

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 102: FAMILY HEALTH NURSING

Course Prerequisite

NUR 101: Introduction to Nursing Practice; PSY 111: General Psychology; BIO*235: Microbiology

Course Corequisite

NUR 103: Pharmacology for Families Across the Life Span; PSY 201: Life span Development; SOC 101 Principles of Sociology

Course Components

Credits	8 credits
Hours	Classroom: 60 hours Clinical: 180 hours

Course Description

The student will focus on issues affecting the family, including childbearing, childrearing, geriatric care and intermediate health care needs of limited duration. The medical surgical health problems include care for the client in the perioperative period and the client experiencing orthopedic and simple genitourinary conditions. The course addresses several psychiatric disorders: anxiety and cognitive disorders, common child and adolescent psychiatric disorders. The student will have clinical rotations that provide experience caring for the childbearing family as well as caring for medical-surgical clients across the lifespan.

Course Objectives

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

1. Apply principles of holism in providing nursing care for individuals and/or families from diverse cultures across the lifespan.
2. Demonstrate application of the nursing process when providing nursing care to individuals and/or families across the lifespan.
3. Administer safe and competent care to individuals and/or families using evidence- based practice, quantitative reasoning, and technological competence.
4. Demonstrate effective communication when interacting with individuals, families, and members of the health care team.
5. Implement a basic teaching plan for individuals and/or families with a learning need across the life span.
6. Foster a caring environment by demonstrating respect for individuals and/or families across the life span.
7. Demonstrate a basic ability to function as a member of the health care team.
8. Exhibit accountability and responsibility when providing nursing care to the individuals and families across the lifespan.
9. Assume responsibility for personal growth and professional role development.

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
4 hours	<p><u>Unit I: Nursing care of the childbearing family</u></p> <p>Antepartal Nursing Define the terms that relate to pregnancy.</p> <p>Describe the signs and symptoms of pregnancy.</p> <p>Identify the physiological changes that occur during pregnancy</p> <p>Identify the pertinent data needed for adequate health supervision of pregnancy</p> <p>Recognize the importance of nutrition to the health of the mother and fetus.</p> <p>Describe the nurse's role in providing antepartal services</p> <p>Identify the common discomforts of pregnancy and specific warning signs.</p> <p>Describe the role of the nurse in health teaching related to genetic counseling.</p> <p>Describe the care of pregestational/gestational problems in pregnancy</p> <p>Discuss the management of complications of pregnancy that are gestational in onset.</p>	<p>A. Critical Thinking: Nursing process applied to clients and families during the antepartum period.</p> <p>B. Provision of safe, holistic, culturally competent care to client and family during the antepartum period</p> <ol style="list-style-type: none"> 1. Terminology related to pregnancy 2. Calculation of pregnancy estimated date of confinement 3. Signs and symptoms of pregnancy <ol style="list-style-type: none"> a. Presumptive b. Probable c. Positive d. Diagnostic Aids <ol style="list-style-type: none"> 1) Pregnancy Tests 2) Ultrasound 4. Physiological Changes of Pregnancy <ol style="list-style-type: none"> a. Anatomic <ol style="list-style-type: none"> 1) Uterine/cervical 2) Abdominal wall 3) Breast b. Metabolic <ol style="list-style-type: none"> 1) Weight Gain 2) CHO Metabolism c. Hormonal <ol style="list-style-type: none"> 1) Estrogen 2) Progesterone 	<p>Assigned Readings</p> <p>Lecture</p> <p>Discussion</p> <p>Dosage Calculation Testing</p> <p>Nursing Skills Lab</p>	<p>Examination Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW)</p> <p>Concept mapping</p> <p>Skills Validation: IVPB, catheterization, enteral tubes</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>Describe the care of the pregnant woman experiencing a hypertensive disorder and the progression of the condition.</p> <p>Define terminology associated with spontaneous and elective abortions</p> <p>Identify the nursing responsibility in caring for a woman having an abortion.</p> <p>Describe the deviations related to Molar and Ectopic pregnancies.</p> <p>Compare and contrast the signs and symptoms relating to Placenta Previa and Abruption Placenta.</p> <p>Identify nursing diagnoses that would be appropriate for the clients experiencing health deviations during pregnancy.</p> <p>Explain the rationale for screening for diabetes in all pregnancies, the effects of pre-existing diabetes on the outcome of the pregnancy, and the impact of blood glucose control during pregnancy.</p>	<p>3) Chorionic gonadotropin 4) Progestaglandin</p> <p>d. Systemic 1) Cardiovascular 2) Respiratory 3) Gastro-intestinal 4) Urinary 5) Muscular-skeletal</p> <p>5. Health Supervision During Pregnancy a. Assessment b. Screening/Fetal Wellbeing Tests c. Minor Discomforts d. Warning Signs e. Nutritional Counseling f. Childbirth Education g. Teratogens of Pregnancy h. Genetic Counseling</p> <p>6. Psychological Adaptation of Pregnancy a. Developmental Tasks b. Psychosocial Changes</p> <p>7. Complications of Pregnancy: Cardiac Disease, HIV/AIDS, Diabetes in Pregnancy, Hypertensive Disorders, Hyperemesis Gravidarum, Abortion, Incompetent Cervix, Ectopic Pregnancy, Gestational Trophoblastic Disease, Infectious Diseases, Bleeding Disorders, Rh Incompatibility a. Etiology b. Pathophysiology c. Clinical manifestations & complications</p>		

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		<ul style="list-style-type: none"> d. Diagnostic tests e. Cultural considerations f. Evidence based theory and principles g. Collaborative management: Treatment Modalities <ul style="list-style-type: none"> 1) Medical 2) Surgical 3) Nutrition h. Health Promotion/Maintenance Restoration and/or Prevention <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 		
4 hours	<p>Intrapartal Nursing</p> <p>Examine maternal adaptation to the physiological and psychosocial stress of labor.</p> <p>Discuss nursing care for the laboring woman through each stage of labor.</p> <p>Compare various birthing options.</p> <p>Discuss various birth related procedures and the role of the nurse when caring for laboring women who are undergoing those procedures.</p>	<p>A. Critical Thinking Nursing process applied to Intrapartum clients and families</p> <p>B. Provision of safe, holistic, culturally competent care to intrapartum client and family</p> <ul style="list-style-type: none"> 1. Philosophy of Labor and delivery 2. Four P's of Labor: Power, Passage, Passenger, Psyche 3. Labor and delivery management: <ul style="list-style-type: none"> 1) Normal, spontaneous Vaginal Delivery (NSVD) 2) Forceps/Vacuum Extraction 3) Cesarean Section 4. OB Anesthesia 	<p>Assigned Readings</p> <p>Lecture</p> <p>Discussion</p> <p>Handouts</p> <p>Videos</p> <p>Observational experience in clinical</p>	<p>Computer Program</p> <p>Return Demonstration</p> <p>Group Discussion</p> <p>Maneuvers</p> <p>Fetal Monitoring</p> <p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW)</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
1 hour Exam 1		Exam 1		
2 hours	<p>Intrapartal Nursing: Complications of Labor</p> <p>Differentiate between the signs and symptoms, medical management and nursing care of the woman experiencing uterine problems during labor and delivery.</p> <p>Evaluate the signs and symptoms, medical management and nursing care of the woman experiencing fetal problems during labor and delivery.</p> <p>Discuss the signs and symptoms, medical management and nursing care of the woman experiencing amniotic fluid problems during labor and delivery.</p>	<p>A. Provision of safe, holistic and culturally competent care to intrapartum client and family experiencing complications of labor</p> <ol style="list-style-type: none"> 1. Premature Labor 2. Premature Rupture of Membranes 3. Dysfunctional Labor 4. Precipitous Labor 5. Umbilical Cord Abnormalities 6. Persistent Posterior Position 7. Breech Presentations 8. Cephalo-Pelvic Disproportion 9. Multiple Gestation 10. Post-Date Pregnancies 11. Amniotic Fluid Embolus 12. Polyhydramnios <p>B. Communication</p> <ol style="list-style-type: none"> 1. Client and family education 2. Community Resources <p>C. Professionalism</p> <ol style="list-style-type: none"> 1. Legal-ethical issues 2. Role development 		

