied to clients with breast cancer B. Provision of safe, holistic, culturally competent care to clients with breast cancer 		<p>Exam</p> <p>Clinical Experience Workbook (CLEW)</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>with breast cancer</p> <p>Discuss evidence based practice when caring for the client with breast cancer</p> <p>Compare the therapeutic usefulness of surgery, chemotherapy, radiation and hormone therapy in treating breast cancer.</p> <p>Examine the physical, psychosocial and rehabilitative needs of the client with breast cancer</p> <p>Summarize the common inter-disciplinary resources available to the client with breast cancer</p>	<ol style="list-style-type: none"> 1. Age related changes of the Breast 2. Etiology 3. Pathophysiology 4. Clinical manifestations and complications 5. Diagnostic evaluation 6. Cultural considerations 7. Evidence-based theory and principles 8. Collaborative management: Treatment Modalities <ol style="list-style-type: none"> a. Surgery <ol style="list-style-type: none"> 1) Lumpectomy 2) Simple mastectomy 3) Modified radical mastectomy 4) Radical mastectomy 5) Breast reconstruction b. Chemotherapy c. Radiation d. Hormones e. Nutrition 9. 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>Clinical performance evaluation</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
1 hour	<p>Lymphoma</p> <p>Discuss the incidence, etiology, pathophysiology in the care of the client with lymphoma</p> <p>Compare and contrast Hodgkin's disease and Non-Hodgkin's Lymphoma</p> <p>Summarize the collaborative management and nursing care of the client with lymphoma.</p>	<p>A. Critical Thinking: Nursing process applied to clients lymphoma</p> <p>B. Provision of safe, holistic, culturally competent care to clients with lymphoma</p> <ol style="list-style-type: none"> 1. Age related changes of the immune system 2. Etiology 3. Pathophysiology: <ul style="list-style-type: none"> Classification: <ol style="list-style-type: none"> b. Hodgkin's Disease c. Non-Hodgkin's lymphoma 4. Clinical manifestations and complications 5. Diagnostic evaluation 6. Cultural considerations 7. Evidence-based theory and principles 8. Collaborative management <ul style="list-style-type: none"> Treatment Modalities <ol style="list-style-type: none"> a. Medical b. Surgical c. Pharmacological therapy d. Nutritional 9. 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 Readings</p> <p>Lecture</p> <p>Discussion</p> <p>Handouts</p> <p>Case Study: Lymphoma</p> <p>Develop a teaching plan for a client with lymphoma</p> <p>Provide nursing care to a client with lymphoma</p>	<p>Exam</p> <p>Clinical Experience Workbook (CLEW)</p> <p>Clinical performance evaluation</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
1.5 hours	<p>Cancer in Children</p> <p>Summarize the commonalities and specific differences in the care of common childhood cancers</p> <p>Discuss evidence based practice related to childhood cancers.</p> <p>Compare and contrast the common childhood cancers</p> <p>Examine the collaborative management of the adult or child who is dying</p>	<p>A. Critical Thinking: Nursing process applied to childhood cancer: Leukemia, Brain Tumor, Neuroblastoma, Ewing's, Sarcoma, Wilms Tumor</p> <p>B. Provision of safe, holistic, culturally competent care to children with cancer:</p> <ol style="list-style-type: none"> 1. Age related changes 2. Etiology 3. Pathophysiology 4. Clinical manifestations and complications 5. Diagnostic evaluation 6. Cultural considerations 7. Evidence-based theory and principles 8. Collaborative management Treatment Modalities <ol style="list-style-type: none"> a. Medical b. Surgical c. Pharmacological therapy d. Nutritional e. Rehabilitative 9. 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 Readings: Wong: 9th ed. 1081-1083 Sole 480-490</p> <p>Lecture</p> <p>Discussion</p> <p>Handouts</p> <p>Case Study: Child with Cancer</p>	<p>Exam</p> <p>Clinical Experience Workbook (CLEW)</p> <p>Clinical performance evaluation</p>
2 hours	<u>Unit II: Nursing Care of Clients Experiencing</u>	<p>A. Critical Thinking: Nursing process applied to clients experiencing a disturbance in renal function.</p>	<p>Assigned Readings: Lewis CH 47</p>	<p>Exam</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p><u>Alteration in Renal Function</u></p> <p>Discuss age related changes associated with renal failure</p> <p>Compare and contrast the nursing management of acute and chronic renal failure</p> <p>Differentiate among the common diagnostic tests used to evaluate renal failure</p> <p>Formulate a holistic, comprehensive plan of care for clients with altered renal function</p> <p>Provide safe and competent care through collaboration with members of the interdisciplinary team</p> <p>Discuss evidence based practice when</p>	<p>B. Provision of safe, holistic, culturally competent care to clients with acute and chronic renal failure.</p> <ol style="list-style-type: none"> 2. Age related changes of the renal system 3. Etiology 4. Pathophysiology 5. Clinical manifestations and complications 6. Diagnostic evaluation 7. Cultural considerations 8. Evidence-based theory and principles 9. Collaborative management <p>Treatment Modalities</p> <ol style="list-style-type: none"> a. Hemodialysis b.. Peritoneal dialysis c. CAPD d. Transplantation e. Pharmacological therapy f. Nutritional <p>10. Health Promotion/Maintenance Restoration and/or Prevention</p> <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>Sole CH 15 & 21</p> <p>Lecture</p> <p>Discussion</p> <p>Observation in Hemodialysis in hospital setting</p> <p>Web Site: www.aunet.org www.kidney.org www.aakp.org www.renalnet.org www.mayoclinic.org www.urologichealth.org</p> <p>Provide nursing care to a client with alternation in renal function</p>	<p>Clinical Experience Workbook (CLEW)</p> <p>Clinical performance evaluation Exam</p> <p>Clinical Experience Workbook (CLEW)</p> <p>Clinical performance Evaluation</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	discussing clients with renal failure			
1 hour	Summarize the care of a client with a renal transplant	<p>Organ Transplantation Prototype: Renal</p> <p>A. Critical Thinking: Nursing process applied to clients with a renal transplant.</p> <p>B. Provision of safe, holistic, culturally competent care to clients with a renal transplant.</p> <ol style="list-style-type: none"> 1. Sources of donation <ol style="list-style-type: none"> a. Living, deceased, living non-related b. Organ donor awareness 2. Donor and recipient workup 3. Nursing management <ol style="list-style-type: none"> a. Preoperative management/workup b. Postoperative management <ol style="list-style-type: none"> 1. Assessing the client for transplant rejection <ol style="list-style-type: none"> a. Immunosuppression 2. Preventing infection 3. Monitoring urinary function 4. Addressing psychological concerns 5. Monitoring and managing potential complications c. Promoting home and community based care <ol style="list-style-type: none"> 1. Continuing care <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 Readings</p> <p>Lecture</p> <p>Discussion</p> <p>Case Study: Renal Failure/Transplantation</p> <p>Guest Speaker: Renal Transplant Coordinator</p> <p>Role Play: Ethics Committee - Transplantation</p>	<p>Exam</p> <p>Clinical Experience Workbook (CLEW)</p> <p>Clinical performance evaluation</p>
Exam 2				

