

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM

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

**THREE RIVERS COMMUNITY COLLEGE
DIVISION OF NURSING
COURSE SYLLABUS
Fall 2010**

NUR 203: NURSING CARE OF INDIVIDUALS AND FAMILIES II

COURSE OVERVIEW

Course Pre-requisites

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, 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

Classroom Schedule

Lecture: Thursday, 8:30 a.m.–10:00 a.m. & 11:00 a.m.-12:30 a.m. in A 216

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

Refer to class outline for unit objectives.

Clinical Laboratory Experience

Students will gain clinical experience during the semester in each of the following settings: an acute medical-surgical unit and a behavioral psychiatric in-patient unit. Clinical agencies used for these rotations will be Lawrence and Memorial Hospital, New London; Connecticut Valley Hospital, Middletown; Natchaug Behavioral psychiatric Hospital, Mansfield Center; St. Francis Medical Center, Hartford; Middlesex Hospital, Middletown, as well as selected community agencies.

Clinical Sections

Behavioral Health In-Patient Facilities

Connecticut Valley Hospital 7-3:30

Mt. Sinai 7-3:30

Natchaug 7-3:30

With clinical conference is included

Professional street dress and college name tags are required

Acute Care Clinical Rotation

L& M Hospital from 6:45 a.m.-3:15 p.m. or 2:45-11:15 p.m.

St. Francis Healthcare 7a.m.-3:30 p.m.

Middlesex Hospital from 7-3:30 p.m.

Backus Hospital from 7-3:30 p.m. and 2:45-11:15p.m.

Two clinical rotations including one post conference per week
Student nurse uniform per Student Nurse Handbook and identification, i.e. college name tag and/or hospital ID badge, required for all clinical experiences

Clinical Orientations

All groups will attend orientation sessions for behavioral health and med-surg where applicable. Times will be announced as per facility availability.

Classroom Lab

Classroom lab with required validation will be presented as noted on course calendar. Attendance is mandatory and counts as clinical time.

Observational Learning Activities

All students will participate in observational activities with selected community-based agencies. Date/s of observation will be assigned as specified on your clinical rotation schedule. Please read carefully. Student nurse uniform and college ID badge required. Students must attend assigned observations as scheduled. Observational experiences are part of the required clinical hours and must be successfully completed to receive satisfactory passing clinical grade.

NURSING DEPARTMENT FACULTY AND STAFF

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COURSE REQUIREMENTS

In order to successfully complete this course, the student must do **ALL** of the following components:

Theory Component

- Achieve a theory grade of 74 or better based on four quizzes, each worth 18.75% for a total of 75% of the final grade, and one final exam worth 25%
- Grading criteria are:
 - A 93-100
 - A- 90-92
 - B+ 87-89
 - B 83-86
 - B- 80-82
 - C+ 77-79
 - C 74-76
 - D+ 67-69
 - D 64-66
 - F 0-63

Math Content

- No new math content taught
- There will not be a dosage calculation test at the beginning of the course
- Dosage calculation questions will be included on unit exams

Clinical Component

- Maintain clinical reflection journal
- Complete written assignments:
 - Behavioral Health: process recording, physical assessment
 - Med/Surg: out-rotation observation reflections, case presentations
- Pass the course with a satisfactory clinical evaluation.
 - A weekly conference will be scheduled with his/her clinical instructor for discussion and evaluation **of the student's progress at the end of each clinical week** as documented on the **Formative Evaluation form**. Students are responsible for self-evaluation and documentation of clinical progress on the formative evaluation tool and weekly reflection journal. Final assessment of students clinical performance will be documented on assessed on the N-203 Clinical Summative Evaluation Form. **See CT-CCNP Student Handbook for information regarding the clinical evaluation process.**
 - Pass required clinical skills validation. Three (3) opportunities will be given to pass the skills validation if necessary. Students unable to meet critical criteria the second attempt will must attend mandatory remediation.

Lab Component

- Attend Neurologic Assessment and Patient Emergency Lab
- Complete Neurologic Assessment Validation Form
- Complete lab referrals, tutoring, clinical improvement forms and/or remedial assignments made by an instructor

STUDENT RESPONSIBILITIES

Disability Statement

If you have a question regarding a disability that may affect your progress in this course, please contact one of the college's Disability Service Providers as soon as possible. Chris Scarborough (892-5751) generally works with students who have learning disabilities or attention deficit disorder. Kathleen Gray (885-2328) generally works with students who have physical, visual, hearing, medical, mobility, and behavioral health and psychiatric disabilities. Matt Liscum (383-5240) also works with students who have disabilities.

Attendance

Theory/Classroom

- Students will be expected to submit appropriate assignments to ePortfolio
- Students are reminded that classroom demeanor is a vital part of participation

- Students should behave appropriately at all times and are asked to practice common courtesy, recognizing each person's right to learn in an atmosphere conducive to the learning experience.
- Students who violate the rules of courtesy and/or professional demeanor will be asked to leave.
- Tardiness and leaving early as well as absences have a direct impact on student learning.

Exams

- Exam Etiquette
 - Test answer sheets will be distributed at 8:15 am, exam booklets at 8:30 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
 - 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 VISTA no sooner than 48 hours after the exam
 - Tardy or absence
 - It is expected that all students will be present and punctual for exams. In the event that the student will be absent for personal illness, the student must notify the course coordinator prior to 8 a.m. on the morning of the exam.
 - Planned absences for vacations are not valid reasons for missing an exam.
 - If warranted, one cumulative makeup exam will be offered at the end of the semester. Make up exams are graded on a raw score basis.