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
3 hours	<p>Postpartum Nursing</p> <p>Discuss physiological changes, nursing assessments and nursing care during the post-partum period.</p> <p>Identify the psychosocial changes, nursing assessments and nursing care as women adapt to the stress of the post-partum period.</p>	<p>A. Critical Thinking: Nursing process applied to clients and families experiencing both normal and complications during the postpartum phase.</p> <p>B. Provision of safe, holistic, culturally competent care to client and family in the postpartum phase of child bearing.</p> <p><u>Normal Postpartum</u></p> <ol style="list-style-type: none"> 1. Physical Postpartum Changes 2. Nursing Care of the Postpartum Patient <ol style="list-style-type: none"> 1) Normal, spontaneous Vaginal Delivery (NSVD) 2) Post op Cesarean Section 3. Psychological Postpartum Adjustments <ol style="list-style-type: none"> a. Maternal Role Adaptation: Reva Rubin 4. Postpartum Blues <ol style="list-style-type: none"> a. Etiology and Management b. Pathophysiology c. Clinical manifestations & complications d. Cultural considerations e. Evidence based theory and principles f. Collaborative management: Treatment Modalities <ol style="list-style-type: none"> 1) Medical 2) Nutrition g. Promotion/Maintenance Restoration and/or Prevention <ol style="list-style-type: none"> 1) Likelihood of reoccurrence during subsequent pregnancy 	<p>Assigned Readings</p> <p>Lecture</p> <p>Discussion</p> <p>Nursing Skills Lab</p> <p>Postpartum Assessment Simulation</p> <p>Guest Speaker: Maternal Bereavement</p> <p>Breastfeeding</p> <p>Postpartum/Contraceptive Teaching</p> <p>Case Study: Postpartum Depression</p> <p>Provide nursing care to a postpartum client</p>	<p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW)</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		C. Communication <ol style="list-style-type: none"> 1. Client and family education 2. Community resources D. Professionalism <ol style="list-style-type: none"> 1. Legal-ethical issues 2. Role development <ol style="list-style-type: none"> a. Postpartum Teaching <ol style="list-style-type: none"> 1) Breast care 2) Perineal / Episiotomy care 3) Contraception 4) Discharge instructions 		
	Compare complications the postpartum woman may experience when experiencing a situational crisis involving her circulatory status.	Postpartum Complications: Postpartum Hemorrhage <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations & complications 4. Diagnostic tests 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management: Treatment Modalities <ol style="list-style-type: none"> a. Surgery b. Medical c. Nutrition d. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention 		
	Differentiate between complications the postpartum woman may experience when experiencing a situational crisis	Postpartum Hypercoagulation: Thrombophlebitis, Pulmonary Embolism <ol style="list-style-type: none"> 1. Etiology 		

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	involving her fluid status.	<ol style="list-style-type: none"> 2. Pathophysiology 3. Clinical manifestations & complications 4. Diagnostic tests 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management: Treatment modalities <ol style="list-style-type: none"> a. Surgery b. Medical c. Nutrition d. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention 		
	Contrast complications the postpartum woman may experience when experiencing a situational crisis involving her comfort-rest status.	<p>Hematoma/Lacerations: Cervical, Vaginal, Perineal</p> <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations & complications 4. Diagnostic tests 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management: Treatment Modalities <ol style="list-style-type: none"> a. Surgery b. Medical c. Nutrition d. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention 		
	Examine complications the postpartum woman may experience when experiencing a situational crisis involving her immune status	<p>Postpartum Infections: Pelvic, Breast</p> <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations & complications 		

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		<ol style="list-style-type: none"> 4. Diagnostic tests 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management: Treatment Modalities <ol style="list-style-type: none"> a. Surgery b. Medical c. Nutrition d. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention 		
3 hours	<p>Neonatal Nursing</p> <p>Describe the nursing care of the normal full term newborn</p> <p>Identify the characteristics of the pre & post-mature infant, the related complications and nursing care.</p> <p>Describe the nursing care for the Infant of a Diabetic Mother.</p> <p>Discuss jaundice in the neonate.</p> <p>Discuss care for the family experiencing grief and loss in the perinatal period</p>	<ol style="list-style-type: none"> A. Critical Thinking: Nursing process applied to clients and families who have given birth to a well or a special needs newborn B. Provision of safe, holistic, culturally competent care to client and family with a newborn infant <p>Normal Full Term Newborn Characteristics of the Newborn</p> <p>Physiological Jaundice</p> <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations & complications 4. Diagnostic tests 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management: Treatment Modalities <ol style="list-style-type: none"> a. Medical b. Nutrition c. Pharmacological 8. Health Promotion/Maintenance 	<p>Assigned Readings</p> <p>Lecture</p> <p>Discussion</p> <p>Simulation</p> <p>Video</p> <p>Guest Speaker: Newborn Intensive Care Nurse or parent of preterm infant</p> <p>Nursing Skills Lab: Fetal Well-Being</p> <p>Provide nursing care to a newborn</p>	<p>Exams</p> <p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW)</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		<p style="text-align: center;">Restoration and/or Prevention</p> <p>Newborn with complications/special needs: Preterm Infant, Post-term Infant, Infant of a Diabetic Mother, Infant with Special Needs, Cleft lip/Palate, Genetic concerns: Down's Syndrome</p> <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations & complications 4. Diagnostic tests <ol style="list-style-type: none"> a. Genetic Concerns <ol style="list-style-type: none"> 1) Genetic Counseling 2) Genetic Testing 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management: <p style="margin-left: 20px;">Treatment Modalities</p> <ol style="list-style-type: none"> a. Medical b. Nutrition c. Pharmacological 8. Health Promotion/Maintenance <p style="margin-left: 20px;">Restoration and/or Prevention</p> <p>C. Communication <ol style="list-style-type: none"> a. Client and family education b. Community resources </p> <p>D. Professionalism <ol style="list-style-type: none"> 1. Legal-ethical issues 2. Role development </p>		
1 hour	<p><u>Unit II: Nursing care of the perioperative client</u></p> <p>Preoperative Nursing</p>	<p>A. Critical Thinking: Nursing process applied to the preoperative client</p> <p>B. Provision of safe, holistic, culturally</p>	<p>Assigned Readings</p> <p>Lecture</p>	<p>Clinical performance evaluation</p>

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	<p>Describe the typical content of preoperative patient education programs</p> <p>Describe age specific, cultural and literacy sensitive approaches to preoperative patient education</p> <p>State the effects of stress on the surgical patient</p> <p>Discuss the various ways that surgery can be classified</p> <p>Describe factors affecting surgical outcome</p> <p>Discuss the nursing responsibilities in the pre-operative period</p> <p>Develop a plan of care for the pre-operative patient</p>	<p>competent care to the preoperative client</p> <p><u>Preoperative Nursing</u></p> <ol style="list-style-type: none"> 1. Patient perception of the surgical experience <ol style="list-style-type: none"> a. Fear b. Readiness to learn/need to know c. Importance of the presence of the nurse 2. Need for Diagnostic testing and physical preparation 3. Provision of client/family preoperative teaching, categories of information: <ol style="list-style-type: none"> a. Health care relevant information (healthcare team members, expected events and their timing, pain management) b. Exercises to perform, or skill teaching (Cough/deep breathing, surgery specific, relaxation exercises) c. Psychosocial support (specific concerns of client, foster problem solving skills, importance of information seeking, need for post discharge support) d. Community resources (need for support and ability to access) <p>C. Communication: apply the principles of therapeutic communication during the preoperative period</p> <ol style="list-style-type: none"> 1. Methods of delivery of pre-op education <ol style="list-style-type: none"> a. individual instruction by a nurse b. group instruction c. booklets and other audio visual 	<p>Discussion</p> <p>Simulation</p> <p>Video</p> <p>Observational Experience</p>	<p>Clinical Learning Experience Workbook (CLEW)</p> <p>Concept mapping</p>