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
1 hour		Exam 2		
3.0 hours	<p>Personality Disorders and Client Behavior of Manipulation</p> <p>Analyze the interaction of biological determinants and psychodynamic factors in the etiology of personality disorders</p> <p>Differentiate personality traits and styles from personality disorders.</p> <p>Examine predominant behavioral cluster categorization for personality disorders.</p> <p>Identify the predominant defense mechanisms utilized by clients diagnosed with personality disorders</p>	<p>A. Critical Thinking: Nursing process applied to clients experiencing personality disorders</p> <p>B. Provision of safe, holistic, culturally competent care to clients with personality disorders</p> <p><u>Personality Disorders</u></p> <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology <ol style="list-style-type: none"> a. Prevalence and Comorbidity b. Biological determinants c. Psychosocial Factors 3. Clinical manifestations: Common characteristics of personality disorders <ol style="list-style-type: none"> a. Cluster A <ol style="list-style-type: none"> i. Paranoid ii. Schizoid iii. Schizotypal b. Cluster B <ol style="list-style-type: none"> i. Antisocial ii. Borderline iii. Histrionic iv. Narcissistic v. Manipulative Behavior c. Cluster C <ol style="list-style-type: none"> i. Avoidant ii. Dependent iii. Obsessive-Compulsive 4. Diagnostic Evaluation: DSM-IV-TR Criteria 5. Cultural considerations 	<p>Assigned Readings:</p> <p>Assigned Readings: Varcarolis Chapters 26 & 27; Also p. 131-143, 147-166</p> <p>Assigned readings for <i>lab</i>: Lewis Chapter 1 Sole p.8-9 Varcarolis Chapters 24, 25, 26</p> <p>Lecture</p> <p>Discussion</p> <p>Case studies: Personality Disorders</p> <p>Concept map</p> <p>Role Play: Ethics Committee - Restraints</p> <p>Psychiatric Patient's Bill of Rights</p> <p>Provide nursing care to a client experiencing a personality disorder</p> <p>Discussion/Video of client</p>	<p>Exam</p> <p>Clinical Experience Workbook (CLEW)</p> <p>Clinical performance evaluation</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>Apply the nursing process for clients identified as having personality disorders.</p> <p>Discuss evidence based practice related to personality disorders</p>	<p>6. Evidence based theory and Practice</p> <p>7. Collaborative management of clients with selected personality disorders: paranoid, antisocial, borderline, obsessive compulsive</p> <p> a. Treatment modalities</p> <p> i. Milieu therapy</p> <p> ii. Psychobiological interventions</p> <p> iii. Case management</p> <p> iv. Communication</p> <p> v. Pharmacological therapy</p> <p> vi. Nutritional</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>behavior of manipulation in Cluster B Personality Disorders</p>	
	<p>On Campus Clinical Emergency Lab #2 7.5 hours</p>	<p>Response to a Cardiopulmonary Resuscitative Event: The role of the Nurse in Rescue and Resuscitation See attached Laboratory learning experience outline</p>		

