

## **CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM**

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

### **NUR\*201: NURSING CARE OF INDIVIDUALS AND FAMILIES I**

#### **Course Prerequisites**

NUR\*102: Family Health Nursing; NUR\*103: Pharmacology for families Across the Life Span;  
PSY\*201: Life Span; SOC\*101: Principles of Sociology

#### **Course Co requisites**

NUR\*202: Pharmacology for Individuals and Families with Intermediate Health Care Needs;  
ENG\*102: English Composition & Literature

#### **Course Components**

Credits	9 credits
Hours	Classroom: 60 hours Clinical: 225 hours

#### **Course Description**

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

#### **Course Objectives**

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

1. Implement principles of holistic care for individuals, families and groups from diverse cultures across the wellness-illness continuum.
2. Analyze multiple variables when implementing the nursing process in the care of individuals, families, and groups from diverse populations across the wellness-illness continuum.
3. Integrate evidence-based practice, quantitative reasoning and technology in providing competent care to individuals, families, and groups with intermediate health problems.
4. Utilize therapeutic communication techniques in providing care to individuals, families, and groups with intermediate health problems.
5. Implement a teaching plan for individuals, families, and groups with learning needs.
6. Integrate respect for human dignity through therapeutic relationships with individuals, families, and colleagues.
7. Function effectively as a member of the health care team.
8. Implement legal and ethical practice standards in providing care to individuals, families and groups with intermediate health problems in diverse health care settings.
9. Evaluate the professional nursing roles within the health care delivery system.

WEEK HOURS	UNIT OBJECTIVES	CONTENT	LEARNING EXPERIENCES	EVALUATION
1 hour	<p><b><u>Unit I: Nursing Care of The Client Experiencing a Problem Resulting in Cardiovascular Dysfunction</u></b></p> <p>Cardiovascular (CV): Summarize the CV changes related to aging</p> <p>Analyze the common cardiac risk factors.</p> <p>Differentiate among the common diagnostic tests and procedures used to evaluate the client with Coronary Artery Disease (CAD)</p>	<p>A. Critical Thinking: Nursing process applied to clients experiencing a disturbance in cardiovascular function.</p> <p>B. Provision of safe, holistic, culturally competent care to clients with cardiovascular dysfunction.</p> <ol style="list-style-type: none"> <li>1. Introduction to cardiac Assessment</li> <li>2. Age related changes</li> <li>3. Risk factors               <ol style="list-style-type: none"> <li>a. Modifiable</li> <li>b. Non-modifiable</li> </ol> </li> <li>4. Diagnostic tests:</li> <li>5. Laboratory findings               <ol style="list-style-type: none"> <li>a. Serum lipids</li> <li>b. Serum enzymes</li> <li>c. Coagulation tests</li> </ol> </li> <li>6. Radiographic findings</li> <li>7. Electrocardiogram</li> <li>8. Exercise electrocardiography</li> <li>9. Nuclear cardiography</li> <li>10. Cardiac catheterization</li> </ol> <p>C. Communication</p> <ol style="list-style-type: none"> <li>1. Client and family education</li> <li>2. Community resources</li> </ol> <p>D. Professionalism</p> <ol style="list-style-type: none"> <li>1. Legal-ethical issues</li> <li>2. Role Development</li> </ol>	<p>Assigned readings Brunner, ch 26, pg 780-815 Blackboard postings Handouts</p> <p>Lecture/Discussion CVD worksheet</p> <p>Assessment of client for risk factors</p> <p>American Heart Association</p> <p>Web Site: <a href="http://www.americanheart.org">www.americanheart.org</a></p>	<p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>CVD worksheet-self evaluation</p>
1 hour	<p>Prepare a teaching plan for a person with primary hypertension</p> <p>Summarize the nursing</p>	<p>A. Critical Thinking: Nursing process applied to clients with hypertension</p> <p>B. Provision of safe, holistic, culturally competent care to clients with hypertension.</p>	<p>Assigned readings Brunner, ch 32, 1021-1034 Lehne, chapter 46 Blackboard postings/articles</p> <p>HTN med worksheet</p>	<p>Clinical performance evaluation</p> <p>Nursing Care Plan</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	LEARNING EXPERIENCES	EVALUATION
	<p>management of the client with hypertension</p> <p>Describe the clinical manifestations and complications of hypertension.</p> <p>Describe strategies for the prevention of primary hypertension.</p>	<p><u>Hypertension</u></p> <ol style="list-style-type: none"> <li>1. Etiology</li> <li>2. Pathophysiology</li> <li>3. Clinical manifestations &amp; complications</li> <li>4. Diagnostic tests and procedures:</li> <li>5. Cultural considerations</li> <li>6. Evidence based theory and principles</li> <li>7. Collaborative management: Treatment modalities:               <ol style="list-style-type: none"> <li>a. Surgery,</li> <li>b. Medical</li> <li>c. Rehabilitative</li> <li>d. Nutrition</li> <li>e. Pharmacological</li> </ol> </li> <li>8. Health Promotion/Maintenance Restoration and/or Prevention</li> </ol> <p>C. Communication</p> <ol style="list-style-type: none"> <li>1. Client and family education</li> <li>2. Community resources</li> </ol> <p>D. Professionalism</p> <ol style="list-style-type: none"> <li>1. Legal-ethical issues</li> <li>2. Role development</li> </ol>	<p>Handouts Lecture/Discussion</p> <p>Group work-Develop a teaching plan for a client with hypertension</p> <p>Provide nursing care to a client with hypertension</p>	<p>HTN med quiz</p> <p>Teaching plan self evaluation</p>
2 hours	<p>Explain the precipitating factors, types, clinical manifestation and collaborative care, including drug therapy of stable and unstable angina.</p>	<p>A. Critical Thinking: Nursing process applied to clients with angina and MI.</p> <p>B. Provision of safe, holistic, culturally competent care to clients with angina and MI</p> <p><u>Angina and MI</u></p> <ol style="list-style-type: none"> <li>1. Etiology</li> </ol>	<p>Assigned readings Brunner, chapter 28 Sole Ch. 12 Blackboard articles Handouts</p> <p>Lecture/discussion Case Study: MI</p>	<p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Clinical observation write up</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	LEARNING EXPERIENCES	EVALUATION
	<p>Compare and contrast angina with an Myocardial Infarction (MI).</p> <p>Describe the clinical manifestations, complications, diagnostic study results, and collaborative care of MI.</p> <p>Utilize the nursing process, formulate holistic plan of care for clients with the diagnosis of angina and MI.</p>	<ol style="list-style-type: none"> <li>2. Pathophysiology</li> <li>3. Clinical manifestations and Complications: cardiogenic shock</li> <li>4. Diagnostic evaluation</li> <li>5. Cultural considerations</li> <li>6. Evidence based theory and principles</li> <li>7. Collaborative management Treatment modalities               <ol style="list-style-type: none"> <li>a. Surgery</li> <li>b. Medical</li> <li>c. Rehabilitative</li> <li>d. Nutrition</li> <li>e. Pharmacological</li> </ol> </li> <li>8. Health Promotion/Maintenance Restoration and/or Preventions</li> </ol> <p>C. Communication</p> <ol style="list-style-type: none"> <li>1. Client and family education</li> <li>2. Community resources</li> </ol> <p>D. Professionalism</p> <ol style="list-style-type: none"> <li>1. Legal-ethical issues</li> <li>2. Role development</li> </ol>	<p>Micro Sim Scenarios- chest pain</p> <p>Observation in a cardiac catheterization lab</p> <p>Provide nursing care to a client with an MI if possible</p>	<p>Case Study self eval</p>
<p><b>On Campus Clinical Lab #1</b> <b>7.5 hours</b></p>	<p><b>Nursing Care of Clients with Central Venous Access Devices, Tracheostomy Tubes</b> <b>See attached Laboratory learning experience outline</b></p>			
<p><b>2 hours</b></p>	<p>Compare and contrast the types of shock</p> <p>Describe the stages of shock</p>	<p>A. Critical Thinking: Nursing process applied to a clients in shock</p> <p>B. Provision of safe, holistic, culturally competent care to a client in shock.</p>	<p>Assigned Readings Brunner, chapter 15 Sole ch 11 Blackboard Postings Lecture</p>	<p>Clinical performance evaluation</p> <p>Nursing Care Plan</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	LEARNING EXPERIENCES	EVALUATION
	<p>Describe the multisystem effects of shock</p> <p>Describe the medical management and nursing care for the client in shock.</p>	<ol style="list-style-type: none"> <li>1. Types of Shock               <ol style="list-style-type: none"> <li>a. Hypovolemic Shock (NUR*102)</li> <li>b. Cardiogenic Shock (NUR*201)</li> <li>c. Circulatory (or Distributive) Shock                   <ol style="list-style-type: none"> <li>i. Septic (NUR*203)</li> <li>ii. Neurogenic NUR*203)</li> <li>iii. Anaphylactic (NUR*102)</li> </ol> </li> </ol> </li> <li>2. Etiology of the various types of shock</li> <li>3. Pathophysiology of the various types of shock</li> <li>4. Stages of Shock               <ol style="list-style-type: none"> <li>a. Compensatory</li> <li>b. Progressive</li> <li>c. Irreversible</li> </ol> </li> <li>5. Clinical manifestations &amp; complications</li> <li>6. Collaborative Management of Shock               <ol style="list-style-type: none"> <li>a. Medical</li> <li>b. Surgical</li> <li>c. Pharmacologic (NUR*103, NUR*202)</li> <li>d. Nursing</li> </ol> </li> <li>C. Communication               <ol style="list-style-type: none"> <li>1. Client and family education</li> <li>2. Community resources</li> </ol> </li> <li>D. Professionalism               <ol style="list-style-type: none"> <li>1. Legal-ethical issues</li> <li>2. Role development</li> </ol> </li> </ol>	<p>Discussion</p> <p>Simulation</p>	
2 hours	Summarize the nursing care of the client experiencing percutaneous coronary	<ol style="list-style-type: none"> <li>A. Critical Thinking: Nursing process applied to clients experiencing PCI and CABG</li> <li>B. Provision of safe, holistic, culturally competent</li> </ol>	<p>Assigned readings Brunner, chapter 28 Sole Ch. 12 Blackboard postings</p>	<p>Clinical performance evaluation</p> <p>Nursing Care Plan</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	LEARNING EXPERIENCES	EVALUATION
	intervention (PCI) and coronary artery bypass graft (CABG)	<p>care to clients experiencing PCI and CABG.</p> <p><u>Surgical Management</u></p> <ol style="list-style-type: none"> <li>1. Types:               <ol style="list-style-type: none"> <li>a. Percutaneous coronary interventions (PCI)                   <ol style="list-style-type: none"> <li>1) Angioplasty</li> <li>2) Stents</li> </ol> </li> <li>b. CABG</li> </ol> </li> <li>2. Common nursing diagnoses</li> <li>3. Cultural considerations</li> <li>4. Client education</li> <li>5. Community resources</li> </ol> <p>C. Communication</p> <ol style="list-style-type: none"> <li>1. Client and family education</li> <li>2. Community resources</li> </ol> <p>D. Professionalism</p> <ol style="list-style-type: none"> <li>1. Legal-ethical issues</li> <li>2. Role development</li> </ol>	<p>Handouts</p> <p>Develop a teaching plan for a client with a CABG</p>	
2 hours	<p>Compare and contrast arterial and venous disease.</p> <p>Describe the common diagnostic test and procedures used to assess the client with peripheral disorders.</p> <p>Discuss evidence based practice related to peripheral vascular diseases.</p>	<p>A. Critical Thinking: Nursing process applied to clients experiencing with vascular disease</p> <p>B. Provision of safe, holistic, culturally competent care to clients with cardiovascular dysfunction.</p> <p><u>Peripheral Disorders</u></p> <ol style="list-style-type: none"> <li>1. Etiology</li> <li>2. Pathophysiology</li> <li>3. Clinical manifestations and complications</li> <li>4. Diagnostic evaluation</li> <li>5. Cultural considerations</li> <li>6. Evidence based theory and Principles</li> <li>7. Collaborative management</li> </ol>	<p>Assigned readings Brunner, chapter 31</p> <p>Blackboard postings Articles, including EBP</p> <p>Discussion</p>	<p>Clinical performance evaluation</p> <p>Nursing Care Plan</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	LEARNING EXPERIENCES	EVALUATION
		<p>Treatment modalities</p> <ol style="list-style-type: none"> <li>a. Surgery</li> <li>b. Medical</li> <li>c. Rehabilitative</li> <li>d. Nutrition</li> <li>e. Pharmacological</li> </ol> <p>8. Health Promotion/Maintenance Restoration and/or Prevention</p> <p>C. Communication</p> <ol style="list-style-type: none"> <li>1. Client and family education</li> <li>2. Community resources</li> </ol> <p>D. Professionalism</p> <ol style="list-style-type: none"> <li>1. Legal-ethical issues</li> <li>2. Role development</li> </ol>		
2 hours	<p>Summarize the pathophysiology, collaborative management and nursing care of the client with heart failure, cardiomyopathy, and valvular disease</p> <p>Examine ethical issues in relation to cardiac transplantation and or code status.</p>	<p>A. Critical Thinking: Nursing process applied to client with heart failure, cardiomyopathy, and valvular disease</p> <p>B. Provision of safe, holistic, culturally competent care to clients with heart failure, cardiomyopathy, and valvular disease</p> <p><u>Heart failure</u></p> <ol style="list-style-type: none"> <li>a. Systolic versus diastolic</li> <li>b. Left Ventricular Failure (LVF) versus Right Ventricular Failure (RVF).</li> </ol> <p><u>Cardiomyopathy</u></p> <ol style="list-style-type: none"> <li>a. Dilated</li> <li>b. Hypertropic</li> <li>c. Restrictive</li> </ol> <p><u>Aortic and mitral valve</u></p> <ol style="list-style-type: none"> <li>a. Stenosis</li> <li>b. Regurgitation</li> </ol> <p>1. Etiology</p>	<p>Assigned readings</p> <p>Sole Chapter 12 p348-361</p> <p>Brunner, chapter 29, 30</p> <p>Sole chapter 4</p> <p>Article</p> <p>Blackboard Discussion Case Study: Heart Failure</p> <p>Group Discussion: Provide nursing care to a client with a disturbance in cardiac function</p> <p>Drug Therapy, Surgical Intervention, Pain Management, Assisting the Family</p>	<p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	LEARNING EXPERIENCES	EVALUATION
		2. Pathophysiology 3. Clinical manifestations & complications 4. Diagnostic tests and procedures: 5. Cultural considerations 6. Evidence based theory and Principles 7. Collaborative management  C. Communication 1. Client and family education 2. Community resources  D. Professionalism 1. Legal-ethical issues 2. Role development		
<b>1 hour</b>	<b>Exam One</b>	<b>Ten Hours Classroom, 7.5 hours Lab Content</b>		
<b>2 hours</b>	Differentiate among the clinical manifestations, medical management and nursing care for clients with dysrhythmias  Analyze elements of an ECG rhythm strip: ventricular and atrial rate, ventricular and atrial rhythm, QRS complex duration and shape, P wave and shape, PR interval, QT interval and P:QRS ratio.  Compare and contrast Normal sinus rhythm with Sinus bradycardia, Sinus	A. Critical Thinking: Nursing process applied to clients experiencing with cardiac dysrhythmia.  B. Provision of safe, holistic, culturally competent care to clients with cardiac dysrhythmia.  <u>Common Dysrhythmias:</u> 1. Types: a. Normal sinus rhythm b. Sinus bradycardia c. Sinus tachycardia d. Premature beats e. Atrial flutter f. Atrial fibrillation g. Ventricular tachycardia h. Ventricular fibrillation i. Heart Blocks {conduction delays} 2. Clinical manifestations 3. Medical management and nursing	Assigned readings Brunner, chapter 27 Sole Ch. 7 Handouts  Case Study: Dysrhythmia  Review Basic EKG strips  Provide nursing care to a client with a cardiac dysrhythmia	Clinical performance evaluation  Nursing Care Plan  Self evaluation of rhythm strip review