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		<p>materials</p> <p>2. Culturally determined values, beliefs, customs, and health-seeking behaviors can influence:</p> <ol style="list-style-type: none"> a. Interpersonal communication b. Increased use of alternative medicine or other non-traditional interventions that may influence interventions <p>D. Professionalism</p> <ol style="list-style-type: none"> 1. Legal-ethical issues 2. Role development 		
1 hour	<p>Intraoperative Nursing</p> <p>Discuss the various members of the surgical team and their roles during surgery.</p> <p>Describe the surgical environment and the role of the nurse within that environment.</p> <p>Differentiate between the various types of anesthesia used during surgery.</p> <p>Describe surgical wound classification according to the Centers for Disease Control (CDC)</p> <p>Describe selected intraoperative risks and complications</p>	<p>A. Critical Thinking: Nursing process applied to the intraoperative client</p> <p>B. Provision of safe, holistic, culturally competent care to the intraoperative client</p> <p>Intraoperative Nursing</p> <ol style="list-style-type: none"> 1. Surgical Team 2. Surgical Environment: 3. Anesthesia <ol style="list-style-type: none"> a. General Anesthesia b. Regional Anesthesia c. Conscious Sedation d. Local Anesthesia 4. Risk of postoperative infection as measured by Surgical Wound Classification: <ol style="list-style-type: none"> a. Class I/ Clean wounds b. Class II/Clean-contaminated wounds c. Class III/Contaminated wounds 	<p>Assigned Readings</p> <p>Lecture</p> <p>Discussion</p> <p>Simulation</p> <p>Video</p> <p>Observational Experience</p> <p>Case Study: Cultural/religious implications for addressing blood/fluid loss (i.e. Jehovah Witnesses)</p>	<p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW)</p> <p>Concept mapping</p>

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		<ul style="list-style-type: none"> d. Class IV/Dirty or infected wounds 5. Other Intraoperative Risks/ Complications <ul style="list-style-type: none"> a. Risk of Injury from <ul style="list-style-type: none"> (1) transport (2) surgical positioning (3) hazardous substances and equipment (laser, cautery, radiation, chemicals) b. Alteration in body temperature <ul style="list-style-type: none"> (1) Hypothermia (2) Hyperthermia and Malignant Hyperthermia c. Risk for Alteration in fluid balance <ul style="list-style-type: none"> (1) Autologous blood donation (2) Bloodless surgery C. Communication: apply the principles of therapeutic communication during the preoperative period D. Professionalism <ul style="list-style-type: none"> 1. Legal-ethical issues 2. Role development 		
Exam 2 1 hour		Exam 2		
4 hours	<p>Postoperative Nursing</p> <p>Describe the responsibilities of the PACU nurse in the prevention and recognition of complications.</p> <p>Identify common postoperative complications</p> <p>Discuss the management of</p>	<ul style="list-style-type: none"> A. Critical Thinking: Nursing process applied to the postoperative client B. Provision of safe, holistic, culturally competent care to the intraoperative client <p>Postoperative Nursing</p>	<p>Assigned Readings</p> <p>Lecture</p> <p>Discussion</p> <p>Simulation</p>	<p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW)</p> <p>Concept mapping</p>

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	<p>common postoperative complications</p> <p>Use the nursing process in caring for clients in the postoperative period.</p> <p>Describe key nursing assessment and care parameters common for all postoperative patients</p> <p>Describe the gerontological considerations related to the post-operative management of clients</p>	<ol style="list-style-type: none"> 1. Postanesthesia (PACU) Assessment (ABC) <ol style="list-style-type: none"> a. Airway: (A & B) <ol style="list-style-type: none"> 1. Obstruction 2. Hypoxia 3. Aspiration b. Alteration in body temperature(C) c. Nausea and Vomiting d. Fluid balance (C) e. Pain assessment 2. Postoperative nursing care principles <ol style="list-style-type: none"> a. Pain management b. Early mobility c. Circulatory function d. Pulmonary toilet e. Urinary Function f. Gastrointestinal Function 3. Management of postoperative complications <ol style="list-style-type: none"> a. Hemorrhage <ol style="list-style-type: none"> 1. Hypovolemic Shock <ol style="list-style-type: none"> i. Prevention Early Identific. ii. Clinical Manifestations 2. Collaborative Management <ol style="list-style-type: none"> i. Medical/Pharmacologic (NUR*103) ii. Surgical iii. Nursing Management b. Anaphylaxis <ol style="list-style-type: none"> 1. Anaphylactic Shock <ol style="list-style-type: none"> i. Prevention Early Identific. ii. Clinical Manifestations 2. Collaborative Management <ol style="list-style-type: none"> i. Medical/Pharmacologic (NUR*103) ii. Nursing Management c. Ileus d. Atelectasis 	<p>Video</p> <p>Observational Experience</p> <p>Provide nursing care to a postoperative client</p> <p>Case Study: Latex Allergy</p>	

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		<ul style="list-style-type: none"> e. Deep Vein Thrombosis (DVT) f. Complications of wound healing <ul style="list-style-type: none"> 1. dehiscence 2. evisceration 3. infection 4. Gerontologic Considerations <ul style="list-style-type: none"> a. Mental Status b. Pain <p>C. Communication: apply the principles of therapeutic communication during the preoperative period</p> <p>D. Professionalism</p> <ul style="list-style-type: none"> 1. Legal-ethical issues 2. Role development 		
1 hour	<p>Anemia Compare and contrast pathophysiology and clinical manifestations of anemia.</p> <p>Summarize the nursing care of the client experiencing anemia</p>	<p>A. Critical Thinking: Nursing process applied to clients with anemia</p> <p>B. Provision of safe, holistic, culturally competent care to clients with anemia.</p> <p><u>Anemia:</u></p> <ul style="list-style-type: none"> I. Anemia due to blood loss II. Anemia due to impaired blood production III. Anemia due to destruction of RBC <ul style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations & complications 4. Diagnostic tests and procedures: 5. Evidence based theory and principles 6. Collaborative management: 	<p>Assigned readings</p> <p>Handouts</p> <p>Case Study: Anemia</p> <p>Attend a Blood Drive</p> <p>Guest Speaker: Sickle Cell Anemia Association</p> <p>Provide nursing care to a client with anemia</p>	<p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW)</p> <p>Concept mapping</p>

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		Treatment modalities: a. Nutrition b. Pharmacological 7. 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		
4 hours	Unit III: Principles of Geriatric Nursing: Nursing Care of the Geriatric Client Discuss adult aging theories in relation to wellness and illness. Outline common changes and adaptations occurring in the older adult. Identify myths and stereotypes that alter perceptions about aging persons in our society. Describe health care needs of the aging population in a variety of healthcare settings Discuss the impact of illness, hospitalization and institutionalization on the independent functioning of the older adult.	A. Critical Thinking: Nursing process applied to a geriatric client B. Provision of safe, holistic, culturally competent care to a geriatric client 1. Psychosocial Aging a. Activity Theory b. Disengagement Theory c. Continuity Theory 2. Assessment of Older Adult a. Primary Aging b. Secondary Aging c. Functional Assessment of Older Adult 3. Common concerns a. Physiological changes of aging b. Psychosocial changes of aging	Assigned Readings Lecture Discussion Mini Mental Status Provide care for residents of an Extended Care Facility Observe in an Adult Day Care and/or Sr. Citizen Centers	Clinical performance evaluation Clinical Learning Experience Workbook (CLEW) Concept mapping

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		<ul style="list-style-type: none"> c. Disengagement theory d. Activity Theory e. Continuity Theory <p>4. Physiological changes affecting pharmacokinetics; issue of polypharmacy in geriatric population</p> <p>5. Settings for the delivery of care</p> <ul style="list-style-type: none"> a. Community settings (daycare, senior centers) b. Assisted Living c. Longterm d. Subacute/Rehab e. Acute 		
2 hours	<p>Principles of Geriatric Nursing: Cognitive Disorders</p> <p>Differentiate between the clinical presentations of delirium and dementia.</p> <p>Discuss the nursing care of the client with delirium</p> <p>Discuss the nursing care of the client with dementia.</p> <p>Describe the characteristic behaviors and stages of Alzheimer's Disease.</p> <p>Discuss diagnosis, medical treatment and nursing care of the client with Alzheimer's disease.</p>	<p>A. Critical Thinking: Nursing process applied to a geriatric and cognitively impaired client</p> <p>B. Provision of safe, holistic, culturally competent care to a cognitively impaired client</p> <p><u>Delirium</u></p> <ul style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations & complications 4. Diagnostic tests 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management: Treatment Modalities <ul style="list-style-type: none"> a. assurance of a safe environment b. Medical 		