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
3 hours	<p><u>Unit IV: Nursing Care of Clients Experiencing Neurological Disorders</u></p> <p>Compare and contrast the normal neurological assessment across the life span</p> <p>Determine factors that contribute to increased intracranial pressure (↑ ICP).</p> <p>Examine the clinical manifestations of a client experiencing ↑ ICP.</p> <p>Analyze supportive nursing interventions for a client with ↑ ICP.</p> <p>Explain collaborative treatment modalities that support reduction of ↑ ICP.</p> <p>Analyze supportive nursing interventions for a client with</p>	<p>A. Critical Thinking: Nursing process applied to clients experiencing a disturbance in neurological function</p> <p>B. Provision of safe, holistic, culturally competent care to clients with disturbance in neurological function: Increased Intracranial Pressure (↑ ICP),</p> <ol style="list-style-type: none"> 1. Age related changes of the neurological system 2. Neurological assessment <ol style="list-style-type: none"> a. Adult assessment b. Pediatric assessment 3. Etiology and Risk Factors 4. Pathophysiology 5. Clinical manifestations and complications 6. Diagnostic evaluation <ol style="list-style-type: none"> a. Electroencephalography b. Computerized Tomography Scanning c. Magnetic Resonance Imaging d. Cerebral Angiogram 7. Cultural considerations 8. Evidence-based theory and principles 9. Collaborative management <ul style="list-style-type: none"> Treatment Modalities <ol style="list-style-type: none"> a. Medical b. Surgical <ol style="list-style-type: none"> i. ventriculostomy ii. Craniotomy (supratentorial, infratentorial, transphenoidal) <ol style="list-style-type: none"> c. Rehabilitative d. Pharmacological e. Nutritional 12. Health Promotion/Maintenance Restoration and/or Prevention <p>C. Communication</p> <ol style="list-style-type: none"> 1. Client and family education 	<p>Assigned Readings Lewis CH 56 And CH 57 up to pp. 1368 Sole CH 13 pp. 345-64</p> <p>Lecture</p> <p>Discussion</p> <p>Case Study: ↑ ICP</p> <p>Nursing Skills Laboratory: Sim Man</p> <p>Provide nursing care to a client with a disturbance in neurological function</p>	<p>Exam</p> <p>Clinical Experience Workbook (CLEW)</p> <p>Clinical performance evaluation</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>↑ICP.</p> <p>Discuss evidence-based practice when caring for a client with ↑ICP.</p> <p>Compare and contrast pre and postoperative nursing care of clients who undergo intracranial surgical procedures: ventriculostomy, supratentorial craniotomy, infratentorial craniotomy, transsphenoidal resection.</p> <p>Explore the nurse's role in supporting families who experience ethical and legal challenges associated with intracranial surgery</p>	<p>2. Community resources</p> <p>D. Professionalism</p> <p>1. Legal-ethical issues</p> <p> a. end-of-life decisions</p> <p> b. surrogate consent</p> <p>2. Role development</p>		