Clinical and Lab

- 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.

- All clinical absences are to be made up as per the CTCCNP Student Nursing Handbook.

Study Groups

Students are encouraged to form study groups which can meet in the lab or at a location of group choice. Tutors within the nursing lab are also available during posted hours of the Nursing Laboratory. Students are encouraged to be proactive in their learning and seek help independently. Referrals may be made by faculty for lab and theory improvement. The Helene Fuld Nursing Lab and Nursing Tutors are in place to promote success and retention. Students are encouraged to utilize these independent opportunities weekly.

Standardized Curricular Testing

Standardized curricular testing is required and attendance is mandatory.

Withdrawal Statement

If withdrawal occurs during the semester, the grade assigned for the course will be based on the College Withdrawal Policy as described in the College Catalog and the CT-CCNP Student Handbook. The last day for withdrawal for this semester is December 9, 2010.

Plagiarism and dishonesty:

"A student's written work is expected to be **original** and done independently unless otherwise indicated. Citations and references must be used to acknowledge the source and avoid plagiarism.

Violations of academic integrity will be referred to the dealt with in accordance with the college policy." See CT-CCNP Nursing Student Handbook, College Catalog and 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 the 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 and Student Handbook.

Nursing Student Handbook

Refer to the Nursing Student Handbook for detailed information regarding:

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

Required Textbooks: (All textbooks have previously been purchased)

Ackley, B., Ladwig, G. (2007). *Nursing Diagnosis Handbook*. St. Louis: Elsevier/Saunders.

Berman, A., Snyder, S.J., Kozier, B., and Erb, G. (2007). *Fundamentals of Nursing, Concepts, Process and* (8 ed.). Prentice Hall.

Deglin, J.H., Vallerand, A.H. (2009). *Davis Drug Guide for Nurses* (11 ed.). Philadelphia: F.A. Davis.

Lehne, R.E. (2007 or 2010). *Pharmacology for Nursing Care*, with CD (6 or 7 ed.). St. Louis: Elsevier/Saunders.

Lewis, S.L., Heitkemper, M.M., Dirksen, S.R., O'Brien, P.G., Bucher, L. (2007). *Medical Surgical Nursing: Assessment and Management of Clinical Problems: Virtual Clinical Excursions* with CD, (7 ed.). St. Louis: Elsevier/ Mosby.

McKinney, E.S., James, S.R., Murray, S.S., Ashwill, L.W. (2009). *Maternal-Child Nursing*. (3 ed.). St. Louis: Saunders/Elsevier.

Pagana, K.D., Pagana, T.J. *Mosby's Diagnostic and Laboratory Test Reference* (7 ed.). St.Louis: Elsevier/Mosby.

Pickar, G.D., Abernathy, A.P. (2007). *Dosage Calculations* with CD. (8 ed). Delmar Publications, 2007 packaged with 3,2,1Calc.

Smeltzer, S.C., Bare, B. G.,Hinkle, J.L., Cheever, K.H. (2008). *Brunner & Suddarth's Textbook of Medical-Surgical Nursing* (11 ed.). Philadelphia: J.B. Lippincott/Williams and Wilkins.

Smith, Duell, &Martin. (2008). *Clinical Nursing Skills* (7 ed.). Prentice Hall.

Sole, M., Lamborn, M. and Hartshorn, J. (2006). *Introduction to Critical Care Nursing*, (5 ed.). St. Louis: Elsevier/Saunders.

Varcarolis, E.M., Carson, V.B., Shoemaker, N.C. (2006 or 2010). *Foundations of Behavioral Psychiatric Mental Health Nursing* (5 or 6 ed.), St. Louis: Elsevier/Saunders.

Optional Texts:

Dillon, P.M. (2007). *Nursing Health Assessment* with CD. (2 ed). Philadelphia: F.A. Davis.

Pernell, L.D. and Paulanka, B.J. (2005). *Guide to Culturally Competent Health Care*. Philadelphia: F.A. Davis.

Sommers, M., Johnson, S.A., Beery, T.A. (200). *Diseases and Disorders*. (3 ed.). Philadelphia: F.A. Davis.