WEEK HOURS	UNIT OBJECTIVES	CONTENT	LEARNING EXPERIENCES	EVALUATION
	<p>tachycardia, Premature beats, Atrial flutter, Atrial fibrillation, Ventricular tachycardia, Ventricular fibrillation and asystole.</p> <p>Identify wave forms associated with atrial and ventricular pacing.</p>	<p>interventions</p> <ol style="list-style-type: none"> <li>a. Pharmacological management</li> <li>b. Cardioversion/Defibrillation</li> <li>c. Pacemakers               <ol style="list-style-type: none"> <li>1) Endocardial</li> <li>2) Ventricular demand</li> <li>3) Epicardial</li> </ol> </li> <li>d. Common nursing diagnoses</li> <li>e. Client education</li> <li>f. Home care considerations</li> </ol> <p>C. Communication</p> <ol style="list-style-type: none"> <li>1. Client and family education</li> <li>2. Community resources</li> </ol> <p>D. Professionalism</p> <ol style="list-style-type: none"> <li>1. Legal-ethical issues</li> <li>2. Role development</li> </ol>		
<p><b>1 hour</b></p>	<p>Differentiate between aortic and mitral valve disease in terms of etiology impact on the hearts function, clinical manifestation and treatment.</p> <p>Identify at least three important aspects of patient and family education for clients with cardiac valve disorder.</p> <p>Discuss the nursing management of patients after valve replacement.</p>	<p>A. Critical Thinking: Nursing process applied to clients with a cardiac valve disorder.</p> <p>B. Provision of safe, holistic, culturally competent care to clients with a cardiac valve disorder</p> <p><u>Aortic and Mitral Valve Dysfunction, Heart Transplant</u></p> <ol style="list-style-type: none"> <li>1. Etiology</li> <li>2. Pathophysiology</li> <li>3. Clinical Manifestations</li> <li>4. Diagnostic Evaluation</li> <li>5. Cultural considerations</li> <li>6. Evidence based theory and principles</li> <li>7. Collaborative management           <p>Treatment modalities:</p> <ol style="list-style-type: none"> <li>a. Surgery</li> <li>b. Medical</li> </ol> </li> </ol>	<p>Assigned readings Brunner, chapter 29 Handouts</p> <p>Role Play: Ethics Committee-Code Status</p> <p>Provide nursing care to a client with a disturbance in cardiac function</p>	<p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	LEARNING EXPERIENCES	EVALUATION
		<ul style="list-style-type: none"> <li>c. Rehabilitative</li> <li>d. Nutrition</li> <li>e. Pharmacological</li> </ul> <p>8. Health Promotion/Maintenance Restoration and/or Prevention</p> <p>C. Communication</p> <ul style="list-style-type: none"> <li>1. Client and family education</li> <li>2. Community resources</li> </ul> <p>D. Professionalism</p> <ul style="list-style-type: none"> <li>1. Legal-ethical issues</li> <li>2. Role development</li> </ul>		
1 hour	<p>Differentiate between cyanotic and acyanotic heart disease.</p> <p>Summarize the nursing management of the client with congenital heart disease</p>	<p>A. Critical Thinking: Nursing process applied to clients with congenital heart disease.</p> <p>B. Provision of safe, holistic, culturally competent care to clients with congenital heart disease.</p> <p><u>Congenital Heart Disease</u></p> <ul style="list-style-type: none"> <li>1. Incidence and Classification <ul style="list-style-type: none"> <li>a. Cyanotic and acyanotic defects</li> <li>b. Blood flow patterns</li> </ul> </li> <li>2. Common defects <ul style="list-style-type: none"> <li>a. Tetralogy of Fallot</li> <li>b. Septal defects</li> <li>c. PDA Patent ductus arteriosus</li> </ul> </li> <li>3. Etiology</li> <li>4. Pathophysiology</li> <li>5. Clinical manifestations &amp; complications</li> <li>6. Diagnostic tests and procedures:</li> <li>7 Cultural considerations</li> <li>8. Evidence based theory and principles</li> <li>9. Collaborative management: Treatment modalities:</li> </ul>	<p>Assigned readings: McKinney Chapter 46</p> <p>As posted on blackboard Article</p> <p>Provide nursing care to a client with a disturbance in cardiac function</p> <p><a href="http://www.childrensheart.org">www.childrensheart.org</a>  <a href="http://www.tchin.org">www.tchin.org</a>  <a href="http://www.littlehearts.org">www.littlehearts.org</a>  <a href="http://www.achaheart.org">www.achaheart.org</a>  <a href="http://www.americanheart.org">www.americanheart.org</a></p>	<p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	LEARNING EXPERIENCES	EVALUATION
		<ul style="list-style-type: none"> <li>a. Surgery</li> <li>b. Medical</li> <li>c. Rehabilitative</li> <li>d. Nutrition</li> <li>e. Pharmacological</li> <li>10. Health Promotion/Maintenance / Restoration and/or Prevention</li> </ul> <p>C. Communication</p> <ul style="list-style-type: none"> <li>1. Client and family education</li> <li>2. Community resources</li> </ul> <p>D. Professionalism</p> <ul style="list-style-type: none"> <li>1. Legal-ethical issues</li> <li>2. Role development</li> </ul>		
2 hrs	<p><b><u>Unit II: Nursing care of the client experiencing a disturbance in Respiratory function</u></b></p> <p>Describe the acid-base regulating mechanisms in the body.</p> <p>Differentiate between metabolic and respiratory alkalosis and acidosis.</p> <p>Accurately analyze arterial blood gas values.</p>	<p>A. Critical Thinking: Nursing process applied to clients experiencing disturbance in respiratory function.</p> <p>B. Provision of safe, holistic, culturally competent care to clients with disturbance in respiratory function.</p> <p><u>ABGs/Acid Base Balance</u></p> <ul style="list-style-type: none"> <li>1. Metabolic acidosis</li> <li>2. Metabolic alkalosis</li> <li>3. Respiratory acidosis</li> <li>4. Respiratory alkalosis</li> </ul> <p><u>Ventilator/Tracheostomy</u></p> <p>C. Communication</p> <ul style="list-style-type: none"> <li>1. Client and family education</li> <li>2. Community resources</li> </ul> <p>D. Professionalism</p> <ul style="list-style-type: none"> <li>1. Legal-ethical issues</li> <li>2. Role development</li> </ul>	<p>Assigned readings Brunner Chapter 334-338 Sole pp. 184- 187 Handouts</p> <p>Case Study: ABGs</p> <p>Nursing Skills Lab: ABG Interpretation</p> <p>American Lung Association Web Site: <a href="http://www.lungusa.org">www.lungusa.org</a></p>	<p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	LEARNING EXPERIENCES	EVALUATION
	<p>Compare and contrast the types of pneumonia: etiology, symptomatology, medical and nursing management.</p> <p>Utilizing the nursing process, develop a holistic plan of care for clients across the lifespan with an infectious respiratory disease.</p>	<p>A. Critical Thinking: Nursing process applied to clients experiencing an infectious respiratory disease</p> <p>B. Provision of safe, holistic, culturally competent care to clients with an infectious respiratory disease</p> <p><u>Infectious Respiratory Diseases:</u>  <u>Pneumonia</u></p> <ol style="list-style-type: none"> <li>1. Etiology</li> <li>2. Pathophysiology</li> <li>3. Clinical manifestations &amp; complications</li> <li>4. Diagnostic tests and procedures:</li> <li>5. Cultural considerations</li> <li>6. Evidence based theory and Principles</li> <li>7. Collaborative management:  Treatment modalities: <ol style="list-style-type: none"> <li>a. Surgery</li> <li>b. Medical</li> <li>c. Rehabilitative</li> <li>d. Nutrition</li> <li>e. Pharmacological</li> </ol> </li> <li>8. Health Promotion/Maintenance Restoration and/or Prevention</li> </ol> <p>C. Communication</p> <ol style="list-style-type: none"> <li>1. Client and family education</li> <li>2. Community resources</li> </ol> <p>D. Professionalism</p> <ol style="list-style-type: none"> <li>1. Legal-ethical issues</li> <li>2. Role development</li> </ol>	<p>Assigned Readings  Brunner Ch 23  Handouts</p> <p>Case Study: Pneumonia</p> <p>Provide nursing care to a client with pneumonia</p>	<p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	LEARNING EXPERIENCES	EVALUATION
1 hour	<p>Compare and contrast the common pediatric respiratory disorders: croup syndrome, bronchiolitis/RSV and cystic fibrosis.</p> <p>Outline the etiology, signs and symptoms, medical management and nursing care of pediatric clients with croup, bronchiolitis/RSV, and cystic fibrosis.</p> <p>Utilizing the nursing process, formulate a holistic plan of care for pediatric clients with a diagnosis of croup, bronchiolitis/RSV, and cystic fibrosis.</p>	<p>A. Critical Thinking: Nursing process applied to pediatric clients experiencing respiratory disorders.</p> <p>B. Provision of safe, holistic, culturally competent care to pediatric clients experiencing respiratory disorders</p> <p>Common Pediatric Respiratory Disorders:  <u>Croup Syndromes, Epiglottitis, Acute laryngotracheo-bronchitis, Acute spasmodic laryngitis, Acute Tracheitis, Bronchiolitis/RSV, Cystic Fibrosis</u></p> <ol style="list-style-type: none"> <li>1. Etiology</li> <li>2. Pathophysiology</li> <li>3. Clinical manifestations &amp; complications</li> <li>4. Diagnostic tests and procedures:</li> <li>5. Cultural considerations</li> <li>6. Evidence based theory and principles</li> <li>7. Collaborative management: Treatment modalities: <ol style="list-style-type: none"> <li>a. Surgery</li> <li>b. Medical</li> <li>c. Rehabilitative</li> <li>d. Nutrition</li> <li>e. Pharmacological</li> </ol> </li> <li>8. Health Promotion/Maintenance Restoration and/or Prevention</li> </ol> <p>C. Communication</p> <ol style="list-style-type: none"> <li>1. Client and family education</li> <li>2. Community resources</li> </ol> <p>D. Professionalism</p>	<p>Assigned readings McKinney Ch 45</p> <p>Simulation Experience: Care of a infant with RSV</p> <p>Provide nursing care to a client with a disturbance in respiratory function</p> <p><a href="http://www.cff.org/">http://www.cff.org/</a></p>	<p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	LEARNING EXPERIENCES	EVALUATION
		1. Legal-ethical issues 2. Role development		
2 hours	Utilizing the nursing process, formulate a plan of care for a client with respiratory failure.  Explain the pathophysiology of acute lung injury and acute respiratory distress syndrome	A. Critical Thinking: Nursing process applied to clients experiencing respiratory failure.  B. Provision of safe, holistic, culturally competent care to clients experiencing respiratory failure.  <u>ARDS, Respiratory Failure</u> 1. Etiology 2. Signs and symptoms 3. Collaborative management/Treatment 4. Nursing care  C. Communication 1. Client and family education 2. Community resources  D. Professionalism 1. Legal-ethical issues 2. Role development	Assigned readings Brunner: 678-680, 758-764 And 655-659 Sole: 439-453 And 342 Blackboard articles Handouts  Lecture/discussion  Case Study: ARDS	Clinical performance evaluation  Nursing Care Plan  Self evaluation of case study
	Explain the rationale for the use of chest tubes and underwater seal drainage systems.	A. Critical Thinking: Nursing process applied to clients with chest tubes and drainage systems.  B. Provision of safe, holistic, culturally competent care to clients with chest tubes and drainage systems.  <u>Pneumothorax, Chest Tubes</u> 1. Signs and symptoms 2. Etiology 3. Collaborative management/Treatment 4. Nursing care	Nursing Skills Lab: Chest tubes and underwater seal drainage systems  Microsim: pneumothorax	Clinical performance evaluation  Nursing Care Plan  Concept mapping