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
1 hour	<p>Distinguish between common degenerative and autoimmune neurological disorders.</p> <p>Compare the major nursing interventions to support client independence.</p> <p>Examine the etiology, pathophysiology, clinical manifestations and collaborative management of the client with multiple sclerosis and myasthenia gravis</p> <p>Formulate a comprehensive, holistic plan of care for the client with multiple sclerosis and myasthenia gravis.</p>	<p>A. Critical Thinking: Nursing process applied to clients experiencing an autoimmune disorder: Multiple Sclerosis, Myasthenia Gravis</p> <p>B. Provision of safe, holistic, culturally competent care to clients with an autoimmune disorder</p> <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.. Surgical c. Rehabilitative d. Pharmacological e Nutritional 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 Readings Lewis CH 59 1428-42 CH 61 1467-87 Sole pp. 389-98</p> <p>Lecture</p> <p>Discussion</p> <p>Case Study: Multiple Sclerosis or Myasthenia Gravis, Gillian Barre and ALS</p> <p>Provide nursing care to a client with an degenerative or autoimmune disorder</p> <p>Web Site: www.nmss.org</p>	<p>Exam</p> <p>Clinical Experience Workbook (CLEW)</p> <p>Clinical performance evaluation</p>
	<p>Examine the etiology, pathophysiology, clinical manifestations and collaborative</p>	<p>A. Critical Thinking: Nursing process applied to clients experiencing a degenerative disorder: Parkinson’s disease</p> <p>B. Provision of safe, holistic, culturally competent care to clients with a degenerative disorder</p>	<p>Assigned Readings</p> <p>Lecture</p> <p>Discussion</p>	<p>Exam</p> <p>Clinical Experience Workbook (CLEW)</p> <p>Clinical</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>management of the client with Parkinson's disease.</p> <p>Formulate a comprehensive, holistic plan of care for the client with Parkinson's disease.</p> <p>Discuss evidence based practice as it relates to Parkinson's disease</p>	<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 Treatment Modalities <ol style="list-style-type: none"> a. Medical b. Surgical c. Rehabilitative d. Pharmacological therapy e. Nutritional 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>Case Study: Parkinson's Disease</p> <p>Guest Speaker: Parkinson's Association</p> <p>Provide nursing care to a client with a degenerative or autoimmune disorder</p> <p>Web Site: www.parkinson.org</p>	<p>performance evaluation</p>
2 hours	<p>Care of the Client/Patient experiencing a Cerebrovascular disorder</p> <p>Correlate stroke pathophysiology with its major clinical manifestations and complications.</p>	<ol style="list-style-type: none"> A. Critical Thinking: Nursing process applied to clients experiencing a Cerebrovascular Disorder (CVA, Stroke, Brain Attack) B. Provision of safe, holistic, culturally competent care to clients with Cerebrovascular Disorders. <ol style="list-style-type: none"> 1. Age related changes of the neurological system 2. Etiology and Risk Factors 3. Pathophysiology <ol style="list-style-type: none"> a. Ischemic b. Hemorrhagic 4. Clinical manifestations and complications 	<p>Assigned Readings Lewis 57 pp. 1368 to end CH 58 and 60 Sole CH pp. 365-76 and pp. 377-85</p> <p>Lecture</p> <p>Discussion</p>	<p>Exam</p> <p>Clinical Experience Workbook (CLEW)</p> <p>Clinical performance evaluation</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>Discuss the common risk factors for stroke</p> <p>Formulate a holistic, comprehensive care plan for clients across the life-span with a stroke</p> <p>Differentiate among the common diagnostic tests and procedures used to evaluate the client with a stroke</p> <p>Compare and contrast the differences of care utilized in clients experiencing ischemic or hemorrhagic stroke</p> <p>Discuss evidence based practice when caring for the client with a stroke.</p> <p>Describe the role of the multidisciplinary team in providing care for the client with a stroke and his/her family</p>	<ol style="list-style-type: none"> 5. Diagnostic evaluation 6. Cultural considerations 7. Evidence-based theory and principles 8. Collaborative management <ul style="list-style-type: none"> Treatment Modalities <ol style="list-style-type: none"> a. Medical b. Surgical c. Rehabilitative d. Pharmacological e. Nutritional 9. 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>Case Study: ICP</p> <p>Nursing Skills Laboratory: Sim Man</p> <p>Observational experience in a Rehabilitation Center</p> <p>Attend a multidisciplinary team meeting during clinical</p> <p>Provide nursing care to a client with a stroke</p> <p>Web Site: www.stroke.org</p>	

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	Determine the role of the family in the client's acute and rehabilitative phases of care			
2 hours	<p>Differentiate among manifestations of paralyzing disorders.</p> <p>Examine the etiology, pathophysiology, clinical manifestations and collaborative management of the client with a paralyzing disorder.</p> <p>Compare and contrast nursing care needs for clients experiencing chronic versus resolving paralysis.</p> <p>Formulate a comprehensive, holistic plan of care for the client during the acute, intermediate, and rehabilitative phases of spinal cord injury.</p> <p>Prioritize educational</p>	<p>A. Critical Thinking: Nursing process applied to clients experiencing a disorder that results in paralysis: spinal cord injury, Guillian Barre' Syndrome, Amyotrophic Lateral Sclerosis (ALS)</p> <p>B. Provision of safe, holistic, culturally competent care to clients with a paralyzing disorder.</p> <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations and complications <ol style="list-style-type: none"> a. orthostatic hypotension b. respiratory insufficiency (ventilator dependency for high cord) c. autonomic dysreflexia d. skin and decubitus ulcers e. DVT and PE f. heterotopic ossification g. neurogenic bladder/bowel h. sexual dysfunction i. psychological maladaptation j. Neurogenic Shock 4. Diagnostic evaluation 5. Cultural considerations 6. Evidence-based theory and principles 7. Collaborative management <p>Treatment Modalities</p> <ol style="list-style-type: none"> a. Medical b. Surgical c. Rehabilitative d. Pharmacological 	<p>Assigned Readings Lewis CH 59 1428-42 CH 61 1467-87 Sole pp. 389-98 Lecture</p> <p>Discussion</p> <p>Case Study: Spinal Cord Injury</p> <p>Provide nursing care to a client with a spinal cord injury</p> <p>Web Site: http://healthlinks.washington.edu www.nlm.nih.gov/medlineplus www.alsa.org</p>	<p>Exam</p> <p>Clinical Experience Workbook (CLEW)</p> <p>Clinical performance evaluation</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	needs of the client with a paralyzing disorder. Discuss strategies that will assist clients with paralyzing disorders, and their families to develop psychosocial coping skills.	e. Nutritional 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		
Exam 1 hr		Exam 3		
2 hours	<u>Unit V: Nursing Care of Clients Experiencing Multi-system Organ Dysfunction</u> Examine the incidence, etiology, and factors influencing recovery of the client experiencing a burn injury. Differentiate among the common diagnostic tests used to evaluate the burn client Summarize evidence based practice	A. Critical Thinking: Nursing process applied to clients experiencing multisystem organ dysfunction B. Provision of safe, holistic, culturally competent care to clients with multisystem organ dysfunction <u>Burn Injuries</u> 1. Age related changes of the integumentary system 2. Etiology 3. Pathophysiology a. Burn Phases 1) pre hospital 2) emergent/resuscitative 3) acute/intermediate 4) rehabilitation b. Classification of burns 1) depth 2) percentage c. Fluid & electrolyte imbalances d. Infection	Assigned Readings; Lewis CH 25&67 Sole CH 11&20 Lecture Discussion Case Study: Burns Visit Connecticut Burn Unit Provide nursing care to a client with multisystem organ dysfunction	Exam Clinical Experience Workbook (CLEW) Clinical performance evaluation