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		<p>8. Health Promotion/Maintenance Restoration and/or Prevention</p> <ol style="list-style-type: none"> a. Nutrition b. Pharmacological <p><u>Dementia: Alzheimer's</u></p> <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations & complications 4. Diagnostic tests 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management: Treatment Modalities <ol style="list-style-type: none"> a. Medical b. Nutrition c. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention <p>C. Communication</p> <ol style="list-style-type: none"> 1. Client and family education 2. Community resources <p>D. Professionalism</p> <ol style="list-style-type: none"> 1. Legal-ethical issues 2. Role Development 		
Exam 3 1 hour		Exam 3		
5 hours	<p><u>Unit IV Nursing care of the client with select orthopedic conditions</u></p> <p>Identify nursing care delivery for the pediatric client with orthopedic problems</p>	<p>A. Critical Thinking: Nursing process applied to a client with an orthopedic condition</p>	<p>Assigned Readings</p> <p>Lecture</p>	<p>Clinical performance evaluation</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>Describe the nursing care for the client with a fracture.</p> <p>Discuss medical management and nursing care for the client with a fractured hip.</p> <p>Discuss nursing care delivery for the client with arthritis.</p> <p>Compare and contrast the management of osteoarthritis and rheumatoid arthritis</p> <p>Describe the nursing care for the client with reconstructive joint replacement</p> <p>Discuss nursing care delivery for the client with osteomyelitis</p> <p>Discuss nursing care delivery for the client with amputation.</p> <p>Address nursing care for the client with complications of orthopedic procedures</p>	<p>B. Provision of safe, holistic, culturally competent care to a client with an orthopedic condition</p> <p><u>Common Pediatric orthopedic conditions:</u> <u>Congenital Hip dysplasia, scoliosis, club foot</u></p> <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations & complications 4. Diagnostic tests 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. Nutrition d. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention <p><u>Fracture</u></p> <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations & complications <ol style="list-style-type: none"> a. Fat embolism b. Compartment syndrome c. Volkman's contracture 4. Diagnostic tests 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. Nutrition d. Pharmacological 	<p>Discussion</p> <p>Case Study: Total Hip Replacement</p> <p>Provide nursing care to a client with an orthopedic condition</p> <p>Case Study: care of a client with a cast</p>	<p>Clinical Learning Experience Workbook (CLEW)</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		<p>8. Health Promotion/Maintenance Restoration and/or Prevention</p> <p><u>Osteoarthritis and Rheumatoid Arthritis</u></p> <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations & complications 4. Diagnostic tests 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management: Treatment Modalities <ol style="list-style-type: none"> a. Medical b. Surgical <ol style="list-style-type: none"> (1) Joint Replacement Surgery c. Nutrition d. Pharmacological <p>8. Health Promotion/Maintenance Restoration and/or Prevention</p> <p><u>Other orthopedic disorders:</u></p> <p><u>Gout, Osteoporosis, Lyme Disease, osteomyelitis</u></p> <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations & complications 4. Diagnostic tests 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management: Treatment Modalities <ol style="list-style-type: none"> a. Medical b. Nutrition c. Pharmacological d. Surgical/amputation 8. Health Promotion/Maintenance and 		

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		<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 		
2 hours	<p>Unit V: Pediatric Nursing Principles of Pediatric Nursing</p> <p>Describe the philosophy and goals of pediatric nursing</p> <p>Discuss the significance of family in the care of pediatric clients</p> <p>Identify health- promotional activities essential for normal growth and development in the pediatric population</p> <p>List the major components of a pediatric history and physical exam</p> <p>Explain how children differ from adults in their response to illness and hospitalization</p> <p>Discuss pediatric illness as a family stressor</p>	<p>A. Critical Thinking: Nursing process applied to the care of the pediatric client and family</p> <ol style="list-style-type: none"> 1. Trends in pediatric care 2. Health promotion and the pediatric client 3. Family characteristics 4. Cultural influences on the pediatric client and family 5. Parenting styles <ol style="list-style-type: none"> a. Child-rearing philosophies b. Discipline 6. Principles of growth and development <ol style="list-style-type: none"> a. Cephalocaudal b. Proximodistal c. Simple to complex d. General to specific 7. Application of theories of growth and development <ol style="list-style-type: none"> a. Cognitive: Piaget b. Psychosocial: Erikson c. Moral: Kohlberg d. Psychosexual: Freud 8. Physical Assessment 	<p>Assigned Readings</p> <p>Lecture</p> <p>Discussion</p> <p>Simulation</p>	<p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW)</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>Discuss the principles and techniques for administering medications and IV fluids to children</p> <p>Describe communication strategies that assist nurses in working effectively with children</p> <p>Describe legal issues unique to children and families</p> <p>Discuss care of children with common pediatric illnesses</p>	<ul style="list-style-type: none"> a. History b. Vital signs c. Anthropometric measurement d. Growth charts e. Nutrition <p>9. Developmental Assessment</p> <ul style="list-style-type: none"> a. Denver Developmental Screening Test II (DDST-II) b. Play as an indicator <p>10. The Hospitalized child</p> <ul style="list-style-type: none"> a. Preparation for elective hospitalization b. Emergency hospitalization c. Stressors associated with illness and hospitalization <p>11. Preparing children for procedures</p> <ul style="list-style-type: none"> a. Physical preparation b. Verbal preparation c. Coping with pain d. Use of play as a coping mechanism <p>12. Administering medication to children</p> <ul style="list-style-type: none"> a. Administering oral medication b. Administering injections c. Principles of IV fluid administration <p>B. Communication with the pediatric client and family</p> <ul style="list-style-type: none"> 1. Communication strategies <ul style="list-style-type: none"> a. Developmental principles a. Cultural considerations 2. Parental education <ul style="list-style-type: none"> a. Safety b. Anticipatory guidance <p>C. Professionalism</p> <ul style="list-style-type: none"> 1. Consent for care 2. The nurse as a child advocate 3. Mandatory reporting laws 		

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
3 hours	Common Pediatric Conditions Describe nursing care and management when caring for the child with common pediatric conditions.	A. Critical Thinking: Nursing process applied to the care of the pediatric client and family with <u>Common Pediatric Conditions</u> : Gastroenteritis, Appendicitis, Otitis Media, conditions affecting the tonsils and adenoids, Pyloric Stenosis, Care of the Child with Developmental Needs B. Provision of safe, holistic, culturally competent care to the pediatric client and family with <u>Common Pediatric Conditions</u> <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations & complications 4. Diagnostic tests 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. Nutrition d. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention C. Communication <ol style="list-style-type: none"> 1. Client and family education 2. Community resources D. Professionalism <ol style="list-style-type: none"> 1. Legal-ethical issues 2. Role development 	Assigned Readings Lecture Discussion Simulation	Clinical performance evaluation Clinical Learning Experience Workbook (CLEW) Concept mapping
1 hour	Unit VI: Bariatrics: Care of clients with medically	A. Critical Thinking: Nursing process applied to clients with morbid obesity.	Assigned readings	Clinical performance

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>significant obesity</p> <p>Describe health implications for the morbidly obese client.</p> <p>Compare and contrast the Bariatrics surgical techniques utilized for the morbidly obese individual.</p> <p>Utilize the nursing process to develop a holistic plan of care for clients following Bariatric surgery.</p>	<p>B. Provision of safe, holistic, culturally competent care to clients with morbid obesity.</p> <p><u>Bariatrics</u></p> <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations & complications 4. Diagnostic tests and procedures 5. Cultural considerations 6. Evidence based theory and Principles 7. Collaborative management: Treatment modalities: <ol style="list-style-type: none"> a. Surgery b. Medical c. Rehabilitative d. Nutrition e. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention <p>C. Communication</p> <ol style="list-style-type: none"> 1. Client and family education 2. Community resources <p>D. Professionalism</p> <ol style="list-style-type: none"> 1. Legal-ethical issues 2. Role development 	<p>Handouts</p> <p>Guest Panel: Dietitian, Client</p> <p>Provide nursing care to a client with a disturbance in gastrointestinal function</p>	<p>evaluation</p> <p>Clinical Learning Experience Workbook (CLEW)</p> <p>Concept mapping</p>
2 hours	<u>Unit VII: Nursing care of the client with select genitourinary conditions</u>			