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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			
2 hours	<p><u>Unit I: Nursing Care of Clients Experiencing Behavioral Issues and Personality Disorders.</u></p> <p><u>Crisis</u></p> <p>Differentiate among the three types of crisis</p> <p>Compare and contrast the four phases of crisis</p> <p>Analyze the components of the holistic assessment of clients in crisis</p> <p>Formulate appropriate nursing diagnoses for clients experiencing crisis</p> <p>Design measurable outcomes for the clients experiencing crisis</p> <p>Examine nursing interventions used in</p>	<p>A. Critical Thinking: Nursing process applied to clients with behavioral issues</p> <p>B. Provision of safe, holistic, culturally competent care to clients in crisis</p> <p><u>Crisis Theory:</u> Types of Crisis</p> <ol style="list-style-type: none"> 1. Etiology <ol style="list-style-type: none"> a. Maturation b. Situational c. Adventitious 2. Pathophysiology: Phases of 3. Crisis 4. Clinical manifestations 5. Diagnostic evaluation 6. Cultural considerations 7. Evidenced- based theory and principles 8. Collaborative management <p>Treatment modalities:</p> <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 <ol style="list-style-type: none"> 9. Health Promotion/ Maintenance Restoration and/ or Prevention 	<p>Assigned Readings: Varcarolis-5th ed-ch 22, 6th ed-ch 23, ch 4,5,24,25,28</p> <p>Lecture</p> <p>Discussions</p> <p>Case studies: Crisis</p> <p>Role play a client in crisis</p> <p>Provide nursing care to a client experiencing a crisis</p> <p>Relaxation Exercises</p> <p>Deep Breathing</p>	<p>Nursing Care Plan</p> <p>Clinical performance evaluation</p> <p>Exam questions</p> <p>Participation in Psych Lab</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>caring for clients experiencing crisis</p> <p>Evaluate client 's responses to crisis and nursing interventions</p> <p>Discuss evidence based practice related to crisis</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 		
4 hours		Psych Lab		
2 hours	<p>Personality Disorders</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>Apply the nursing process for clients</p>	<p>A. Critical Thinking: Nursing process applied to clients experiencing a 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 <p>Common characteristics of personality disorders</p> <p>Cluster A</p> <ol style="list-style-type: none"> a. Paranoid b. Schizoid c. Schizotypal <p>Cluster B</p> <ol style="list-style-type: none"> a. Antisocial b. Borderline c. Histrionic d. Narcissistic <p>Cluster C</p> <ol style="list-style-type: none"> a. Avoidant 	<p>Assigned Readings: Varcarolis-5th ed-ch 16, 6th ed-ch 19</p> <p>Lecture</p> <p>Discussion</p> <p>Case studies: Personality Disorders</p> <p>Concept map</p> <p>Role Play: Guess the Personality Disorder</p> <p>Psychiatric Patient's Bill of Rights</p> <p>Provide nursing care to a client experiencing a personality disorder</p> <p>Concept Media Film on Borderline Antisocial and</p>	<p>Nursing Care Plan</p> <p>Clinical performance evaluation</p> <p>Exam questions</p> <p>Participation in Psych Lab</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>identified as having personality disorders.</p> <p>Discuss evidence based practice related to personality disorders</p>	<p>b. Dependent c. Obsessive-Compulsive</p> <p>4. Diagnostic Evaluation: DSM-IV-TR Criteria</p> <p>5. Cultural considerations</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>Treatment modalities</p> <p>a. Milieu therapy b. Psychobiological interventions c. Case management d. Communication e. Pharmacological therapy f. Nutritional</p> <p>8. Health Promotion/Maintenance Restoration and/or Prevention</p> <p>C. Communication</p> <p>1. Client and family education 2. Community resources</p> <p>D. Professionalism</p> <p>1. Legal-ethical issues 2. Role development</p>	<p>Narcissistic Personality Disorder</p>	
<p>2 hours</p>	<p>Behavioral Issues</p> <p>Differentiate appropriate nursing responses in caring for clients with behavioral issues.</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>Assigned Readings: Varcarolis-5th ed-ch 24, 6th ed-ch 25</p> <p>Lecture</p> <p>Discussion</p>	<p>Nursing Care Plan</p> <p>Clinical performance evaluation</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>Evaluate the role of the nurse in determining effective interventions when caring for clients with behavioral issues.</p> <p>Discuss evidence based practice related to 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 7. Collaborative management <p>Treatment modalities:</p> <ol style="list-style-type: none"> a. Pharmacological b. Interventions for: Manipulative Behavior Anger, Aggressive Behavior Impulsive Behavior <ol style="list-style-type: none"> 8. Health maintenance 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 studies: Behavioral issues</p> <p>Concept map</p> <p>Provide nursing care to a client experiencing a behavioral issue</p> <p>Psychiatric Bill of Rights</p> <p>Demonstration of boundaries and strategies with angry, aggressive clients</p>	<p>Exam questions</p> <p>Participation in Psych Lab</p>
2 hours	<p><u>Unit II: Nursing Care of Clients Experiencing Alteration in Renal Function</u></p>	<ol style="list-style-type: none"> A. Critical Thinking: Nursing process applied to clients experiencing a disturbance in renal function. B. Provision of safe, holistic, culturally competent care to clients with acute and chronic renal failure. 	<p>Assigned Readings: Brunner-Review ch 43, 44 (pp. 1515, 1553)</p> <p>Lecture</p>	<p>Nursing Care Plan</p> <p>Clinical performance evaluation</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<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 discussing clients with renal failure</p>	<ol style="list-style-type: none"> 1. Age related changes of the renal 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 <ul style="list-style-type: none"> Treatment Modalities <ol style="list-style-type: none"> a. Hemodialysis b.. Peritoneal dialysis c. CAPD d. Transplantation e. Pharmacological therapy f. 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>Discussion</p> <p>Observation in Hemodialysis Unit</p> <p>Case Study: peritoneal dialysis</p> <p>NCLEX style review questions</p> <p>Web Site: www.kidney.org</p> <p>Provide nursing care to a client with alternation in renal function</p>	<p>Completion of outrotation observation form</p> <p>Exam questions</p>
<p>On Campus Clinical Lab #2A</p>	<p>Part A: Neurological Assessment of the Adult/Child, Associated Validation: Neuro assessment</p>			