WEEK HOURS	UNIT OBJECTIVES	CONTENT	LEARNING EXPERIENCES	EVALUATION
		C. Communication 1. Client and family education 2. Community resources  D. Professionalism 1. Legal-ethical issues 2. Role development		
2 hours	Compare and contrast the pathophysiology and clinical manifestations of chronic bronchitis and emphysema.  Utilizing the nursing process, formulate a plan of care for a client with COPD	A. Critical Thinking: Nursing process applied to clients with chronic obstructive pulmonary disease (COPD).  B. Provision of safe, holistic, culturally competent care to clients with chronic obstructive pulmonary disease (COPD).  <u>COPD: Chronic Bronchitis and Emphysema</u> 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: a. Surgery b. Medical c. Rehabilitative d. Nutrition e. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention  C. Communication 1. Client and family education 2. Community resources	Assigned readings: Brunner Ch 24, 685-708  Handouts  Case Study: COPD  American Lung Association Web Site: <a href="http://www.lungusa.org">www.lungusa.org</a> Better Breathers Club <a href="http://www.lungusa.org/site/c.dvLUK900E/b.23051/">http://www.lungusa.org/site/c.dvLUK900E/b.23051/</a> Global Initiative for Chronic Obstructive Lung Disease <a href="http://www.goldcopd.com/">http://www.goldcopd.com/</a>	Clinical performance evaluation  Nursing Care Plan  Concept mapping