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>Use the nursing process as a framework when caring for patients with commonly occurring urinary system problems.</p> <p>Use the nursing process as a framework when caring for patients with commonly occurring urinary system problems.</p> <p>Identify common laboratory and diagnostic tests used to determine urinary system dysfunction.</p>	<p>A. Critical Thinking: Nursing process applied to the clients experiencing genitourinary conditions</p> <p>B. Provision of safe, holistic, culturally competent care to clients experiencing genitor-urinary conditions <u>Urinary Tract Infections, Urolithiasis, Kidney Surgery, Benign Prostatic Hypertrophy</u></p> <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations & complications 4. Diagnostic tests 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. Nutrition d. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention <p>C. Communication</p> <ol style="list-style-type: none"> 1. Client and family education 2. Community resources <p>D. Professionalism</p> <ol style="list-style-type: none"> 1. Legal-ethical issues 2. Role development 	<p>Assigned Readings</p> <p>Lecture</p> <p>Discussion</p> <p>Case Study: Benign Prostatic Hypertrophy</p> <p>Provide nursing care to a client experiencing a genitor-urinary condition</p>	<p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW)</p> <p>Concept mapping</p>
Exam 4 1 hour		Exam 4		
1 hour	Unit VIII: Nursing care of the	A. Critical Thinking: Nursing process applied to		

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p><u>client with a Sexually Transmitted Illness</u></p> <p>Identify risk factors, signs and symptoms and learning needs related to vaginal infections and sexually transmitted diseases</p>	<p>the care of clients with sexually transmitted illnesses</p> <p>B. Provision of safe, holistic, culturally competent care to with sexually transmitted illnesses</p> <p><u>Sexually Transmitted Illnesses:</u> <u>Gonorrhea, Syphilis, Chlamydia, Herpes Genitalis, Trichomoniasis, Condylomata Acuminata, Humanpapilloma virus (HPV)</u></p> <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations & complications 4. Diagnostic tests 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. Nutrition d. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention <p>C. Communication</p> <ol style="list-style-type: none"> 1. Client and family education 2. Community resources <p>D. Professionalism</p> <ol style="list-style-type: none"> 1. Legal-ethical issues 2. Role development 	<p>Assigned Readings</p> <p>Lecture</p> <p>Discussion</p> <p>Case Study: Nursing Care for the client with sexually transmitted illness</p>	<p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW)</p> <p>Concept mapping</p>
2 hours	<u>Unit IX: Nursing care of the gynecology client</u>			

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>Address life cycle changes of women.</p> <p>Describe common health screening tests for women.</p> <p>Identify factors that can influence the health of the female reproductive system.</p> <p>Describe the components associated with the physical assessment, including routine health screening test of the female reproductive system</p> <p>Identify tests that a commonly used to diagnose dysfunctions of the reproductive system.</p> <p>List nursing diagnoses appropriate to women with gynecologic disorders.</p> <p>Discuss the role of the nurse and the use of the nursing process when caring for clients with common gynecological disorders.</p>	<p>A. Critical Thinking: Nursing process applied to the care of clients with gynecological disorders</p> <p>B. Provision of safe, holistic, culturally competent care to with gynecological disorders</p> <ol style="list-style-type: none"> 1. Menstrual Cycle <ol style="list-style-type: none"> a. Normal b. Deviations of Normal 2. Taking a gynecological history <ol style="list-style-type: none"> a. Demographic Data b. Personal & Family History c. GYN History d. STD History e. Diet f. Stressors g. Support System 3. Physical Assessment <ol style="list-style-type: none"> a. Breast Exam b. Abdominal Exam c. External Genitalia d. Pelvic Exam e. Bimanual Exam f. Rectovaginal Exam 4. Diagnostic Assessment <ol style="list-style-type: none"> a. Laboratory tests b. Radiographic studies c. Endoscopic studies d. Biopsy e. Other diagnostic studies <p><u>Disorders affecting women's health: Pre-Menstrual Syndrome, Menstrual Irregularities, Menopause, Benign Breast Disorders, Endometriosis, Vaginitis, Uterine Prolapse, Cystocele or Rectocele.</u></p>	<p>Assigned Readings</p> <p>Lecture</p> <p>Discussion</p> <p>Nursing Skills Lab: Self Breast Examination</p> <p>Case Study: Menopause</p> <p>Provide nursing care to a gynecology client</p>	<p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW)</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		<p><u>Toxic Shock Syndrome</u></p> <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations & complications 4. Diagnostic tests 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. Nutrition d. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention <p>C. Communication</p> <ol style="list-style-type: none"> 1. Client and family education 2. Community resources <p>D. Professionalism</p> <ol style="list-style-type: none"> 1. Legal-ethical issues 2. Role development 		
2 hours	<p><u>Unit X: Nursing care of the family experiencing violence</u></p> <p>Discuss the differences between physical violence, sexual violence, emotional violence and neglect</p> <p>Describe common characteristics of the abused and abusers</p> <p>Identify stressors and predictors of family violence.</p>	<p>A. Critical Thinking: Nursing process applied to the care of clients/families experiencing violence and neglect</p> <p>B. Provision of safe, holistic, culturally competent care to clients/families experiencing violence and neglect</p> <p><u>Violence: Spousal Abuse, Elder Abuse, Child Abuse, Sexual Assault</u></p> <ol style="list-style-type: none"> 1. Etiology 	<p>Assigned Readings</p> <p>Lecture</p> <p>Discussion</p> <p>Guest Speaker: Emergency Care of the Abused Client</p>	<p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW)</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>Discuss safety plans for victims of family violence</p> <p>Describe phases of rape-trauma syndrome and common reactions during each phase.</p> <p>Discuss the role of the nurse when caring for the abused client</p> <p>Describe the role of the nurse as an advocate in incidences of family violence</p> <p>Describe how the role of the nurse varies in the care of clients that are victims of different types of violence, abuse and neglect</p>	<ol style="list-style-type: none"> 2. Pathophysiology 3. Clinical manifestations & complications 4. Diagnostic tests 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. Nutrition d. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention <p>C. Communication</p> <ol style="list-style-type: none"> 1. Client and family education 2. Community resources <p>D. Professionalism</p> <ol style="list-style-type: none"> 1. Legal-ethical issues 2. Role development 		
2 hours	<p><u>Unit XI: Nursing care of the client and family experiencing death</u></p> <p>Identify the stages of grieving.</p> <p>Identify clinical symptoms of grief and factors affecting a grief response</p> <p>Identify measures that facilitate the grieving process</p> <p>List clinical signs of impending and actual death</p>	<p>A. Critical Thinking: Nursing process applied to a dying client</p> <p>B. Provision of safe, holistic, culturally competent care to a dying client</p> <ol style="list-style-type: none"> 1. Palliative Care 2. Clinical manifestations & complications 3. Cultural considerations 4. Evidence based theory and principles 5. Grief and Bereavement <p>C. Communication</p>	<p>Assigned Readings</p> <p>Lecture</p> <p>Discussion</p> <p>Nursing Skills Lab: Post Mortem Care</p> <p>Film: Wit</p> <p>Provide nursing care to a</p>	<p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW)</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>Identify the nurse's legal responsibilities regarding client death</p> <p>Discuss the role of the nursing when caring for the dying client.</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>terminally ill client</p>	
<p>3 hours</p>	<p><u>Unit XII: Nursing Care of The Client with a Psychiatric/Mental Health Disorder</u></p> <p><u>Adult Psychiatric Conditions: Anxiety, Somatoform, Factitious and Dissociative Disorders</u></p> <p>Describe the DSM-IV-TR evaluation system for classification of mental disorders. plans to incorporate into NUR*102</p> <p>Identify adaptive and maladaptive coping through identification and understanding of defense mechanisms.</p> <p>Identify theories of anxiety disorders</p> <p>Identify basic characteristics of medical anxiety disorders</p> <p>Discuss assessment when providing care to people with anxiety and anxiety disorders</p> <p>Identify nursing diagnoses and outcomes for people with anxiety disorders</p>	<p>A. Critical Thinking: Nursing process applied to a client with a psychiatric/mental health disorder</p> <ol style="list-style-type: none"> 1. Introduction to the DSM-IV-TR and its use in psychiatric/mental health nursing <ol style="list-style-type: none"> a. Axis b. Global Function Index 2. The role of defense mechanisms in client coping <ol style="list-style-type: none"> a. Adaptive b. Maladaptive <p>B. Provision of safe, holistic, culturally competent care to a client with a psychiatric disorder</p> <ol style="list-style-type: none"> 1. Anxiety Disorders <ol style="list-style-type: none"> a. Etiology b. Pathophysiology c. Clinical manifestations & complications d. Diagnostic tests e. Cultural considerations f. Evidence based theory and 	<p>Assigned Readings</p> <p>Lecture</p> <p>Varcarolis Crossword Puzzle</p> <p>Discussion</p> <p>Case Study: Application of the DSM-IV-TR</p> <p>Films: The Note Book, Up in the Air, Tenderness</p> <p>Concept mapping</p>	<p>Exam</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	Describe manifestation of the somatoform, factitious and dissociative disorders	<p>principles of management</p> <p><u>Generalized Anxiety Disorder, Panic Disorders, Phobias, Social Anxiety Disorders, OCD, PTSD</u></p> <p>2. Somatoform Disorders/Somatization</p> <ul style="list-style-type: none"> a. symptoms of unmet needs b. Importance of secondary gains c. Impact on healthcare system g. Evidence based theory and principles of management <p>3. Factitious Disorders</p> <ul style="list-style-type: none"> a. Prototype: Munchausen Syndrome and Munchausen Syndrome by Proxy h. Evidence based theory and principles of management <p>4. Dissociative Disorders</p> <ul style="list-style-type: none"> a. Define Dissociation b. Prototypes: Dissociative Fugue and Dissociative Identity Disorder i. Evidence based theory and principles of management <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 hour Exam 5		Exam 5		