Exam 1 1 hour		Exam 1		
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: Brunner-pp 1552-1563</p> <p>Lecture</p> <p>Discussion</p> <p>Guest Speaker: Life Choice</p> <p>NCLEX style review questions</p>	<p>Reflective journal</p> <p>Clinical performance evaluation</p> <p>Exam questions</p>
2 hours	<u>Unit V: Nursing Care of Clients Experiencing Multi-</u>	A. Critical Thinking: Nursing process applied to clients experiencing multisystem organ dysfunction	Assigned Readings: Brunner-pp377-378, pp 1995-2039. Sole-pp 302-306, pp 683-726.	<p>Reflective journal</p> <p>Clinical</p>

	<p><u>system Organ Dysfunction</u></p> <p>Examine the incidence, etiology, and factors influencing recovery of the client experiencing a burn injury.</p> <p>Differentiate among the common diagnostic tests used to evaluate the burn client</p> <p>Summarize evidence based practice 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</p>	<p>B. Provision of safe, holistic, culturally competent care to clients with multisystem organ dysfunction</p> <p><u>Burn Injuries</u></p> <ol style="list-style-type: none"> 1. Age related changes of the integumentary system 2. Etiology 3. Pathophysiology <ol style="list-style-type: none"> a. Burn Phases <ol style="list-style-type: none"> 1) pre hospital 2) emergent/resuscitative 3) acute/intermediate 4) rehabilitation b. Classification of burns <ol style="list-style-type: none"> 1) depth 2) percentage c. Fluid & electrolyte imbalances d. Infection e. Impact on other body systems 4. Clinical manifestations and complications <ol style="list-style-type: none"> a. Diagnostic evaluation b. Cultural considerations 5. Evidence-based theory and principles 6. Collaborative management/Treatment Modalities <ol style="list-style-type: none"> a. Burn Wound Care: Dressing b. Debridement and Grafting c. Pain management d. Pharmacological e. Nutritional f. Splints and assistive devices g. Elastic pressure devices 7. 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>Lecture</p> <p>Discussion</p> <p>Provide nursing care to a client with multisystem organ dysfunction</p> <p>NCLEX style review questions</p>	<p>performance evaluation</p> <p>Exam questions</p>
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	<p>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>D. Professionalism</p> <ol style="list-style-type: none"> 1. Legal-ethical issues 2. Role development 		
2 hours	<p>Categorize the mechanisms of 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>A. Critical Thinking: Nursing process applied to care of clients with traumatic injury across the lifespan</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: <p>The trauma system</p> <ol style="list-style-type: none"> a. Levels of care b. Trauma team 7. Cultural considerations 8. Evidence-based theory and principles 	<p>Assigned Readings: Brunner- pp 2517-2533. Sole- pp 651-671.</p> <p>Lecture</p> <p>Discussion</p> <p>Case Study: Trauma</p> <p>NCLEX style review questions</p> <p>Participation in oncampus lab with simulation cases in resuscitation and Rapid Response Team</p>	<p>Nursing Care Plan</p> <p>Clinical performance evaluation</p> <p>Evaluations of oncampus clinical lab</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>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>9. Collaborative management Treatment Modalities</p> <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 e) Multiple organ failure 2) Psychosociospiritual support <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>2 hours</p>	<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</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 	<p>Assigned Readings: Brunner-pp. 2558-2566</p> <p>Lecture</p> <p>Discussion</p> <p>Review a hospital/town Emergency Preparedness Plan</p> <p>Determine personnel/family Emergency Preparedness Plan</p>	<p>Nursing Care Plan</p> <p>Clinical performance evaluation</p> <p>Exam questions</p>

	<p>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>	<ul style="list-style-type: none"> b. Triage c. Managing internal problems d. Communications e. Caring for Families <ul style="list-style-type: none"> 2. Pandemic 3. Critical Incident Stress Management <p>C. Professionalism</p> <ul style="list-style-type: none"> 1. Legal-ethical issues <ul style="list-style-type: none"> a. Ethical conflicts b. Behavioral Issues 2. Role development <ul style="list-style-type: none"> a. Traditional role of the nurse b. Atypical roles <p>D. Professionalism</p> <ul style="list-style-type: none"> 1. Legal-ethical issues 2. Role development 	<p>Web Site: www.bt.cdc.gov</p> <p>NCLEX style review questions</p>	
Exam 2 1 hour		Exam 2		
1 hour	<p><u>Unit III: Nursing Care of Clients Experiencing Cancer</u></p> <p>Overview of Cancer/ Pathophysiology:</p> <p>Discuss age related changes and their effect on clients with cancer</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> <ul style="list-style-type: none"> 1. General aspects of cancer 2. Age related changes 3. Risk Factors 4. Etiology: Developmental factors 5. Incidence 6. Pathophysiology <ul style="list-style-type: none"> a. Benign vs. Malignant Tumors b. Classification of malignant neoplasm <ul style="list-style-type: none"> 1) Characteristics of cells 2) Metastases 3) Staging & Grading of 	<p>Assigned Reading: Brunner pp. 328-388</p> <p>Lecture</p> <p>Discussion</p> <p>Case Study: Oncology</p> <p>Guest Speaker: Hospice Care</p> <p>VNA Experience</p> <p>Provide nursing care to a client with cancer</p> <p>Web Site: www.acs.org</p>	<p>Reflective journal</p> <p>Clinical performance evaluation</p> <p>Exam questions</p>