WEEK HOURS	UNIT OBJECTIVES	CONTENT	LEARNING EXPERIENCES	EVALUATION
		D.. Professionalism 1. Legal-ethical issues 2. Role development		
<b>1 hour</b>	<b>Exam Two</b>	<b>Fourteen hours class content</b>		
<b>On Campus Clinical Lab #2 7.5 hours</b>	<b>Nursing Care of Clients with Alterations in Cardiac and Respiratory Function See attached Laboratory learning experience outline</b>			
<b>1 hour</b>	<p>Correlate the predisposing factors and signs and symptoms with the pathophysiology of lung cancer.</p> <p>Outline the medical, surgical and nursing management of lung cancer.</p>	<p>A. Critical Thinking: Nursing process applied to clients with lung cancer.</p> <p>B. Provision of safe, holistic, culturally competent care to clients with lung cancer.</p> <p><u>Lung Cancer</u></p> <ol style="list-style-type: none"> <li>1. Etiology</li> <li>2. Pathophysiology</li> <li>3. Clinical manifestations &amp; Complications</li> <li>4. Diagnostic tests and Procedures</li> <li>5. Cultural considerations</li> <li>6. Evidence based theory and principles</li> <li>7. Collaborative management: Treatment modalities:               <ol style="list-style-type: none"> <li>a. Surgery</li> <li>b. Medical</li> </ol> </li> </ol>	<p>Assigned readings: Brunner, 670-674</p> <p>Handouts</p> <p>Case Study: Lung Cancer</p> <p>Provide nursing care to a client with cancer</p>	<p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>



WEEK HOURS	UNIT OBJECTIVES	CONTENT	LEARNING EXPERIENCES	EVALUATION
		<ul style="list-style-type: none"> <li>c. Rehabilitative</li> <li>d. Nutrition</li> <li>e. Pharmacological</li> </ul> <p>8. Health Promotion/Maintenance Restoration and/or Prevention</p> <p>C. Communication</p> <ul style="list-style-type: none"> <li>1. Client and family education</li> <li>2. Community resources</li> </ul> <p>D. Professionalism</p> <ul style="list-style-type: none"> <li>1. Legal-ethical issues</li> <li>2. Role development</li> </ul>		
1 hour	<p>Outline the medical and nursing care of the client with tuberculosis.</p> <p>Analyze the public health implications of tuberculosis.</p>	<p>A. Critical Thinking: Nursing process applied to clients with tuberculosis.</p> <p>B. Provision of safe, holistic, culturally competent care to clients with tuberculosis.</p> <p><u>Tuberculosis</u></p> <ul style="list-style-type: none"> <li>1. Etiology</li> <li>2. Pathophysiology</li> <li>3. Clinical manifestations &amp; complications</li> <li>4. Diagnostic tests and procedures:</li> <li>5. Cultural considerations</li> <li>6. Evidence based theory and principles</li> <li>7. Collaborative management: Treatment modalities: <ul style="list-style-type: none"> <li>a. Surgery</li> <li>b. Medical</li> <li>c. Rehabilitative</li> <li>d. Nutrition</li> <li>e. Pharmacological</li> </ul> </li> <li>8. Health Promotion/Maintenance</li> </ul>	<p>Assigned Readings: Brunner, 643-650</p> <p>Lecture</p> <p>Case Study: TB</p>	<p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	LEARNING EXPERIENCES	EVALUATION
		<p>Restoration and/or Prevention</p> <p>C. Communication</p> <ol style="list-style-type: none"> <li>1. Client and family education</li> <li>2. Community resources</li> </ol> <p>D. Professionalism</p> <ol style="list-style-type: none"> <li>1. Legal-ethical issues</li> <li>2. Role development</li> </ol>		
1 hr	<p><b><u>Unit III: Nursing Care of Client Experiencing an Autoimmune Disease</u></b></p> <p>Describe the pathophysiology, clinical manifestations and collaborative care of systemic lupus erythematosus</p>	<p>A. Critical Thinking: Nursing process applied to clients experiencing autoimmune disorder.</p> <p>B. Provision of safe, holistic, culturally competent care to clients with a autoimmune disorder</p> <p><u>Lupus Erythematosus</u></p> <ol style="list-style-type: none"> <li>1. Etiology</li> <li>2. Pathophysiology</li> <li>3. Clinical manifestations and complications</li> <li>4. Diagnostic evaluation</li> <li>5. Cultural considerations</li> <li>6. Evidence based theory and principles</li> <li>7. Collaborative management</li> </ol> <p>Treatment modalities:</p> <ol style="list-style-type: none"> <li>a. Surgery</li> <li>b. Medical</li> <li>c. Rehabilitative</li> <li>d. Nutrition</li> <li>e. Pharmacological</li> </ol> <p>8. Health Promotion/Maintenance</p> <p>Restoration and/or Prevention</p> <p>C. Communication</p> <ol style="list-style-type: none"> <li>1. Client and family education</li> </ol>	<p>Assigned readings: Brunner, Ch54 1909-1911, 1796 Selected articles- see Blackboard</p> <p>Case Study: Lupus Erythematosus</p> <p>Provide nursing care to a client experiencing an autoimmune disorder</p>	<p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	LEARNING EXPERIENCES	EVALUATION
		2. Community resources  D. Professionalism 1. Legal-ethical issues 2. Role development		
4 hours	<p><b><u>Unit IV: Nursing care of the client experiencing a disturbance in Endocrine function</u></b></p> <p>Differentiate between Type 1 and Type 2 diabetes mellitus: etiology, manifestations, management, and nursing interventions.</p> <p>Differentiate between hypoglycemia, diabetic ketoacidosis, and hyperosmolar nonketotic syndrome: clinical manifestations, management, and nursing interventions.</p>	A. Critical Thinking: Nursing process applied to clients with Diabetes.  B. Provision of safe, holistic, culturally competent care to clients with Diabetes.  <u>Diabetes Mellitus</u> 1. Etiology 2. Pathophysiology <ol style="list-style-type: none"> <li>a. Classifications               <ol style="list-style-type: none"> <li>i. Type 1</li> <li>ii. Type 2</li> </ol> </li> </ol> 3. Clinical manifestations & complications 4. Diagnostic tests and procedures: 5. Cultural considerations 6. Evidence-based theory & principles 7. Collaborative management: 8. Treatment modalities <ol style="list-style-type: none"> <li>a. Surgery</li> <li>b. Medical</li> <li>c. Rehabilitative</li> <li>d. Nutrition</li> <li>e. Pharmacological</li> </ol> 9. Health Promotion/Maintenance Restoration and/or Prevention  C. Communication <ol style="list-style-type: none"> <li>1. Client and family education</li> <li>2. Community resources</li> </ol>	Assigned readings: Brunner, Ch 41 Sole 605-624  Handouts  Sims Man Scenario: Hypoglycemia or DKA  Nursing Skills Lab: Insulin Administration  MicroSim Computer Program: Diabetes Module  Clinical observation in Diabetes Center  Assess client risk factors  American Diabetes Association  Web Site: <a href="http://www.diabetes.org">www.diabetes.org</a>  Provide nursing care to a client with diabetes mellitus	Clinical performance evaluation  Nursing Care Plan  Concept mapping