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
3 hours	<p><u>Adult Psychiatric Conditions: Mood Disorders</u></p> <p>Compare and contrast the symptoms of the different forms of mood disorders and thought disorders across the lifespan.</p> <p>Correlate recommended treatment modalities with the major types of mood disorders.</p> <p>Describe appropriate nursing interventions for behaviors associated with mood disorders.</p>	<p>A. Critical Thinking: Nursing process applied to clients experiencing mood disorders</p> <p>B. Provision of safe, holistic, culturally competent care to clients with mood disorders</p> <p><u>Mood Disorders, Depression, Postpartum Depression with Psychotic Features, Bipolar Disorder, Suicide</u></p> <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations and complications 4. Diagnostic evaluation DSM IV 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management Treatment modalities <ol style="list-style-type: none"> a. Surgical b. Medical c. Rehabilitative d. Nutrition e. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention <p>C. Communication</p> <ol style="list-style-type: none"> 1. Client and family education 2. Community resources <p>D. Professionalism</p> <ol style="list-style-type: none"> 1. Legal-ethical issues 2. Role development 	<p>Assigned readings</p> <p>Handouts</p> <p>Nurse-Client Communication Skills:</p> <ol style="list-style-type: none"> a. Mood Disorders <p>Selected A/V and computer materials: "Hearing Voices" CD and exercises</p> <p>Provide nursing care to a client experiencing mood disorders NUR*203</p> <p>Role play Communication skills with the psychiatric clients</p> <p>Tape: Hearing Voices (Lab NUR*201)</p> <p>Suicide Assessment</p> <p>Process recording workshop in preparation for psychiatric nursing clinical experience in NUR 203</p> <p>Concept mapping</p>	Exam

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
Final Exam Week 2 hours		Final Exam		

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* 102: Family Health Nursing
Laboratory Topics Schedule**

Obstetrical/Pediatric Nursing Topics

Lab Topic	Time
Breastfeeding (1 hour theory)	1 hour
Newborn Assessment and Care	2.5 hours
Post Partum Assessment/Care	1.5 hour
Child Birth Education (i.e. Lamaze)	1 hour
TOTAL	6

Combined Nursing Topics

Lab Topic	Time
Urinary Catheterization Content (includes CBI)	1.5 hour
Urinary Catheterization Practice	1.5 hours
IVPB Content	2 hours
IVPB Practice	1 hour
Medication Calculation Testing or Support	1 hour
VALIDATIONS IVPB & CATHETERIZATION	2
TOTAL	9.0

Medical/Surgical Topics

Lab Topic	Time
Blood Transfusion	1.5 hours
Surgical Assessment	1.5 hour
Decompression Tubes Content Indications, placement, patency, Enteral Tube Medication Administration and Practice	2.0 hours
PCA/Epidural pumps	1 hour
Ortho Lab	1 hour
VALIDATION: ENTERAL MED ADMINISTRATION	1 hour
TOTAL	9.0
NURSING 102 TOTAL LAB HOURS	24

Obstetrical/Pediatric Nursing Topics

Lab Topic	Time
Breastfeeding (1 hour theory)	1 hour
Newborn Assessment and Care	2.5 hours
Post Partum Assessment/Care	1.5 hour
Child Birth Education (i.e. Lamaze)	1 hour
TOTAL	6

Note: Obtain Lab Outlines from faculty

Combined Nursing Topics
NUR*102: Family Health Nursing

On Campus Clinical Laboratory: Care of Clients Requiring Urinary Catheterization (1.5 hours)

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

Part A: Nursing Care of Clients Requiring Urinary Catheterization	
Learning Objectives	Suggested Learning Activities
<p>Upon completion of the Learning Laboratory the student will be able to:</p> <ol style="list-style-type: none"> 1. Describe the indications for urinary catheterization, such as: <ol style="list-style-type: none"> a. measuring residual urine volume b. urinary retention 2. Describe the procedure for assessing post void residual urine using straight catheterization 3. State the advantages of using a bladder scanner to assess urine volume. <ol style="list-style-type: none"> a. Relate the steps for assessing bladder urine volume using a bladder scanner. 4. Describe the nursing assessments that should be done prior to catheterizing a client 5. Describe nursing considerations related to catheterization of a female vs. a male client 6. Describe the procedural differences between straight and indwelling catheterization 7. Identify the equipment needed to perform urinary catheterization 8. Compare and contrast the different types of urinary catheters 9. State expected outcomes following completion of the procedure 10. Discuss key principles related to urinary catheterization 11. Demonstrate aseptic technique during 	<p>Review handouts/readings/videos related to urinary catheterization.</p> <p>Review handouts/readings/videos related to bladder scanning</p> <p>Faculty demonstration of urinary catheterization and removal of indwelling catheter.</p> <p>Student practice on SimMan®: insertion of indwelling catheter, removal of catheter.</p> <p>Review of validation performance checklist for urinary catheterization.</p> <p>Critical thinking exercise and small group discussion: urinary catheterization</p>

Combined Nursing Topics

<p>catheterization and related procedures using laboratory simulation models.</p> <p>12. Discuss the risks and potential complications associated with catheterization, and the nursing interventions to prevent them</p> <p>13. Discuss client teaching related to urinary catheterization</p> <p>14. Demonstrate collection of a urine specimen from a continuous bladder drainage system.</p> <p>15. Review/Discuss routine catheter care and the procedure for removal of an indwelling catheter (NUR*101)</p>	
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Combined Nursing Topics

Part B: Nursing Care of Clients Requiring Continuous Bladder Irrigation (CBI) and Open Intermittent Catheter Irrigation	
Learning Objectives	Suggested Learning Activities
<p>Upon completion of the Learning Laboratory the student will be able to:</p> <ol style="list-style-type: none"> 1. Discuss the indications and purposes of urinary bladder and catheter irrigation. 2. Describe the indications for closed continuous (CBI) vs. open catheter (Intermittent) irrigation 3. List the equipment needed to perform closed continuous and open intermittent irrigation. 4. Describe the nursing assessments related to catheter irrigation. 5. State the expected outcomes following completion of the procedure 6. List the steps required for performing closed continuous bladder irrigation. 7. List the steps required for performing open intermittent catheter irrigation. 8. Describe nursing considerations related to the prevention of infection when performing catheter irrigation. 	<p>Review readings/handouts/videos related to CBI and open intermittent catheter irrigation.</p> <p>Demonstration and practice setting up a CBI and performing open intermittent catheter irrigation.</p> <p>Critical thinking exercise and small group discussion: bladder irrigation.</p>

Combined Nursing Topics
Competency Assessment/Validation:
Insertion of an Indwelling Urinary Catheter