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>related to burns.</p> <p>Compare and contrast the pathophysio-logical changes and the priorities of care for each of the burn phases.</p> <p>Analyze the classification of burns in relation to client care.</p> <p>Formulate goals of burn wound care.</p> <p>Summarize the nurse's role in the following areas: pain management, nutrition, promotion of mobility and psychological support of client and family.</p> <p>Verify ways to collaborate with members of the health care team to meet the client's physio psychosocial needs</p>	<p>e. Impact on other body systems</p> <p>4. Clinical manifestations and complications</p> <p>a. Diagnostic evaluation</p> <p>b. Cultural considerations</p> <p>5. Evidence-based theory and principles</p> <p>6. Collaborative management/Treatment Modalities</p> <p>a. Burn Wound Care: Dressing</p> <p>b. Debridement and Grafting</p> <p>c. Pain management</p> <p>d. Pharmacological</p> <p>e. Nutritional</p> <p>f. Splints and assistive devices</p> <p>g. Elastic pressure devices</p> <p>7. 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>		

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
2 hours	<p><u>Unit VI: Nursing Care of Clients in Bioterrorism/Mass Casualty Incidents</u></p> <p>Analyze resources for management of mass casualty events</p> <p>Compare and contrast disaster triage and emergency triage</p> <p>Prioritize client needs in a mass casualty event</p> <p>Evaluate the role of the nurse in disaster response plans</p> <p>Discuss evidence based practice related to disaster/terrorism</p>	<p>A. Critical Thinking: Nursing Process applied to bioterrorism/mass casualty incidents</p> <ol style="list-style-type: none"> 1. Emergency Preparedness <ol style="list-style-type: none"> a. Federal b. State c. Local 2. Hospital Emergency Preparedness Plans 3. Components of Emergency Operations Plans <p>B. Provision of safe, holistic, culturally competent care in bioterrorism/mass casualty incidents</p> <ol style="list-style-type: none"> 1. Initiating Emergency Operations Plan <ol style="list-style-type: none"> a. Identifying clients b. Triage c. Managing internal problems d. Communications e. Caring for Families 2. Pandemic 3. Critical Incident Stress Management <p>C. Professionalism</p> <ol style="list-style-type: none"> 1. Legal-ethical issues <ol style="list-style-type: none"> a. Ethical conflicts b. Behavioral Issues 2. Role development <ol style="list-style-type: none"> a. Traditional role of the nurse b. Atypical roles <p>D. Professionalism</p> <ol style="list-style-type: none"> 1. Legal-ethical issues 2. Role development 	<p>Assigned Readings Lewis CH 69 Sole CH 19</p> <p>Lecture</p> <p>Discussion</p> <p>Case Study: Emergency Preparedness</p> <p>Participate in hospital, regional disaster drill as applicable</p> <p>Mass Casualty Lab</p> <p>Review a hospital/town Emergency Preparedness Plan</p> <p>Determine personnel/family Emergency Preparedness Plan</p> <p>Web Site: www.bt.cdc.gov</p>	<p>Exam</p> <p>Clinical Experience Workbook (CLEW)</p> <p>Clinical performance evaluation</p> <p>Exam</p> <p>Clinical Experience Workbook (CLEW)</p> <p>Clinical performance evaluation</p>
2 hours	<p>Categorize the mechanisms of</p>	<p>A. Critical Thinking: Nursing process applied to care of clients with traumatic injury across the lifespan</p>	<p>Lewis CH 69 Sole CH 19</p>	