WEEK HOURS	UNIT OBJECTIVES	CONTENT	LEARNING EXPERIENCES	EVALUATION
		D. Professionalism <ol style="list-style-type: none"> <li>1. Legal-ethical issues</li> <li>2. Role development</li> </ol>		
2 hours	Compare and contrast hypothyroidism and hyperthyroidism: their clinical manifestations, management, and nursing interventions.	A. Critical Thinking: Nursing process applied to clients experiencing a disturbance in thyroid function  B. Provision of safe, holistic, culturally competent care to clients with disturbance in thyroid function.  <u>Thyroid Disease</u> <ol style="list-style-type: none"> <li>a. Hyperthyroidism</li> <li>b. Hypothyroidism               <ol style="list-style-type: none"> <li>1. Etiology</li> <li>2. Pathophysiology</li> <li>3. Clinical manifestations &amp; complications</li> <li>4. Diagnostic tests and procedures:</li> <li>5. Cultural considerations</li> <li>6. Evidence based theory and principles</li> <li>7. Collaborative management:                   <ul style="list-style-type: none"> <li>Treatment Modalities</li> <li>b. Surgery</li> <li>c. Medical</li> <li>d. Rehabilitative</li> <li>e. Nutrition</li> <li>e. Pharmacological</li> </ul> </li> <li>8. Health Promotion/Maintenance Restoration and/or Prevention</li> </ol> </li> </ol> <li>C. Communication               <ol style="list-style-type: none"> <li>1. Client and family education</li> <li>2. Community resources</li> </ol> </li> <li>D. Professionalism</li>	Assigned readings: Brunner 1452-1470 Sole, 631-641  Handouts  Case Studies: Child Hypothyroidism  Clinical rotation to endocrine clinic  Provide nursing care to a client with a disturbance in endocrine function	Clinical performance evaluation  Nursing Care Plan  Concept mapping

WEEK HOURS	UNIT OBJECTIVES	CONTENT	LEARNING EXPERIENCES	EVALUATION
		<ol style="list-style-type: none"> <li>1. Legal-ethical issues</li> <li>2. Role development</li> </ol>		
2 hours	<p>Compare and contrast hyper-function and hypo-function of the adrenal gland: etiology, manifestations, management, and nursing interventions.</p> <p>Utilizing the nursing process, formulate holistic plans of care for clients across the lifespan with a diagnosis of thyroid, pituitary or adrenal disorders and diabetes mellitus.</p>	<ol style="list-style-type: none"> <li>A. Critical Thinking: Nursing process applied to clients experiencing a disturbance in adrenal function.</li> <li>B. Provision of safe, holistic, culturally competent care to clients with a disturbance in adrenal function.</li> </ol> <p><u>Adrenal and Pituitary Disorders</u></p> <ul style="list-style-type: none"> <li>Hyperpituitarism</li> <li>Hypopituitarism</li> <li>Pituitary tumors</li> <li>Diabetes Insipidus</li> </ul> <ol style="list-style-type: none"> <li>1. Etiology</li> <li>2. Pathophysiology</li> <li>3. Clinical manifestations &amp; complications</li> <li>4. Diagnostic tests and procedures:</li> <li>5. Cultural considerations</li> <li>6. Evidence based theory and principles</li> <li>7. Collaborative management: Treatment modalities               <ol style="list-style-type: none"> <li>a. Surgery</li> <li>b. Medical</li> <li>c. Rehabilitative</li> <li>d. Nutrition</li> <li>e. Pharmacological</li> </ol> </li> <li>8. Health Promotion/Maintenance Restoration and/or Prevention</li> </ol> <ol style="list-style-type: none"> <li>C. Communications               <ol style="list-style-type: none"> <li>1. Client and family education</li> <li>2. Community resources</li> </ol> </li> </ol>	<p>Assigned readings:            Brunner, 1456-1474, 1475-1485            Sole, Sole 624-631, 641-649</p> <p>Handouts</p> <p>Case Study: Diabetes Insipidus</p> <p>Provide nursing care to a client with a disturbance in endocrine function</p>	<p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	LEARNING EXPERIENCES	EVALUATION
		D. Professionalism 1. Legal-ethical issues 2. Role development		
1 hour	Exam Three	<b>Eleven Hours Class content, 7.5 hours lab content</b>		
1 hour	<p><b><u>Unit V: Nursing care of the client experiencing a disturbance in gastrointestinal function</u></b>            Compare and contrast the etiologies, clinical manifestations, management, and nursing interventions for clients experiencing IBS, reflux and cholecystitis.</p> <p>Describe the common diagnostic tests and procedures used to assess the client with IBS, reflux, and/or cholecystitis: procedure, client teaching and prep, nursing implications.</p> <p>Utilizing the nursing process, formulate a holistic plan of care for the client with a gastrointestinal disorder</p>	<p>A. Critical Thinking: Nursing process applied to clients experiencing a disturbance in gastrointestinal function.</p> <p>B. Provision of safe, holistic, culturally competent care to clients experiencing a disturbance in gastrointestinal function.</p> <p><u>IBS, Reflux, Cholecystitis</u></p> <ol style="list-style-type: none"> <li>1. Etiology</li> <li>2. Pathophysiology</li> <li>3. Clinical manifestations complications</li> <li>4. Diagnostic tests and procedures:</li> <li>5. Cultural considerations</li> <li>6. Evidence based theory and principles</li> <li>7. Collaborative management: Treatment modalities:               <ol style="list-style-type: none"> <li>a. Surgery</li> <li>b. Medical</li> <li>c. Rehabilitative</li> <li>d. Nutrition</li> <li>e. Pharmacological</li> </ol> </li> <li>8. Health Promotion/Maintenance Restoration and/or Prevention</li> </ol> <p>C. Communication</p> <ol style="list-style-type: none"> <li>1. Client and family education</li> <li>2. Community resources</li> </ol>	<p>Assigned readings: Brunner, Ch34, Ch35 1165-1166, 1237-1238, Ch40 1345-1358</p> <p>Handouts</p> <p>Case Study: Cholecystitis</p> <p>Provide nursing care to a client with a disturbance in gastrointestinal function</p>	<p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	LEARNING EXPERIENCES	EVALUATION
		D. Professionalism 1. Legal-ethical issues 2. Role development		
2 hours	Explain the common causes, clinical manifestations, collaborative care and nursing management of gastrointestinal bleeding  Utilize the nursing process to formulate holistic plans of care for clients with a diagnoses of peptic ulcer and GI bleeding	A. Critical Thinking: Nursing process applied to clients experiencing ulcer disease and GI bleeding.  B. Provision of safe, holistic, culturally competent care to clients with ulcer disease and GI bleeding.  <u>Peptic Ulcer, GI bleed</u> 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: a. Surgery b. Medical c. Rehabilitative d. Nutrition e. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention  C. Communication 1. Client and family education 2. Community resources  D. Professionalism 1. Legal-ethical issues	Assigned readings: Brunner, Ch 371209-1217 Lehne, Ch 76  Handouts  Peptic Ulcer Jeopardy  Provide nursing care to a client with a disturbance in gastrointestinal function	Clinical performance evaluation  Nursing Care Plan  Concept mapping

WEEK HOURS	UNIT OBJECTIVES	CONTENT	LEARNING EXPERIENCES	EVALUATION
		2. Role development		
2 hours	<p>Describe the etiologies collaborative care and nursing management of clients with bowel obstruction.</p> <p>Describe the clinical manifestations and surgical and nursing management of cancer of the colon.</p> <p>Differentiate among mechanical, neurogenic and vascular bowel obstruction including causes and collaborative care and nursing management.</p>	<p>A. Critical Thinking: Nursing process applied to clients experiencing bowel obstruction and/or cancer of the colon.</p> <p>B. Provision of safe, holistic, culturally competent care to clients with bowel obstruction and/or cancer of the colon.</p> <p><u>Bowel Obstruction and Cancer of Colon</u></p> <ol style="list-style-type: none"> <li>1. Etiology</li> <li>2. Pathophysiology</li> <li>3. Clinical manifestations &amp; complications</li> <li>4. Diagnostic tests and procedures:</li> <li>5. Cultural considerations</li> <li>6. Evidence based theory and principles</li> <li>7. Collaborative management:               <ul style="list-style-type: none"> <li>Treatment modalities:                   <ol style="list-style-type: none"> <li>a. Surgery</li> <li>b. Medical</li> <li>c. Rehabilitative</li> <li>d. Nutrition</li> <li>e. Pharmacological</li> </ol> </li> </ul> </li> <li>8. Health Promotion/Maintenance Restoration and/or Prevention</li> </ol> <p>C. Communication</p> <ol style="list-style-type: none"> <li>1. Client and family education</li> <li>2. Community resources</li> </ol> <p>D. Professionalism</p> <ol style="list-style-type: none"> <li>1. Legal - ethical issues</li> <li>2. Role development</li> </ol>	<p>Assigned readings:            Brunner, Ch 381263-1275            See Blackboard for links to further readings</p> <p>Handouts</p> <p>Case Study: Bowel Obstruction</p> <p>Nursing Skills Lab: TPN, ostomy care</p> <p>Provide nursing care to a client with a disturbance in gastrointestinal cancer</p>	<p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>