Competency Assessment/Validation:
Insertion of an Indwelling Urinary Catheter for a Female Client

Student: _____ Date: _____

Psychomotor Skill <i>(Note: specific skills may vary slightly in accordance with equipment or facility protocol)</i>	S/U
Part I: Preparation for Catheterization	
1. Check M.D. order	
2. Gather equipment for catheterization <ul style="list-style-type: none"> a. Correct catheterization kit (Straight or Foley) and correct catheter size b. Extra pair of sterile gloves, extra sterile catheter or kit of correct size and type c. Bath blanket and linen protector 	
3. Identify patient and explain procedure	
4. Wash hands	
5. Provide privacy	
6. Raise height of bed	
7. Position patient in dorsal recumbent position with knees flexed	
8. Drape patient with bath blanket	
9. Cleanse perineum prn and identify anatomical landmarks	
Part II: Getting the Field Ready	
1. Open catheter kit	
2. Place outer plastic wrap at end of bed for waste disposal	
3. Place catheter set on bed between patient's legs	
4. Open outer wrap using principles of sterile technique	
5. Using sterile technique place sterile drape, plastic side down, under buttocks	
6. Don sterile gloves	
7. Place fenestrated drape over perineum maintaining sterility	
8. Organize equipment in order of use <ul style="list-style-type: none"> a. Place cotton balls/swabs, antiseptic solution, and lubricant closest to patient b. Pour antiseptic over cotton balls or open packet with swabs c. Test catheter balloon for leaks (unless manufacturer does not recommend) d. Pull back fluid to deflate balloon but leave syringe attached to lumen e. Squirt lubricant onto tray f. Lubricate tip of catheter 2 inches 	
Part III: Inserting Catheter	
1. Separate the labia minora with your non-dominant hand to expose urethral meatus	
2. Cleanse meatus, using downward strokes (front to back) <ul style="list-style-type: none"> a. Far labial fold first b. Near labial fold next c. Over center of meatus last 	
3. Pick up catheter (3in. from tip) with dominant hand	
4. Ask patient to bear down gently as if to void	
5. Insert catheter 2-3 in. or until urine flows: when urine is seen, advance 1-2 in.	

Combined Nursing Topics

6. Release labia and hold catheter in place with non-dominant hand	
7. Inflate balloon with recommended amount of sterile water and tug gently	
8. Allow bladder to empty	
9. Attach end of catheter to end of tubing on urinary drainage device if not pre-attached	
10. Remove gloves and wash hands	
11. Follow hospital protocol regarding securing catheter to leg (use clean gloves)	
Part IV: Patient Assessment and Documentation	
1. Assess color, clarity, odor, and amount of urine obtained	
2. Cleanse patient's perineum (insure that patient is clean and dry)	
3. Remove drapes	
4. Perform Documentation per facility protocol	

Lab Referral _____ Comments: _____

Dates Remediated/Comments: _____

Validating Instructor _____ Date: _____

Combined Nursing Topics
NUR*102: Family Health Nursing

On Campus Clinical Laboratory: Intravenous Piggy Back Administration (IVPB) (2 hours)

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

Nursing Care of Clients requiring Intravenous Administration Medication	
Learning Objectives Upon completion of the Learning Laboratory the student will be able to:	Suggested Learning Activities
<ol style="list-style-type: none"> 1. Discuss the indications and methods of administration for IV piggy back (IVPB) medications. 2. Demonstrate safe and competent practice during IV piggyback medication administration <ol style="list-style-type: none"> a. Assessment of client allergies b. Calculation of correct dose c. Verification of medication compatibility d. Maintenance of aseptic technique during preparation and administration of IV medications e. Accurate reconstitution of IVPB medication f. Regulation of infusion at prescribed rate g. Assessment of client response to IVPB medication 3. Relate potential complications associated with IVPB medication administration. 4. Demonstrate correct technique for saline lock med/intermittent infusion device administration (i.e. S-A-S) 	<p>Review of handouts/readings/videos related to IV piggyback medication administration.</p> <p>Demonstration and practice of preparing IV medication for administration via piggyback and saline lock/intermittent infusion device.</p> <p>Small group work-return demonstration (calculate dose, mix medication in mini bag, calculate infusion rate, back prime secondary line) utilizing laboratory equipment</p> <p>Practice IV medication reconstitution and calculation of piggyback drip rates.</p> <p>Critical Thinking Exercise with small group discussion Case study: client scenarios</p> <p>Review IVPB Validation Performance checklist</p>
<ol style="list-style-type: none"> 5. Discuss principles related to the administration of Intravenous medication/additives via a primary solution (i.e. Potassium, multivitamins) 	<p>Demonstration and practice of adding medication to primary IV solution.</p>
<ol style="list-style-type: none"> 6. Demonstrate the procedure for administering IV medication utilizing an infusion pump 	<p>Small group work-return demonstration utilizing laboratory equipment</p>

Combined Nursing Topics

Competency Assessment/Validation: Administration of Piggyback Medication via Secondary Line (IVPB)

Student: _____ Date: _____

Psychomotor Skill <i>(Note: specific skills may vary in accordance with equipment or facility protocol)</i>	S/U
1. Washes hands	
2. Obtains ordered medication and does three checks against M.D. order on MAR	
3. Verbalizes checking compatibility of medication with primary solution/additives	
4. Gathers appropriate equipment <ul style="list-style-type: none"> a. Verbalizes selection of correct IVPB solution / volume. b. Inspects solution for clarity, color, expiration date. c. Selects appropriate tubing and dates tubing per facility protocol d. Selects appropriate diluent for the medication 	
5. Reconstitutes medication and draws up accurate dose	
6. Injects medication into IV solution, using aseptic technique	
7. Clamps secondary tubing and spikes IVPB bag	
8. Labels bag per facility protocol (i.e. name of medication, dose, client name, room#, date, time, signature)	
9. Calculates drip rate precisely	
10. Properly identifies client and explains procedure	
11. Washes hands and gathers gloves	
12. Dons gloves and assesses IV site for: <ul style="list-style-type: none"> a. changes in temperature b. edema c. leakage d. color (pallor, redness) e. pain or tenderness 	
13. Cleanses upper Y-port on primary tubing with alcohol wipe and attaches secondary set	
14. Purges air from secondary tubing by back priming (i.e. lowers IVPB below level of Primary bag)	
15. Closes roller clamp on secondary tubing and hangs IVPB bag on pole	
16. Lowers primary bag on hanger	
17. Opens secondary tubing clamp completely	
18. Sets rate using primary line clamp, adjusted to within 5 gtts of correct rate	
19. Rechecks site to verify no infiltration, pain, leakage	
20. Verbalizes need to recheck site and rate again in 5-10 min	
21. Maintains principles of asepsis throughout procedure	
22. Documents per facility policy	

Lab Referral _____ Comments: _____

Dates Remediated/Comments: _____

Validating Instructor _____ Date: _____

Medical/Surgical Topics

NUR*102: Family Health Nursing

On Campus Clinical Laboratory: Administration of Blood/Blood Product Transfusions (1.5 hours)

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

Nursing Care of Clients requiring Blood/Blood Products Transfusion/Administration	
Learning Objectives Upon completion of the Learning Laboratory the student will be able to:	Suggested Learning Activities
16. Relate the indications and therapeutic purposes for transfusion therapy.	Lecture/Discussion
17. Discuss the advantages of autologous transfusions.	Review of handouts/readings/videos related to blood transfusion.
18. Describe blood typing systems and their use in determining compatibility of blood components.	Review of equipment related to blood transfusion.
19. Describe the principles of safe transfusion administration.	Faculty demonstration of preparing PRBC's for administration.
20. Demonstrate safe and competent practice when monitoring transfusions:	Practice calculating drip rates to ensure timely administration of transfusion.
a. Client assessment pre-transfusion	Practice monitoring of blood transfusion.
b. Pre-administration protocol	Critical Thinking Exercise/Case Studies/ small group discussion related to the key factors in blood/blood products administration
c. Client identification	
d. Client monitoring	
e. Documentation	
21. Compare and contrast the different types of transfusion reactions.	
22. Discuss the prevention and nursing management of transfusion reactions.	