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>traumatic injury and trauma clients across the lifespan.</p> <p>Compare and contrast the nature and prevalence of traumatic injuries across the lifespan</p> <p>Summarize the initial assessment of the trauma client using the primary and secondary survey systems.</p> <p>Analyze the role of the nurse in pre hospital care, emergency care and resuscitation of the trauma client.</p> <p>Summarize the collaborative nursing care of clients with trauma.</p> <p>Formulate a holistic, comprehensive plan of care for clients with major trauma across the lifespan using the nursing process</p>	<p>B. Provision of safe, holistic, culturally competent care to clients with traumatic injury across the lifespan</p> <p><u>Trauma</u></p> <ol style="list-style-type: none"> 1. Age related changes and trauma care 2. Etiology 3. Pathophysiology: Mechanisms of Injury <ol style="list-style-type: none"> a. Penetrating trauma b. Blunt trauma 4. Clinical manifestations and complications <ol style="list-style-type: none"> a. Airway clearance b. Ineffective breathing patterns, impaired gas exchange c. Decreased cardiac output/hypovolemia d. Massive fluid resuscitation 5. Diagnostic evaluation 6. Systems approach to trauma care: <ul style="list-style-type: none"> The trauma system <ol style="list-style-type: none"> a. Levels of care b. Trauma team 7. Cultural considerations 8. Evidence-based theory and principles 9. Collaborative management <ul style="list-style-type: none"> Treatment Modalities <ol style="list-style-type: none"> a. Pre hospital b.. Initial assessment c. Primary Survey d. Resuscitation e. Secondary Survey <ol style="list-style-type: none"> 1) Assessment & care of trauma client <ol style="list-style-type: none"> a)Airway/oxygenation b) Hypovolemia c) Specific organ injuries d) Nutritional needs 		