WEEK HOURS	UNIT OBJECTIVES	CONTENT	LEARNING EXPERIENCES	EVALUATION
1 hour	Describe the clinical manifestation, collaborative management of diverticulitis and pancreatitis.	<p>A. Critical Thinking: Nursing process applied to clients experiencing diverticulitis and pancreatitis.</p> <p>B. Provision of safe, holistic, culturally competent care to clients with diverticulitis and pancreatitis.</p> <p><u>Diverticulitis, Pancreatitis</u></p> <ol style="list-style-type: none"> <li>1. Etiology</li> <li>2. Pathophysiology</li> <li>3. Clinical manifestations &amp; complications</li> <li>4. Diagnostic tests and procedures:</li> <li>5. Cultural considerations</li> <li>6. Evidence based theory and principles</li> <li>7. Collaborative management: Treatment modalities:               <ol style="list-style-type: none"> <li>a. Surgery</li> <li>b. Medical</li> <li>c. Rehabilitative</li> <li>d. Nutrition</li> <li>e. Pharmacological</li> </ol> </li> <li>8. Health Promotion/Maintenance Restoration and/or Prevention</li> </ol> <p>C. Communication</p> <ol style="list-style-type: none"> <li>1. Client and family education</li> <li>2. Community resources</li> </ol> <p>D. Professionalism</p> <ol style="list-style-type: none"> <li>1. Legal-ethical issues</li> <li>2. Role development</li> </ol>	<p>Assigned readings</p> <p>Handouts</p> <p>Guest Panel: Dietitian, Client</p> <p>Provide nursing care to a client with a disturbance in gastrointestinal function</p>	<p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>
1 hour	Compare and contrast ulcerative colitis and	A. Critical Thinking: Nursing process applied to clients with Crohn's disease, celiac disease and	Assigned readings: Brunner, Ch 38 1247-1263	Clinical performance evaluation

WEEK HOURS	UNIT OBJECTIVES	CONTENT	LEARNING EXPERIENCES	EVALUATION
	<p>Crohn's disease, including pathophysiology, clinical manifestations, complications, collaborative care and nursing management.</p> <p>Explain the anatomic and physiologic changes that result from a sigmoid colostomy, a transverse colostomy and an ileostomy</p> <p>Describe Celiac disease and appropriate medical and nursing management.</p>	<p>ulcerative colitis.</p> <p>B. Provision of safe, holistic, culturally competent care to clients with Crohn's disease, celiac disease and ulcerative colitis.</p> <p><u>Crohn's Disease, Ulcerative Colitis, Celiac Disease</u></p> <ol style="list-style-type: none"> <li>1. Etiology</li> <li>2. Pathophysiology</li> <li>3. Clinical manifestations &amp; complications</li> <li>4. Diagnostic tests and procedures:</li> <li>5. Cultural considerations</li> <li>6. Evidence based theory and principles</li> <li>7. Collaborative management: Treatment modalities:               <ol style="list-style-type: none"> <li>a. Surgery</li> <li>b. Medical</li> <li>c. Rehabilitative</li> <li>d. Nutrition</li> <li>e. Pharmacological</li> </ol> </li> <li>8. Health Promotion/Maintenance Restoration and/or Prevention</li> </ol> <p>C. Communication</p> <ol style="list-style-type: none"> <li>1. Client and family education</li> <li>2. Community resources</li> </ol> <p>D. Professionalism</p> <ol style="list-style-type: none"> <li>1. Legal-ethical issues</li> <li>2. Role development</li> </ol>	<p>Handouts</p> <p>Case Study: Ulcerative Colitis</p> <p>Provide nursing care to a client with a disturbance in gastrointestinal function</p>	<p>Nursing Care Plan</p> <p>Concept mapping</p>
<p><b>On Campus Clinical</b></p>	<p><b>Nursing Care of Clients with</b></p>			

WEEK HOURS	UNIT OBJECTIVES	CONTENT	LEARNING EXPERIENCES	EVALUATION
<b>Lab #3</b> <b>7.5</b> <b>hours</b>	<b>Alterations in Gastrointestinal Function; Diabetic Ketoacidosis; Titration</b> <b>See attached Laboratory learning experience outline</b>			
<b>2 hours</b>	<p>Explain the etiology, patho-physiology, clinical manifestations, complications and collaborative care of the patient with cirrhosis of the liver.</p> <p>Utilize the nursing process to develop a holistic plan of care for clients with cirrhosis.</p>	<p>A. Critical Thinking: Nursing process applied to clients with cirrhosis of the liver.</p> <p>B. Provision of safe, holistic, culturally competent care to clients with cirrhosis of the liver.</p> <p><u>Liver: Cirrhosis, Portal Hypertension, Esophageal Varices, Liver Failure</u></p> <ol style="list-style-type: none"> <li>1. Etiology</li> <li>2. Pathophysiology</li> <li>3. Clinical manifestations &amp; complications</li> <li>4. Diagnostic tests and procedures:</li> <li>5. Cultural considerations</li> <li>6. Evidence based theory and principles</li> <li>7. Collaborative management: Treatment modalities: <ol style="list-style-type: none"> <li>a. Surgery</li> <li>b. Medical</li> <li>c. Rehabilitative</li> <li>d. Nutrition</li> <li>e. Pharmacological</li> </ol> </li> <li>8. Health Promotion/Maintenance Restoration and/or Prevention</li> </ol>	<p>Assigned readings:  Brunner Ch 39  Sole Chapter 17 p 591-603  See Blackboard for further readings/assignments</p> <p>Handouts</p> <p>American Liver Association</p> <p>Web Site:  <a href="http://www.liverfoundation.org">www.liverfoundation.org</a></p> <p>Provide nursing care to a client with a disturbance in liver function</p>	<p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	LEARNING EXPERIENCES	EVALUATION
		C. Communication 1. Client and family education. 2. Community resources  D. Professionalism 1. Legal-ethical issues 2. Role development		
1 hour	Compare and contrast the etiologies, clinical manifestations, management and nursing interventions for common types of hepatitis (A, B, C, D, & E)	A. Critical Thinking: Nursing process applied to clients with Hepatitis.  B. Provision of safe, holistic, culturally competent care to clients with Hepatitis.  <u>Hepatitis</u> 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: a. Surgery b. Medical c. Rehabilitative d. Nutrition e. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention  C. Communication 1. Client and family education 2. Community resources  D. Professionalism	Assigned readings: Brunner Ch 39 Sole Chapter 17 p 591-603  See blackboard for further readings  Handouts  Case Study: Hepatitis  Provide nursing care to a client with a disturbance in liver function	Clinical performance evaluation  Nursing Care Plan  Concept mapping