Medical/Surgical Topics
NUR*102: Family Health Nursing
On Campus Clinical Laboratory: Surgical Assessment (1.5 hours)

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

Nursing Care of the Surgical Client	
Learning Objectives Upon completion of the Learning Laboratory the student will be able to:	Suggested Learning Activities
<ol style="list-style-type: none"> 1. Describe the <i>initial</i> nursing assessment of the client received from the Post Anesthesia Care Unit (PACU) such as: <ol style="list-style-type: none"> a. Airway assessment and positioning for maximal air exchange. b. Circulatory Assessment (vital signs, physical assessment) c. Level of Consciousness/ sedation d. Assessment of Comfort/ Pain Management 2. Identify the components of a generalized post-op client nursing assessment 3. Demonstrate preparation of the bedside unit for the client returning from surgery. 4. Discuss the rationale and teaching considerations for post-operative clients such as: <ol style="list-style-type: none"> a. Incentive Spirometry (IS) b. Leg Exercises/Intermittent Compression Devices (i.e. Venodynes) c. Pain Management d. Early mobility 5. Describe special considerations for the surgical dressing change 6. Discuss nursing interventions that promote resumption of client's baseline function and prevent post-op complications. 	<p>Review of readings/handouts/videos related to post-operative nursing assessment and care.</p> <p>Return demonstration of securing airway</p> <p>Practice utilizing devices for incentive spirometry and oxygen saturation.</p> <p>Role play instructing a client in post-op exercises.</p> <p>Case study/ critical thinking exercise with small group discussion.</p> <p>Develop a care plan for a post-op client.</p> <p>Case study-Small group discussion of post op day #2, development of atelectasis and decreasing oxygen saturation</p>

Medical/Surgical Topics
NUR*102: Family Health Nursing
On Campus Clinical Laboratory:

Nursing Care of Clients with Decompression Tubes; Enteral Tube Medication Administration (2 hours)

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

Part A: Nursing Care of Clients with Decompression Tubes	
Learning Objectives	Suggested Learning Activities
<p>Upon completion of the Learning Laboratory the student will be able to:</p> <ol style="list-style-type: none"> 1. Differentiate between the various types of enteral tubes (i.e. PEG, NGT, jejunal, gastrostomy) 2. Describe the different types of tubes used for gastric decompression. 3. State the purposes of a Nasogastric (NG) tube. 4. Discuss the procedure for insertion of an NG tube. 5. Discuss expected outcomes following completion of the procedure. 6. Describe the evidence based procedure for verifying placement of an NG tube 7. Describe nursing management of the client with an NG tube to include <ol style="list-style-type: none"> a. the use of suction, b. NG Tube irrigation, c. evaluating NG tube output d. NG tube removal 	<p>Review readings/handouts/videos on NG tube for decompression.</p> <p>Student practice: setting up for NGT insertion.</p> <p>Faculty demonstration and student practice:</p> <ol style="list-style-type: none"> 1. verifying tube placement 2. anchoring tube 3. irrigating tube 4. attaching tube to suction 5. measuring tube output <p>Critical thinking exercise/case study: client with an NG tube (NGT)</p>

Medical/Surgical Topics

Part B: Enteral Tube Medication Administration	
Learning Objectives Upon completion of the Learning Laboratory the student will be able to:	Suggested Learning Activities
<ol style="list-style-type: none">1. Describe nursing assessments related to medication administration via enteral tubes2. Demonstrate techniques for assessing placement of enteral tubes prior to medication administration3. List the steps of the procedure for administration of medications via an enteral tube.4. Discuss nursing considerations related to administration of medications via enteral tubes such as:<ol style="list-style-type: none">a. Medications contraindicated for enteral administrationb. Contraindications to crushing of certain medicationsc. Implications for medication incompatibilities such as:<ol style="list-style-type: none">i. Clamping between medications5. Discuss measures to prevent complications when administering medications via an enteral tube such as:<ol style="list-style-type: none">a. Dislodging of tubeb. Clogging of tube6. State expected client outcomes following completion of medication administration via an enteral tube	<p>Review of readings/handouts/videos for medication administration via enteral tubes</p> <p>Faculty demonstration and student practice of procedure.</p> <p>Critical thinking exercise/ case study with small group discussion.</p> <p>Review of validation performance checklist for medication administration via enteral tubes.</p>

Medical/Surgical Topics
Competency Assessment/Validation:
Medication Administration via an Enteral Tube

Student: _____ Date: _____

Psychomotor Skill (Note: specific skills may vary in accordance with equipment or facility protocol)	S/U
1. Gathers supplies (60 ml catheter tip syringe)	
2. Prepares medication per procedure using MAR, 6 Rights, Checks 2 forms of identity	
3. Obtains liquid form or crushes meds a. Verbalizes verification that medication is crushable	
4. Dilutes crushed medication with 30 ml water	
5. Assess that tube is securely taped or fastened	
6. Places towel under work area	
7. Places patient in high fowler's position	
8. Dons clean gloves	
9. Disconnects tube from feeding or suction or removes plug a. Holds tube up above level of stomach b. Pinches tube to prevent backflow and leaking	
10. Confirms tube placement: checks markings, checks aspirate color and pH a. Draw up 30 ml of air into 60 ml syringe b. Attach to end of feeding tube c. Flush tube with 30 ml of air before attempts to aspirate fluid d. Draw back on syringe slowly-obtaining 5-10 ml of gastric aspirate e. Gently mix aspirate in syringe f. Measure pH-dipping the pH strip into fluid or by applying few drops of fluid to the strip-comparing with the color on the chart provided by manufacturer i. Gastric contents < 4, tube feeding pH usually 5 or greater, ph of pleural fluid from the tracheabronchial tree is generally > 6	
11. Verbalizes how to aspirate for residual if feeding a. Return aspirated contents unless excessive amount (usually > 100cc)	
12. Flushes with 30 ml of warm water	
13. Removes plunger of syringe a. Pinches/kinks gastric tube b. Places end of syringe into gastric tube	
14. Administers meds by gravity, pours each med separately, flushes with 10 ml H ₂ O between each med	
15. After last medication flushes with 30-60 ml H ₂ O	
16. Pinches gastric tube, removes syringe and inserts clamp or connects to tube feeding. Do not reconnect to suction for 60 minutes	
17. Positions client with HOB elevated 30-45 degrees for 1 hour	
18. Records total amount of fluid given	
19. Verbalizes how to irrigate a nasogastric tube using 30 ml normal saline	

Lab Referral _____ Comments: _____

Dates Remediated/Comments: _____

Validating Instructor _____ Date: _____

Medical/Surgical Topics
NUR*102: Family Health Nursing
On Campus Clinical Laboratory:

Pain Management: Nursing Care of Clients with Epidural or Patient Controlled Analgesia (PCA) (1 hour)

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

Nursing Care of Clients with Epidural or Patient Controlled Analgesia (PCA)	
Learning Objectives	Suggested Learning Activities
<p>Upon completion of the Learning Laboratory the student will be able to:</p>	
<ol style="list-style-type: none"> 1. Describe patient controlled analgesia and the different modalities used to provide it. 2. Discuss the evidence to support the advantages of PCA and epidural analgesia (evidenced based practice) 3. Identify clients who would be candidates for PCA/epidural pain management. 4. State the agents (i.e. opioids) commonly used for PCA and epidural pain management. 5. Discuss concerns / safety issues related to PCA / epidural use. 6. Discuss principles and safety features of PCA / epidural pump operation. 7. Describe the process for client activation of PCA devices 8. Describe safe and competent nursing care of the client receiving PCA/ epidural analgesia <ol style="list-style-type: none"> a. Design a nursing care plan for the client receiving PCA/ epidural analgesia to include but not be limited to: <ol style="list-style-type: none"> i. nursing assessments to monitor client response to PCA/epidural analgesia ii. nursing assessments to monitor 	<p>Review of readings/handouts/videos related to care of the client receiving PCA/epidural pain management.</p> <p>Review of readings/handouts/videos related to epidural catheter management</p> <p>Review of equipment used in providing PCA and epidural pain management.</p> <p>Discuss nursing implications related to client teaching and safety with PCA and epidural.</p> <p>Case study/ critical thinking exercise and small group discussion related to the care of clients receiving PCA/epidural pain management.</p>

Medical/Surgical Topics

the safety of the client receiving PCA/ epidural analgesia iii. nursing interventions for the client receiving PCA/ epidural analgesia	
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