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>Relate the nursing diagnoses, outcomes, and interventions for the trauma client.</p> <p>Discuss evidence based practice related to trauma care across the lifespan.</p>	<p>e) Multiple organ failure 2) Psychosociospiritual support</p> <p>10. Health Promotion/Maintenance Restoration and/or Prevention</p> <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 		
2.5 hours	<p>Care of pediatric client with neurological problems</p> <p>Describe the pathophysiology, clinical manifestations and collaborative management of client with cerebral palsy.</p> <p>Formulate a comprehensive, holistic plan of care for a client with cerebral palsy.</p> <p>Discuss evidence based practice as it relates to care of the</p>	<p>A. Critical Thinking: Nursing process applied to clients with Cerebral Palsy</p> <p>B. Provision of safe, holistic, culturally competent care to clients with Cerebral Palsy</p> <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology <ol style="list-style-type: none"> a. spastic b. dyskinetic c. ataxic d. mixed type 3. Clinical manifestations and complications 4. Diagnostic evaluation 5. Cultural considerations 6. Evidence-based theory and principles 7. Collaborative management <p>Treatment Modalities</p> <ol style="list-style-type: none"> a. Medical b. Surgical c. Rehabilitative d. Pharmacological e. Nutritional 	<p>Wong CH 28&32 Lewis CH 57 pp. 1381 to end CH 59 pp. 1419-1427 Sole CH 13 pp. 385-89</p>	<p>Exam</p> <p>Clinical Experience Workbook (CLEW)</p> <p>Clinical performance evaluation</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>client with cerebral palsy</p> <p>Discuss the developmental needs of a child with cerebral palsy</p> <p>Develop a teaching plan for client's family.</p> <p>Discuss the role of the school nurse in facilitation of school attendance</p>	<p>8. Health Promotion/Maintenance Restoration and/or Prevention</p> <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>Describe the pathophysiology, clinical manifestations and collaborative management of the client with neural tube defect.</p> <p>Formulate a comprehensive, holistic plan of care for client with neural tube defect</p> <p>Discuss evidence-based practice as it relates to care of client with neural</p>	<p>A. Critical Thinking: Nursing Process applied to clients with Neural Tube Defects</p> <p>B. Provision of safe, holistic, culturally competent care to clients With Neural Tube Defects.</p> <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology <ol style="list-style-type: none"> a. Spina Bifida Occulta b. Spina Bifida Cystica 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. Surgical c. Rehabilitative d. Pharmacological 		<p>Exam</p> <p>Clinical Experience Workbook (CLEW)</p> <p>Clinical performance evaluation</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>tube defect</p> <p>Discuss the developmental needs of a child with a neural tube defect</p> <p>Develop a teaching plan for the family of child with neural tube defect</p> <p>Discuss the role of the school nurse in facilitation of school attendance</p>	<p>e. Nutritional</p> <p>8. Health Promotion/Maintenance Restoration and/or Prevention</p> <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>Describe the pathophysiology, clinical manifestations and collaborative management of client with hydrocephalus</p> <p>Formulate a comprehensive, holistic plan of care for the client with hydrocephalus</p> <p>Discuss evidence based practice as it applies to the client with hydrocephalus</p>	<p>A. Critical Thinking: Nursing process applied to clients experiencing hydrocephalus</p> <p>B. Provision of safe, holistic, culturally competent care to clients with hydrocephalus</p> <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology <ol style="list-style-type: none"> a. obstructive <ol style="list-style-type: none"> 1) Arnold-Chiari malformation 2) Dandy-Walker syndrome b. nonobstructive 3. Clinical manifestation and complications 4. Diagnostic evaluation 5. Cultural considerations 6. Evidence-based theory and principles 7. Collaborative management/Treatment modalities <ol style="list-style-type: none"> a. Surgical b. Rehabilitative c. Pharmacological 		<p>Exam</p> <p>Clinical Experience Workbook (CLEW)</p> <p>Clinical performance evaluation</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>Discuss the developmental needs of the client with hydrocephalus</p> <p>Develop a teaching plan for the family of a child with hydrocephalus</p> <p>Discuss the role of the school nurse in facilitating school attendance for the client who has hydrocephalus</p>	<p>d. Nutritional</p> <p>8. Health Promotion/Maintenance Restorative and/or Prevention</p> <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>Describe the pathophysiology, clinical manifestations and collaborative management of client with muscular dystrophy</p> <p>Formulate a comprehensive, holistic plan of care for the client with muscular dystrophy</p> <p>Discuss evidence-based practice as it relates to care of client with muscular</p>	<p>A. Critical Thinking: Nursing process applied to clients experiencing Muscular Dystrophy</p> <p>B. Provision of safe, holistic, culturally competent care to clients with Muscular Dystrophy</p> <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations and complications <ol style="list-style-type: none"> a. Duchenne b. Facioscapulphumeral c. Limb-girdle 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. Surgical c. Rehabilitative 		<p>Exam</p> <p>Clinical Experience Workbook (CLEW)</p> <p>Clinical performance evaluation</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>dystrophy</p> <p>Discuss the developmental needs of a child with muscular dystrophy</p> <p>Develop a teaching plan for the family of a child with muscular dystrophy</p> <p>Discuss the role of the school nurse in facilitation of school attendance</p>	<p>d. Pharmacological</p> <p>e. Nutritional</p> <p>8. Health Promotion/Maintenance Restorative 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>		
1/2 hour	<p>Examine neurological disorders interfering with developmental progress.</p> <p>Examine the etiology, pathophysiology, clinical manifestations and collaborative management of the client with meningitis</p> <p>Differentiate between bacterial and viral meningitis.</p> <p>Describe primary and tertiary prevention of</p>	<p>A. Critical Thinking: Nursing process applied to clients experiencing Meningitis</p> <p>B. Provision of safe, holistic, culturally competent care to clients with Meningitis</p> <p>1. Etiology</p> <p>2. Pathophysiology</p> <p>3. Clinical manifestations and complications</p> <p>4. Diagnostic evaluation</p> <p>5. Cultural considerations</p> <p>6. Evidence-based theory and principles</p> <p>7. Collaborative management</p> <p>Treatment Modalities</p> <p>a. Medical</p> <p>b. Surgical</p> <p>c. Rehabilitative</p> <p>d. Pharmacological</p> <p>e. Nutritional</p> <p>8. Health Promotion/Maintenance</p>	<p>Assigned Readings</p> <p>Lecture</p> <p>Discussion</p> <p>Case Study: Meningitis</p> <p>Provide nursing care to a client experiencing a seizure disorder</p>	<p>Exam</p> <p>Clinical Experience Workbook (CLEW)</p> <p>Clinical performance evaluation</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>meningitis for the pediatric client.</p> <p>Develop a teaching plan for the family of a child who has meningitis.</p> <p>Formulate a comprehensive, holistic plan of care to maximize optimal functioning across the life span.</p> <p>Discuss evidence based practice as it relates to meningitis</p>	<p>Restoration and/or Prevention</p> <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 		
Exam 4 1 hour		Exam 4		
2 hours	<p>Examine the incidence, etiology, and pathophysiology of HIV/AIDS</p> <p>Differentiate common diagnostic tests used in the care of the client with HIV/AIDS.</p> <p>Analyze the clinical manifestations of HIV/AIDS related</p>	<p>A. Critical Thinking: Nursing process applied to care of clients with HIV/AIDS</p> <p>B. Provision of safe, holistic, culturally competent care to clients with HIV/AIDS</p> <p><u>Human Immunodeficiency Virus (HIV) Acquired Immunodeficiency Syndrome (AIDS)</u></p> <ol style="list-style-type: none"> 1. Incidence: Epidemiology/ transmission 2. Etiology: Prevention of HIV infection 3. Pathophysiology 4. Clinical manifestations and complications <ol style="list-style-type: none"> a. Respiratory 	<p>Assigned Readings Lewis CH 15 Sole 490-492 Recommended Miniseries: Angels in America 2003 (not mandatory)</p> <p>Lecture</p> <p>Discussion</p> <p>Case Study: HIV/AIDS</p>	<p>Exam</p> <p>Clinical Experience Workbook (CLEW)</p> <p>Clinical performance evaluation</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>infections.</p> <p>Compare and contrast HIV and AIDS</p> <p>Summarize the collaborative nursing care of clients with HIV/AIDS.</p> <p>Relate the nursing diagnoses, outcomes, and interventions for the client with HIV/AIDS</p> <p>Examine evidence based practice related to HIV/AIDS</p> <p>Formulate a holistic, comprehensive plan of care for clients with HIV/AIDS</p>	<ul style="list-style-type: none"> b. GI c. Oncologic d. Neurologic e. Depressive f. Integumentary g. Endocrine h. Gynecologic i. Gerontological <ul style="list-style-type: none"> 5. Classification <ul style="list-style-type: none"> a. Primary Infection b. CDC Category A, B, C 6. Diagnostic evaluation 7. Cultural considerations 8. Evidence-based theory and principles 9. Collaborative management <ul style="list-style-type: none"> Treatment Modalities <ul style="list-style-type: none"> a. Drug Resistance b. Structured Intermittent Therapy c. Immuno-modular Therapy d. Nutritional 10. Health Promotion/Maintenance Restoration and/or Prevention <ul style="list-style-type: none"> 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 		
Final Exam Week 2 hours		Cumulative Final Examination		