		<p>malignancies</p> <p>7. Clinical manifestations and complications</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>www.nci.nih.gov</p> <p>Clinical Focus</p>	
<p>1 ½ hours</p>	<p>Diagnostic Evaluation and Common Cancer Treatment Modalities</p> <p>Differentiate among the purposes of surgical procedures used in cancer diagnosis</p> <p>Differentiate among the purposes of surgical procedures used in cancer treatment, diagnosis, prophylaxis, palliation and reconstruction</p>	<p>A. Nursing process applied to clients with cancer</p> <p>B. Provision of safe, holistic, culturally competent care to clients with cancer</p> <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> a. Common Treatment Modalities <ol style="list-style-type: none"> 1) Surgery 2) Radiation 3) Chemotherapy 4) Immunotherapy 7. Surgical management <ol style="list-style-type: none"> a. Curative b. Palliative c. Prophylactic d. Reconstructive <p>C. Communication</p> <ol style="list-style-type: none"> 1. Client and family education 2. Community resources <p>D. Professionalism</p>	<p>Assigned Readings: Brunner-pp 388-394, 394-437</p>	<p>Reflective journal</p> <p>Clinical performance evaluation</p> <p>Exam questions</p>

		<ul style="list-style-type: none"> 1. Legal-ethical issues 2. Role development 		
1 1/2 hour	<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 the nurse in managing the client undergoing radiation therapy</p>	<ul style="list-style-type: none"> A. Critical Thinking: Nursing process applied to clients receiving treatment for cancer B. Provision of safe, holistic, culturally competent care to clients receiving treatment for Cancer <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 b. Low voltage c. Intraoperative d. Intracavitary implants 3. Immunotherapy C. Communication <ul style="list-style-type: none"> 1. Client and family education 2. Community resources D. Professionalism <ul style="list-style-type: none"> 1. Legal-ethical issues 2. Role development 	<p>Assigned Readings: review previous readings</p> <p>Lecture</p> <p>Discussion</p> <p>NCLEX style questions</p>	<p>Reflective journal</p> <p>Clinical performance evaluation</p> <p>Exam questions</p>
2 hours	Overview of care of clients with cancer of the reproductive system	<ul style="list-style-type: none"> A. Critical Thinking: Nursing process applied to clients with reproductive cancers: ovarian, prostate. B. Provision of safe, holistic, culturally competent care to clients with reproductive cancer. 	<p>Assigned Readings: Brunner-pp 1689-1697, pp 1752-1769</p> <p>Lecture</p>	<p>Reflective journal</p> <p>Clinical performance evaluation</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 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</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 <ul style="list-style-type: none"> Treatment Modalities <ol style="list-style-type: none"> a. Medical b. Surgical c. Pharmacological d. Nutritional 9. Health Promotion/Maintenance Restoration and/or Prevention 10. Nursing management of clients with ovarian cancer <ol style="list-style-type: none"> a. Incidence/Risk factors b. Clinical manifestations c. Assessment and diagnostic findings d. Medical Management <ol style="list-style-type: none"> i. Surgical management ii. Pharmacologic therapy e. Nursing Care 11. Nursing management of clients with prostate cancer <ol style="list-style-type: none"> a. Incidence/Risk factors b. Clinical manifestations c. Assessment and diagnostic findings d. Medical Management <ol style="list-style-type: none"> i. Surgical management ii. Radiation Therapy iii. Hormonal Therapy iv. Other Therapies e. Nursing 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 	<p>Discussion</p> <p>Case Study: Reproductive Cancer</p> <p>Develop a teaching plan for a client with ovarian or prostate cancer</p> <p>Provide nursing care to a client with ovarian or prostate cancer</p>	<p>Exam questions</p>
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	the client with reproductive cancer	2. Role development		
1 1/2 hours	<p>Differentiate among the common diagnostic tests and procedures used to evaluate the client 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>	<p>A. Critical Thinking: Nursing process applied to clients with breast cancer</p> <p>B. Provision of safe, holistic, culturally competent care to clients 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>Assigned Readings: Brunner-pp 1712-1737</p> <p>Lecture</p> <p>Discussion</p> <p>NCLEX style review questions</p>	<p>Reflective journal</p> <p>Clinical performance evaluation</p> <p>Exam questions</p>
1hour	<p>Leukemia</p> <p>Compare and</p>	<p>A. Critical Thinking: Nursing process applied to clients with leukemia</p> <p>B. Provision of safe, holistic, culturally competent care to clients</p>	<p>Assigned Readings: Brunner-pp 1607-1080</p>	<p>Reflective journal</p> <p>Clinical</p>