WEEK HOURS	UNIT OBJECTIVES	CONTENT	LEARNING EXPERIENCES	EVALUATION
		<ol style="list-style-type: none"> <li>1. Legal-ethical issues</li> <li>2. Role development</li> </ol>		
1 hr	Exam Four	<b>Ten hours class content, 7.5 hours lab content</b>		
2 hours	<p><b><u>Unit VI: Nursing Care of The Client Who Is a Victim of Bioterrorism</u></b></p> <p>Identify individual illness / injuries and emerging patterns resulting from exposure to biologic, chemical or radiologic agents.</p> <p>Describe isolation precautions necessary for bioterrorism agents.</p> <p>Develop a plan of care for a client experiencing physical and psychological effects after a terrorist attack.</p> <p>Compare and contrast emergency care and nursing implications for clients exposed to biological, chemical and radiologic agents.</p> <p>Evaluate different levels of personal protection and decontamination procedures in bioterrorism incidents.</p>	<p>A. Critical Thinking: Nursing process applied to clients who are victims of Bioterrorism.</p> <p>B. Provision of safe, holistic, culturally competent care to clients with who are victims of Bioterrorism.</p> <p>Weapons of Terror: Biological, Chemical and Radiation:</p> <ol style="list-style-type: none"> <li>1. Characteristics and effects</li> <li>2. Personal Protection and Decontamination</li> <li>3. Isolation Precautions</li> <li>4. Treatment Procedures</li> <li>5. Nursing Implications and Long-term Injuries</li> </ol> <p>C. Communication</p> <ol style="list-style-type: none"> <li>1. Client and family education</li> <li>2. Community resources</li> </ol> <p>D. Professionalism</p> <ol style="list-style-type: none"> <li>1. Legal-ethical issues</li> <li>2. Role development</li> </ol>	<p>Assigned readings: Brunner Ch 72</p> <p>Handouts</p> <p>Case Study: Anthrax</p> <p>Informative WebSites:</p> <p>CT Dept of Public Health: <a href="http://www.ct.gov/dph/taxonomy/ct_taxonomy.asp?DLN=46945&amp;dphNav=46945">http://www.ct.gov/dph/taxonomy/ct_taxonomy.asp?DLN=46945&amp;dphNav=46945</a></p> <p>Center for Disease Control (CDC): <a href="http://www.bt.cdc.gov/">www.bt.cdc.gov/</a></p> <p><a href="http://www.bt.cdc.gov/masscasualties">http://www.bt.cdc.gov/masscasualties</a></p> <p>Others: <a href="http://www.ready.gov/america/index.html">www.ready.gov/america/index.html</a></p> <p><a href="http://www.nursingworld.org/MainMenuCategories/HealthcareandPolicyIssues/DPR/Education.aspx">http://www.nursingworld.org/MainMenuCategories/HealthcareandPolicyIssues/DPR/Education.aspx</a></p> <p><a href="http://www.nursing.vanderbilt.edu/incmce/competencies.html">http://www.nursing.vanderbilt.edu/incmce/competencies.html</a></p>	<p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	LEARNING EXPERIENCES	EVALUATION
2hours	<p><b><u>Unit VII: Nursing Care of Unit The Client Experiencing a Psychiatric-Mental Health Disorder</u></b></p> <p>Compare and contrast the symptoms of the different forms of thought disorders across the lifespan.</p> <p>Correlate recommended treatment modalities with the major types of thought disorders.</p> <p>Describe appropriate nursing interventions for behaviors associated with thought disorders.</p>	<p>A. Critical Thinking: Nursing process applied to clients with thought disorders.</p> <p>B. Provision of safe, holistic, culturally competent care to clients with thought disorders.</p> <p><u>Thought Disorders: Schizophrenia</u></p> <ol style="list-style-type: none"> <li>1. Etiology</li> <li>2. Pathophysiology</li> <li>3. Clinical manifestations and complications</li> <li>4. Diagnostic evaluation DSM IV</li> <li>5. Cultural considerations</li> <li>6. Evidence based theory and Principles</li> <li>7. Collaborative management Treatment modalities               <ol style="list-style-type: none"> <li>a. Surgery</li> <li>b. Medical</li> <li>c. Rehabilitative</li> <li>d. Nutrition</li> <li>e. Pharmacological</li> </ol> </li> <li>8. Health Promotion/Maintenance Restoration and/or Prevention</li> </ol> <p>C. Communication</p> <ol style="list-style-type: none"> <li>1. Client and family education</li> <li>2. Community resources</li> </ol> <p>D. Professionalism</p> <ol style="list-style-type: none"> <li>1. Legal-ethical issues</li> <li>2. Role development</li> </ol>	<p>Nurse-Client Communication Skills:</p> <ol style="list-style-type: none"> <li>a. Thought Disorders</li> </ol> <p>Assigned readings: Varcrolis, Chapter 15 and 30 in the 6<sup>th</sup> edition or Chapter 20 and 28 in the 5<sup>th</sup> edition</p> <p>Handouts</p> <p>Handouts</p> <p>See movie “A Beautiful Mind”</p> <p>Provide nursing care to a client experiencing thought disorders</p>	<p>Examination</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>
2 hours	<p><b><u>Pediatric Psychiatric Conditions</u></b></p> <p>Describe predisposing factors placing children and adolescents at risk for psychiatric disorders.</p>	<p>A. Critical Thinking: Nursing process applied to pediatric psychiatric clients.</p> <p>B. Provision of safe, holistic, culturally competent care to pediatric psychiatric client and their family.</p> <ol style="list-style-type: none"> <li>1. Predisposing Risk Factors</li> </ol>	<p>Assigned Readings</p> <p>Lecture</p> <p>Discussion</p>	<p>Examination</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	LEARNING EXPERIENCES	EVALUATION
	<p>Identify psychiatric disorders usually first diagnosed in childhood or adolescence.</p> <p>Describe a holistic assessment of a child/ adolescent with a psychiatric illness</p> <p>List nursing diagnoses appropriate to the child/ adolescent with a psychiatric illness</p> <p>Utilize assessment data in the planning of interventions and treatment goals.</p> <p>Describe treatment modalities relevant to selected disorders of childhood and adolescence</p>	<ol style="list-style-type: none"> <li>a. Genetic</li> <li>b. Biochemical</li> <li>c. Pre/Postnatal</li> <li>d. Temperament</li> <li>e. Developmental</li> <li>f. Social/Environmental</li> <li>g. Cultural/Ethnic</li> </ol> <ol style="list-style-type: none"> <li>2. Resilience Assessment           <ol style="list-style-type: none"> <li>a. Mental Health vs. Mental Illness</li> <li>b. Data Collection</li> <li>c. Assessment Data               <ol style="list-style-type: none"> <li>1. Developmental Assessment</li> <li>2. Physical Assessment</li> <li>3. Psychosocial Assessment                   <ol style="list-style-type: none"> <li>i. Family</li> <li>ii. Other Support Systems</li> </ol> </li> <li>4. Mental Status Assessment</li> <li>5. Psychopathology</li> <li>6. Suicide Risk</li> <li>7. Cultural Influences</li> </ol> </li> </ol> </li> <li>3. Health Promotion/Maintenance Restoration and/or Prevention</li> </ol> <p><u>Childhood Psychiatric Conditions: Pervasive Developmental Disorders (i.e. Autism Spectrum, Rett Syndrome, Child Disintegrative Disorder), Attention-Deficit and Disruptive Behavior Disorders, Anxiety Disorders, Mood Disorders, Tourette's Disorder, Adjustment Disorders, Eating Disorders, Substance Abuse</u></p> <ol style="list-style-type: none"> <li>C. Planning/Communication           <ol style="list-style-type: none"> <li>1. Client and family education</li> </ol> </li> </ol>		

WEEK HOURS	UNIT OBJECTIVES	CONTENT	LEARNING EXPERIENCES	EVALUATION
		2. Community resources 3. Planning out comes 4. Interventions <ul style="list-style-type: none"> <li>a. Family Therapy</li> <li>b. Milieu Therapy</li> <li>c. Activities of Daily Living Behavior Modification</li> <li>d. Removal and Restraint</li> <li>e. Cognitive Behavioral Therapy</li> <li>f. Play Therapy</li> <li>g. Art Therapy</li> <li>h. Group Therapy</li> <li>i. Psychopharmacology</li> </ul> D. Professionalism <ul style="list-style-type: none"> <li>1. Legal-ethical issues</li> <li>Role Developme</li> </ul>		
<b>On Campus Clinical Lab #4</b> <b>7.5 hours</b>	<b>Nursing Care of Clients with Alterations in Mental Health</b> <b>See attached Laboratory learning experience outline</b>			
<b>3 hours</b>	Articulate the types, manifestations, physiological effects and psychological effects of substance abuse.  Outline effective techniques of therapeutic management of substance	A. Critical Thinking: Nursing process applied to clients with substance abuse.  B. Provision of safe, holistic, culturally competent care to clients with substance abuse.  <u>Substance Abuse:</u> ETOH,Narcotic/Stimulant abuse, Withdrawal and Detoxification	Assigned readings: Varcarolis, Chapter 18 in the 6 <sup>th</sup> edition or Chapter 27 in the 5 <sup>th</sup> edition. Brunner, Chapter 71 pp 2544-2550.  Nurse-Client Communication Skills: a. Mood Disorders b. Substance Abuse	Clinical performance evaluation  Nursing Care Plan  Concept mapping



WEEK HOURS	UNIT OBJECTIVES	CONTENT	LEARNING EXPERIENCES	EVALUATION
	abuse.  Utilizing the nursing process, formulate a holistic plan of care for the client with a mood disorder, thought disorder, or substance abuse	<ol style="list-style-type: none"> <li>1. Etiology</li> <li>2. Pathophysiology</li> <li>3. Clinical manifestations and complications</li> <li>4. Diagnostic evaluation</li> <li>5. Cultural considerations</li> <li>6. Evidence based theory and principles</li> <li>7. Collaborative management/ Treatment modalities:               <ol style="list-style-type: none"> <li>a. Medical</li> <li>b. Rehabilitative</li> <li>c. Nutrition</li> <li>d. Pharmacological</li> </ol> </li> <li>8. Health Promotion/Maintenance Restoration and/or Prevention</li> </ol> <p>A. Communication</p> <ol style="list-style-type: none"> <li>1. Client and family education</li> <li>2. Community resources</li> </ol> <p>D. Professionalism</p> <ol style="list-style-type: none"> <li>1. Legal-ethical issues</li> <li>2. Role development</li> </ol>	Handouts  Attend an Ala-teen or Alaon Meeting  Attend an AA Opening Meeting  Guest Speaker: AA Association	
<b>1 hour</b>	<b>Exam Five</b>			
<b>Finals week 2 hours</b>	<b>Final Examination</b>	<b>Final Examination is cumulative</b>		

**CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)**

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

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

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

<b>Part B: Nursing Care of Clients with Tracheostomy Tubes</b>	
<b>Learning Objectives</b> Upon completion of the Learning Laboratory the student will be able to:	<b>Suggested learning activities</b>
1. Discuss the rationale for the use of a tracheostomy tube.	Use Human Patient Simulator (Sim Man) for return demonstrations of: suctioning, dressing change and stoma care  Micro Sim  Critical Thinking Exercise on Care of the Client with a Tracheostomy  Power Point on Tracheostomy  Small group work-develop a concept map/care plan for the client with a Tracheostomy.
2. Differentiate between the various types of tracheostomy tubes.	
3. Describe measures to support oxygenation during the suctioning procedure.	
4. Demonstrate the correct procedure utilizing best practices when: <ul style="list-style-type: none"> <li>a. suctioning through a tracheostomy tube</li> <li>b. changing a disposable inner cannula (more common, contemporary technique/equipment)</li> <li>c. cleansing and replacing a reusable inner cannula (less common, older technique/equipment)</li> <li>d. performing stoma care</li> <li>e. performing a dressing change</li> </ul>	
5. Prioritize nursing care needs for the client with a tracheostomy	
6. Discuss five alternate ways to communicate with a client with a tracheostomy.	
7. List six best practices for preventing aspiration during swallowing.	
8. Develop a community based teaching plan for the client with a tracheostomy living at home.	
9. <b>Validation: Nursing Care of Clients with Tracheostomy Tubes.</b> Process and times for skill validation to be arranged by college faculty	

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

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

<b>Part A: Nursing Care of Clients with Alterations in Respiratory Status across the lifespan</b>	
<b>Learning Objectives</b>	<b>Suggested learning activities</b>
Upon completion of the Learning Laboratory the student will be able to:	
1. Identify physical assessment findings associated with alterations in respiratory status in clients across the lifespan	Case Studies
2. Explain acid base status and buffering systems in clients.	Small group work to develop a nursing care plan for a client with:
3. Identify key assessments when caring for a client requiring arterial blood gas (ABG) monitoring.	<ul style="list-style-type: none"> <li>• Acid base imbalance</li> </ul>
4. Identify key assessments when collecting a specimen from a client requiring ABG monitoring.	Self-learning module: ABG Interpretation “-A Step By Step Approach”
5. Describe specific specimen handling techniques.	Small group work: interpretation of ABG’s exercise
6. Describe complications associated with blood gas monitoring.	
7. Interpret arterial blood gas measurements.	Selected A/V and computer materials:
8. Demonstrate care of the client with a tracheostomy (validation)	Readings: 1. Brunner, <u>Textbook of Medical Surgical Nursing</u> , Chapter14, pp301-340.  2. Kozier & Erb, <u>Fundamentals of Nursing</u> , Ch52, pp 1421-1453.

<b>Part B: Nursing care of clients with chest drainage systems</b>	
<b>Learning Objectives</b> Upon completion of the Learning Laboratory the student will be able to:	<b>Suggested learning activities</b>
1. Describe the parts of a chest drainage system.	Human Patient Simulator (Sim Man)
2. Differentiate between chest drains and chest tubes.	Case Studies
3. State the role of the nurse in caring for a client with chest tubes, chest drainage system.	Small group work to develop a nursing care plan for a clients with chest drainage systems
4. Discuss nursing considerations for monitoring a client with chest tubes/chest drainage.	
5. List the potential complications of clients with chest tubes.	Self-learning module
6. Describe the types of chest drainage systems: traditional water seal, dry suction water seal, dry suction.	Critical Thinking Scenarios- Client with a Chest Tube  Selected A/V and computer materials  Role Play  Readings: Brunner, <u>Textbook of Medical Surgical Nursing, Chapter 25, pp758-764.</u>  Kozier & Erb <u>Fundamental of Nursing, Chapter __pp__</u>

<b>Part C: Nursing Care of Clients with Alterations in cardiovascular status across the lifespan</b>	
<b>Learning Objectives</b> Upon completion of the Learning Laboratory the student will be able to:	<b>Suggested learning activities</b>
1. Identify physical assessment findings associated with alterations in cardiovascular status in clients across the lifespan	Human Patient Simulator (Sim Man)  Micro Sim
2. Delineate pertinent cardiac physical assessment findings in clients with dysrhythmias: <ul style="list-style-type: none"> <li>• tachycardia (ST and VT strips);</li> <li>• irregularly irregular pulse (Atrial fibrillation strip);</li> <li>• regularly irregular pulse (Atrial flutter strip);</li> <li>• Ventricular Fibrillation or Asystole</li> </ul>	Case Study  Self-learning module  Hands on analysis of a variety of ECG rhythm strips
3. Provide holistic nursing care for clients requiring cardiac monitoring <ol style="list-style-type: none"> <li>a. Demonstrate the steps required to initiate and continue cardiac monitoring</li> </ol>	
4. Analyze elements of an ECG rhythm strip: ventricular and atrial rate, ventricular and atrial rhythm, QRS complex duration and shape, P wave and shape, PR interval, QT interval and P:QRS ratio.	
5. Compare and contrast Normal sinus rhythm with sinus bradycardia, sinus tachycardia, premature beats, atrial flutter, atrial fibrillation, ventricular tachycardia, ventricular fibrillation and asystole.	
6. Identify wave forms associated with atrial and ventricular pacing.	

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

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

<b>Part A: Nursing Care of Clients with alterations in Gastrointestinal Function</b>	
<b>Learning Objectives</b> Upon completion of the Learning Laboratory the student will be able to:	<b>Suggested learning activities</b>
<ol style="list-style-type: none"> <li>1. Compare and contrast PPN, TPN and enteral feedings with respect to:               <ol style="list-style-type: none"> <li>a. indications for use</li> <li>b. differences in solutions,</li> <li>c. delivery</li> <li>d. complications</li> <li>e. Patient Safety issues such as:                   <ol style="list-style-type: none"> <li>i. Rights of Administration</li> <li>ii. Correlation of lab results with administration</li> </ol> </li> </ol> </li> </ol>	<p><b>READINGS:</b></p> <p>Demonstration/hands on setups of TPN/PPN, including documentation examples</p> <p>Guest Speaker from Ostomy Patient Support group</p> <p>Wound models and skin care products (instructor made clay/cardboard or commercially available)</p> <p>Critical Thinking Scenarios: GI bleed, Bowel obstruction</p>
<ol style="list-style-type: none"> <li>2. Discuss the care of peristomal skin</li> </ol>	
<ol style="list-style-type: none"> <li>3. Demonstrate use of products for preventing or managing common peristomal skin conditions.</li> </ol>	
<ol style="list-style-type: none"> <li>4. Demonstrate the use of products for the management of ostomies</li> </ol>	

<b>Part B: Nursing Care of Clients with Diabetic ketoacidosis (DKA)</b>	
<b>Learning Objectives</b> Upon completion of the Learning Laboratory the student will be able to:	<b>Suggested learning activities</b>
1. Describe the nursing management of the client with Diabetic Ketoacidosis (DKA)	Readings
2. Apply skills of medication titration to the management of a client with DKA	Use of Human Patient Simulator (Sim Man)  Micro Sim  Critical Thinking Exercise on Care of the Client with DKA  Power Point on DKA  Hands on demonstration of titration of applicable drugs for DKA



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

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

<b>Nursing Care of Clients with alterations in Mental Health Part A (7.5 hours)</b>	
<b>Learning Objectives</b> Upon completion of the Learning Laboratory the student will be able to:	<b>Suggested Learning Activities</b>
1. Identify the goals and functions of a therapeutic relationship with a client in the psychiatric health care setting.	Case Study: facilitate communication, problem solving, coping and self care
2. Demonstrate effective therapeutic communication skills with the client with a psychiatric disorder.	Role Play: Review of effective communication skills with the psychiatric client <ul style="list-style-type: none"> <li>• Consistent focus on the client's problem and needs</li> </ul> Boundary clarification in psychiatric unit setting
3. Review the use of the process recording in the psychiatric setting in preparation for clinical experience in psychiatric nursing in NUR 203: <ul style="list-style-type: none"> <li>▪ purpose</li> <li>▪ essential elements of a process recording</li> </ul>	Provide an overview of expectations/ rubric for CLEW Process Recordings in NUR*203  In small groups, utilizing a case study and role playing, work with the CT-CCNP CLEW Process Recording Form to record an example of an effective interaction with a client with substance abuse
4. Discuss key assessments for an individual withdrawing from alcohol or other substances	Utilizing a Case Study assess a client using the CIWA or COW or other scale
5. Develop an approach to the nursing care for a client with a Substance abuse disorder	Small group work : develop a concept map, nursing care plan and/or narrative nurse's note based on a case study for a client with Substance Abuse  Complete a reflective journal related to cultural beliefs on the use of alcohol/substance abuse  Attend an Alcoholic Anonymous (AA) or Narcotics Anonymous (NA) meeting and complete a reflective journal based on reactions
6. Explore and dispel myths and	Selected A/V and computerized/self learning

<p>misconceptions related to mental illness/ substance abuse and the mentally ill in historical and contemporary society.</p>	<p>materials (i.e. Hearing Voices CD and exercises)</p> <p>Speaker/Presentation from the National Alliance on Mental Illness (NAMI)</p> <p>Presentation by the Second Step Players</p>
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