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*203 Nursing Care of Individuals and Families II
 On Campus Clinical Laboratory 1**

Nursing Care of Clients with alterations in Mental Health Part B (3.75 hours)

**Nursing Care of Clients with alterations in Mental Health Part C:
 Psychiatric Nursing Clinical Orientation (3.75 hours)**

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

Nursing Care of Clients with alterations in Mental Health Part B (3.75 hours)	
Learning Objectives Upon completion of the Learning Laboratory the student will be able to:	Suggested learning activities
1. Discuss the elements of the psychiatric clinical experience	Clinical Foci and Post Conference topics for journaling: Substance Abuse Group Therapy Pediatric and Family Therapy
1. Identify factors that create a therapeutic milieu for pediatric psychiatric disorders 2. Discuss the elements of a holistic assessment of a child with a psychiatric disorder (i.e. mood or behavioral) 3. Identify Family dynamics and nursing roles that impact response of pediatric clients to treatment	Video that provides experience for students that do not have the opportunity to work with kids in psych
2. Identify appropriate nursing interventions to de-escalate a client who is exhibiting agitated, hostile, angry and aggressive behavior.	Small group work : 1. develop a concept map, nursing care plan and/or a narrative nurse's note based on a case study for a client with one or more of the following: <ul style="list-style-type: none"> • a mood disorder • at risk for suicide or survivor of a suicide attempt • schizophrenia

	<ul style="list-style-type: none"> • a child or adolescent with a behavioral or mood disorder <p>2. Write an example of and a response to: A delusional statement: a. grandiose b. paranoid A hallucination: a. auditory b. visual</p> <p>3. Role play: Interacting with the client who is hallucinating</p> <p>Discuss the students' examples and responses</p>
<p>3. Formulate a nursing care plan for a client in CRISIS who:</p> <ul style="list-style-type: none"> ▪ Has a mood disorder (NUR*102) ▪ Is at risk for suicide appropriate ▪ Has schizophrenia (NUR*201) 	<p>Utilize Case Study approach Students to work in small groups to develop/formulate and present to larger group</p>
<p>4. Discuss assessment of suicide potential in a client using the SAD PERSONS Scale.</p> <p>5. Identify key nursing assessments for the care of a client who is at risk for suicide or has attempted suicide.</p> <p>6. List environmental suicide prevention precautions: in the institutional setting and the community setting.</p>	<p>Overview of SAD PERSONS Scale, application to a case study</p>
<p>7. Identify interventions for a client who is hallucinating, delusional or exhibiting looseness of association</p>	<p>Utilize Case Study approach Students to work in small groups to develop/formulate and present to larger group</p>

Nursing Care of Clients with alterations in Mental Health Part C: Psychiatric Nursing Clinical Orientation (3.75 hours)	
Learning Objectives	Suggested learning activities
Upon completion of the Learning Laboratory the student will be able to:	
Begin six day psychiatric nursing clinical experience at clinical site assigned following clinical orientation	Site/Unit Orientation to Psychiatric Clinical Nursing Rotation 3.75 hours/onsite with faculty at clinical facility, day and time at the discretion of college and clinical affiliate personnel

Response to a Cardiopulmonary Resuscitative Event: The role of the Nurse in Rescue and Resuscitation	
Upon completion of the Learning Laboratory the student will be able to:	Suggested Learning Activities
1. Define the role of the nurse in a rescue/rapid response/resuscitative event	Human Patient Simulator (Sim Man) Micro Sim Case Study Self-learning module Discuss the definitive Roles for the nurse: e.g. Recorder/Scribe, CPR, Medication Administration Communication among the team: The SBAR (Situation-Background-Assessment-Recommendation) technique Role and Care of the family (psychosocial) SBAR Reference: http://www.ihl.org/IHI/Topics/PatientSafety/SafetyGeneral/Tools/SBARTechniqueforCommunicationASituationalBriefingModel.htm
2. Describe the initiation of a rescue/rapid response/resuscitative event	
3. Participate in a mock rescue/rapid response/resuscitative event	
4. Apply the principles of pharmacotherapeutics to a rescue/rapid response/resuscitative event	
5. Describe the role of rescue/rapid response/resuscitative event teams	Reference Rapid Response Teams: http://www.ihl.org/IHI/Topics/CriticalCare/IntensiveCare/ImprovementStories/RapidResponseTeamsTheCaseforEarlyIntervention.htm Discussion of appropriate use of resources (teams/personnel) available in healthcare facilities Discussion of progression from a rapid

	response to a resuscitative event
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