	<p>contrast myeloid and lymphocytic leukemia</p> <p>Examine the role of the nurse in the care of the client with leukemia</p>	<p>with leukemia</p> <ol style="list-style-type: none"> 1. Age related changes of the hemopoietic or blood forming organs 2. Etiology 3. Pathophysiology <ul style="list-style-type: none"> Classification <ol style="list-style-type: none"> a. Acute Myeloid (AML) b. Chronic Myeloid (CLM) c. Acute Lymphocytic (ALL) d. Chronic Lymphocytic (CLL) 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>NCLEX style review questions</p>	<p>performance evaluation</p> <p>Exam questions</p>
<p>1 hour</p>	<p>Lymphoma</p> <p>Discuss the incidence, etiology, pathophysiology in the 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 	<p>Assigned Readings: Brunner-pp 1080-1084</p> <p>Lecture</p> <p>Discussion</p> <p>Handouts</p>	<p>Reflective journal</p> <p>Clinical performance evaluation</p> <p>Exam questions</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>	<ol style="list-style-type: none"> 3. Pathophysiology: 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 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>1 ½ hours</p>	<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>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 	<p>Assigned Readings: McKinney-ch 48</p> <p>Lecture</p> <p>Discussion</p> <p>Handouts: Developmental challenges related to the treatment of the child with cancer</p>	<p>Reflective journal as appropriate</p> <p>Exam questions</p>

	Examine the collaborative management of the adult or child who is dying	<p>Treatment Modalities</p> <ol style="list-style-type: none"> a. Medical b. Surgical c. Pharmacological therapy d. Nutritional e. Rehabilitative <p>9. 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 		
Exam 3 1 hour		Exam 3		
1 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> <ol style="list-style-type: none"> 1. Sepsis/Septic Shock 2. Other Oncologic Emergencies <ol 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>Assigned Readings: Brunner-pp 437-443</p> <p>NCLEX style review questions</p>	<p>Reflective journal</p> <p>Clinical performance evaluation</p> <p>Exam questions</p>
3 hours	<u>Unit IV: Nursing Care of Clients Experiencing Neurological Disorders</u>	<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>	<p>Assigned Readings: Brunner pp 2152-2158, 2169-2190. Sole-pp 398-405</p> <p>Lecture</p>	<p>Nursing Care Plan</p> <p>Clinical performance evaluation</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 ↑ 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</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 <p>Treatment Modalities</p> <ol style="list-style-type: none"> a. Medical b. Surgical <ol style="list-style-type: none"> i. ventriculostomy ii. Craniotomy (supratentorial, infratentorial, transphenoidal) c. Rehabilitative d. Pharmacological e. Nutritional 12. Health Promotion/Maintenance <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 <ol style="list-style-type: none"> a. end-of-life decisions b. surrogate consent 2. Role development 	<p>Discussion</p> <p>Case Study: ↑ ICP</p> <p>Nursing Skills Laboratory: Sim Man</p> <p>NCLEX style review questions</p> <p>Provide nursing care to a client with a disturbance in neurological function</p>	<p>Neuro assessment validation form</p> <p>Exam questions</p>
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	<p>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 hours</p>	<p>Care of the Client/Patient experiencing a Brain Attack</p> <p>Correlate stroke pathophysiology with its major clinical manifestations and complications.</p> <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</p>	<p>A. Critical Thinking: Nursing process applied to clients experiencing a Brain Attack (CVA, Stroke, Brain Attack)</p> <p>B. Provision of safe, holistic, culturally competent care to clients with Cerebrovascular Disorders.</p> <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 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 c. Rehabilitative d. Pharmacological e. Nutritional 9. Health Promotion/Maintenance 	<p>Assigned Readings: Brunner-2205-2230. Sole-pp 411-421.</p> <p>Lecture</p> <p>Discussion</p> <p>Nursing Skills Laboratory: Sim Man</p> <p>Observational experience with rehabilitation staff</p> <p>Attend a multidisciplinary team meeting</p> <p>Provide nursing care to a client with a stroke</p> <p>Web Site: www.stroke.org</p>	<p>Reflective journal</p> <p>Clinical performance evaluation</p> <p>Exam questions</p>

	<p>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> <p>Determine the role of the family in the client's acute and rehabilitative phases of care</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 hour	<p>Care of the Client experiencing traumatic brain injury</p> <p>Correlate traumatic brain injury pathophysiology with its major clinical manifestations and</p>	<p>A. Critical Thinking: Nursing process applied to clients experiencing a Neurological Trauma.</p> <p>B. Provision of safe, holistic, culturally competent care to clients with a Brain Injury.</p> <ol style="list-style-type: none"> 1. Age related changes of the neurological system 2. Etiology and Risk Factors 3. Pathophysiology 4. Clinical manifestations and complications 	<p>Assigned Readings: Brunner-pp 2233-2250. Sole-pp 406-411</p> <p>Lecture</p> <p>Discussion</p> <p>Case Study: Traumatic Brain Injury/Cerebral Palsy</p>	<p>Reflective journal</p> <p>Clinical performance evaluation</p> <p>Exam questions</p>

	<p>complications.</p> <p>Formulate a holistic, comprehensive care plan for clients across the life-span with a brain injury</p> <p>Differentiate among the common diagnostic tests and procedures used to evaluate the client with a brain injury</p> <p>Compare and contrast the differences of care utilized in clients experiencing a brain injury</p> <p>Discuss evidence based practice when caring for the client with a brain injury</p> <p>Discuss the common risk factors for a brain injury</p> <p>Determine the role of the family in the client's acute and rehabilitative phases of care</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: <ol style="list-style-type: none"> i. cognitive ii. behavioral d. Pharmacological e. Nutritional 9. Health Promotion/Maintenance Restoration and/or Prevention <ol style="list-style-type: none"> i. Multidisciplinary team <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>Provide nursing care to a client with a Brain Injury</p> <p>NCLEX style questions</p> <p>Role play: RN conducting patient/family education on selected deficits with students playing part of RN, patient, family/care provider</p>	
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<p>1 hour</p>	<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, patho-physiology, 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 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: Brunner-2277-2288, pp 2311-2319</p> <p>Lecture</p> <p>Discussion</p> <p>Medication Sheet: Multiple Sclerosis</p>	<p>Reflective journal</p> <p>Clinical performance evaluation</p> <p>Exam questions</p>
	<p>Examine the etiology, pathophysiology, clinical manifestations and collaborative management of the client with Parkinson’s disease.</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> <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations and complications 	<p>Assigned Readings: Brunner-as above</p> <p>Lecture</p> <p>Discussion</p> <p>NCLEX style review questions</p>	<p>Reflective journaling</p> <p>Clinical performance evaluation</p> <p>Exam questions</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"> 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>Web Site: www.parkinson.org</p>	
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>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 	<p>Assigned Readings: Brunner-pp 2250-2266, 2288-2292, 2320-2323</p> <p>Lecture</p> <p>Discussion</p> <p>Web Site: www.nlm.nih.gov/medlineplus www.ct.gov.dph. (review trauma statistics for state and local areas)</p>	<p>Reflective journal</p> <p>Clinical performance evaluation</p> <p>Exam questions</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 needs of the client with a paralyzing disorder.</p> <p>Discuss strategies that will assist clients with paralyzing disorders, and their families to develop psychosocial coping skills.</p>	<ul style="list-style-type: none"> 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> <ul style="list-style-type: none"> a. Medical b. Surgical c. Rehabilitative d. Pharmacological e. Nutritional <ul style="list-style-type: none"> 8. 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 		
On Campus Clinical Lab #2 5 hours	<p>Part B: Response to a Cardiopulmonary Resuscitative Event: The role of the Nurse in Rescue and Resuscitation</p> <p>See attached Laboratory learning experience outline</p>			
1 hour		EXAM #4		
1/2 hour	<p>Examine neurological disorders interfering with developmental progress.</p> <p>Examine the etiology, pathophysiology, clinical manifestations and collaborative management of the</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> <ul 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 	<p>Assigned Readings: Brunner-pp 2270-2277. Sole-pp 424-425.</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>Reflective journal</p> <p>Clinical performance evaluation</p> <p>Exam questions</p>

	<p>client with meningitis</p> <p>Differentiate between bacterial and viral meningitis.</p> <p>Describe primary and tertiary prevention of 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>Treatment Modalities</p> <ol style="list-style-type: none"> a. Medical b. Surgical c. Rehabilitative d. Pharmacological e. Nutritional <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>1 hour</p>	<p>Care of the Client with a Seizure Disorder</p> <p>Describe individuals at risk for seizure development.</p> <p>Classify seizures and their manifestations.</p> <p>Describe the role of the nurse during a</p>	<p>A. Critical Thinking: Nursing process applied to clients experiencing Seizure Disorders</p> <p>B. Provision of safe, holistic, culturally competent care to clients with Seizure Disorders</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 	<p>Assigned Readings: Brunner-2190-2198. Sole-pp 421-424.</p> <p>Web Site: www.seizures.net</p>	<p>Exam questions</p>

	<p>seizure.</p> <p>Develop a holistic plan of care for the pediatric client who has a seizure disorder and his/her family.</p>	<p>Treatment Modalities</p> <ol style="list-style-type: none"> a. Medical b. Surgical c. Rehabilitative d. Pharmacological e. Nutritional <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>2 1/2 hours</p>	<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 client with cerebral palsy</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 8. Health Promotion/Maintenance 	<p>Assigned Readings: McKinney-ch 52. Brunner-pp 2323-2324</p> <p>NCLEX style review questions</p>	<p>Exam questions</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 style="text-align: center;">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 tube defect</p> <p>Discuss the developmental needs of a child with a neural tube defect</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 <p>Treatment modalities</p> <ol style="list-style-type: none"> a. Medical b. Surgical c. Rehabilitative d. Pharmacological e. Nutritional 8. Health Promotion/Maintenance <p>Restoration and/or Prevention</p> <p>C. Communication</p> <ol style="list-style-type: none"> 1. Client and family education 	<p>Assigned Readings: as above</p> <p>Develop teaching plan for parents of child with spina bifida to reduce risk of latex sensitivity/allergy</p> <p>NCLEX style review questions</p>	<p>Exam questions</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>2. Community resources</p> <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>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>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 d. Nutritional 8. Health Promotion/Maintenance Restorative 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 	<p>Assigned Readings: as above</p> <p>Develop teaching plan for parents of child with ventriculoperitoneal shunt</p>	<p>Exam questions</p>

	<p>Discuss the role of the school nurse in facilitating school attendance for the client who has hydrocephalus</p>	<p>2. Role development</p>		
	<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 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</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 d. Pharmacological e. Nutritional 8. Health Promotion/Maintenance <ul style="list-style-type: none"> Restorative 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: as above</p> <p>NCLEX style review questions</p>	<p>Exam questions</p>

	attendance			
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 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>	<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 b. GI c. Oncologic d. Neurologic e. Depressive f. Integumentary g. Endocrine h. Gynecologic i. Gerontological 5. Classification <ol 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 <p>Treatment Modalities</p> <ol 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 <p>C. Communication</p> <ol style="list-style-type: none"> 1. Client and family education 	<p>Assigned Readings: Brunner-pp 1815-1853</p> <p>Lecture</p> <p>Discussion</p> <p>Guest Speaker: HIV/AIDS</p> <p>NCLEX style review questions</p>	<p>Reflective journal</p> <p>Clinical performance evaluation</p> <p>Exam questions</p>

		2. Community resources D. Professionalism 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, Norwalk Community College,
Naugatuck Valley 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 Readings-review Varcarolis ch 15
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 Mileu 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 a 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: • 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 <ol style="list-style-type: none"> 2. Write an example of and a response to: A delusional statement: <ol style="list-style-type: none"> a. grandiose b. paranoid A hallucination: <ol style="list-style-type: none"> a. auditory b. visual 3. Role play: Interacting with the client who is hallucinating <p>Discuss the students' examples and responses.</p>
<ol style="list-style-type: none"> 3. Formulate a nursing care plan for a client in CRISIS who: <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>
<ol style="list-style-type: none"> 4. Discuss assessment of suicide potential in a client using the SAD PERSONS Scale. 5. Identify key nursing assessments for the care of a client who is at risk for suicide or has attempted suicide. 6. List environmental suicide prevention precautions: in the institutional setting and the community setting. 	<p>Overview of SAD PERSONS Scale, application to a case study</p>
<ol style="list-style-type: none"> 7. Identify interventions for a client who is hallucinating, delusional or exhibiting looseness of association 	<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
<p>Upon completion of the Learning Laboratory the student will be able to:</p> <p>Begin six day psychiatric nursing clinical experience at clinical site assigned following clinical orientation</p>	<p>Site/Unit Orientation to Psychiatric Clinical Nursing Rotation</p> <p>3.75 hours/onsite with faculty at clinical facility, day and time at the discretion of college and clinical affiliate personnel</p>

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)
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 Norwalk Community College, Three Rivers Community College*

NUR*203 Nursing Care of Individuals and Families II
On Campus Clinical Laboratory 2

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

Part A. Neurological Assessment of the Adult/Child	
*Associated Validation: Neurological Assessment	
Upon completion of the Learning Laboratory the student will be able to:	Suggested Learning Activities Assigned Readings: Brunner-pp 2143-2152, pp 2160-2169. Sole- pp 371-387. Assessment Video and textbook website supplements.
1. Correlate normal physical assessment findings with the anatomy and physiology of the: *central nervous system *peripheral nervous system	Human Patient Simulator (Sim Man)
2. Explain the rationale for components of a targeted neurological assessment	Neurological Practice Exam with peers
3. Perform selected components of a neurological assessment: a. Mental Status (e.g. orientation to time, place, person; Glasgow Coma Scale) b. Cranial Nerves (e.g. pupillary response, visual fields, extraocular movement, facial sensation/movement/symmetry, swallowing) c. Motor Function (e.g. strength, symmetry, gait, coordination, abnormal flexion/extension postures) d. Sensation (e.g. sharp, dull, vibratory, position sense, stereognosis) e. Reflexes 1. Normal – corneal, deep tendon, gag/swallow 2. Abnormal (adult) – grasp, sucking,	Neurological Practice Exam with peers Develop a plan of care for a client with selected abnormalities in neurological physical assessment findings. *Associated Validation: Neurological Assessment

<p>Babinski, oculocephalic (Doll's eyes), oculovestibular (caloric testing)</p> <p>f. Meningeal Signs (e.g. photophobia, Kernig's sign, Brudzinski's sign)</p>	
<p>4. Explain modifications to the nursing plan of care for a client who demonstrates abnormalities in neurological physical assessment findings.</p>	
<p>5. Describe cognitive and behavioral deficits associated with selected neurological dysfunctions.</p>	<p>Small group work to:</p> <ul style="list-style-type: none"> -explore case scenarios of clients and their families who are affected by cognitive and behavioral dysfunction. -develop specific strategies to support caregivers who are experiencing stress as a result of caring for individuals with selected neurological disorders.
<p>6. Develop strategies to assist clients and their families to cope and adapt to cognitive and behavioral deficits that result from selected neurological disorders.</p>	
<p>7. Develop strategies to assist and support individuals who are affected by physiological and psychological stress associated with caregiver burden.</p>	

Part B. 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
<p>1. Define the role of the nurse in a rescue/rapid response/resuscitative event</p>	<p>Human Patient Simulator (Sim Man)</p> <p>Micro Sim</p> <p>Case Study</p> <p>Self-learning module</p> <p>Discuss the definitive Roles for the nurse: e.g. Recorder/Scribe, CPR, Medication Administration</p> <p>Communication among the team: The SBAR (Situation-Background-Assessment-Recommendation)</p>

	<p>technique</p> <p>Role and Care of the family (psychosocial)</p> <p>SBAR Reference: http://www.ihl.org/IHI/Topics/PatientSafety/SafetyGeneral/Tools/SBARTechniqueforCommunicationASituationalBriefingModel.htm</p>
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	<p>Reference Rapid Response Teams: http://www.ihl.org/IHI/Topics/CriticalCare/IntensiveCare/ImprovementStories/RapidResponseTeamsTheCaseforEarlyIntervention.htm</p> <p>Discussion of appropriate use of resources (teams/personnel) available in healthcare facilities</p> <p>Discussion of progression from a rapid response to a resuscitative event</p>

CH 8/10