

**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.

### **Faculty / Staff Availability**

Students are encouraged to seek clarification with the course coordinator as needed. Students are also encouraged to seek advisement with faculty as needed. Scheduled faculty office hours are posted outside faculty offices. Students may also meet with faculty by appointment. All faculty look forward to your success. Please utilize your time wisely.

#### **Faculty:**

##### **Full Time:**

Nancy Scrivano M.S.N., R.N.  
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Office C246

#### **Adjunct Faculty**

Linda Moscaritolo, M.S.N., R.N.  
Laurie Matney M.S.N., R.N.  
Paula Sullivan B.S.N., R.N.

### **Study Groups**

Students are encouraged to form study groups which can meet in the lab or at the groups' mutual location choice. Tutors within the nursing lab are available also during posted hours of the Nursing Laboratory. Students are encouraged to be proactive in their learning and seek help independently.

The Nursing Lab and Nursing Tutors are in place to promote success and retention. Students are encouraged to utilize these independent opportunities weekly.

**Methods of Instruction**

Teaching modalities include lecture, power point, and case studies. Computerized programmed instruction and interactive learning tools are also used. Blackboard Vista is used as the learning management tool.

**Required Textbooks: (textbooks are used in subsequent courses)**

Textbooks from all previous courses and

Sole, Lamborn and Hartshorn, Introduction to Critical Care Nursing, 5th edition, Saunders, 2008

Dillon, Patricia, Nursing Health Assessment: Clinical Pocket Guide, F. A. Davis.

**Nursing Student Handbook**

The Connecticut Community College Nursing Program (CT-CCNP) Nursing Student Handbook contains the program specific policies and procedures in effect for academic year 2009-2010. It is the student's responsibility to be familiar with the content in the Nursing Student Handbook. The student will be held accountable for meeting the expectations outlined in the Nursing Student Handbook, College Catalog, and College Student Handbook. The CT-CCNP reserves the right to modify any information contained in the Nursing Student Handbook. Officially approved changes will be made known to students through a Nursing Student Handbook Addendum.

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
<p><b>Week 1</b> <b>1 hour</b></p>	<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 <b>Sole, Intro to CC Ch. 12</b> <b>Brunner M/S Nurs Ch. 28</b></p> <p>Incorporate preventive health practices in a teaching plan for a client with CAD</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>Concept mapping</p>
<p><b>Week 1</b> <b>1 hour</b></p>	<p>Prepare a teaching plan for a person with primary hypertension</p> <p>Summarize the nursing management of the client</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 <b>Sole, Intro to CC Ch. 12</b> <b>Brunner M/S Nurs Ch. 28</b></p> <p>Handouts</p>	<p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>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>Case Study: Hypertension</p> <p>Develop a teaching plan for a client with hypertension</p> <p>Service Learning: Clinics</p> <p>Provide nursing care to a client with hypertension</p>	<p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>
<p><b>Week 1</b> <b>2 hours</b></p>	<p>Explain the precipitating factors, types, clinical manifestation and collaborative care, including drug therapy of stable and unstable angina.</p> <p>Compare and contrast angina with an Myocardial Infarction (MI).</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> <li>2. Pathophysiology</li> <li>3. Clinical manifestations and</li> </ol>	<p>Assigned readings <b>Sole, Intro to CC Ch. 12</b> <b>Brunner M/S Nurs Ch. 28</b></p> <p>Handouts</p> <p>Case Study: MI</p> <p>SimMan Scenario:</p>	<p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<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>	<p>Complications: cardiogenic shock</p> <ol style="list-style-type: none"> <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 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>MI</p> <p>Observation in a cardiac catheterization lab</p> <p>Observe Cardiac Nurse Clinician</p> <p>Provide nursing care to a client with an MI</p> <p>Assigned readings</p> <p>Handouts</p>	
<b>Week 2 2 hours</b>	<p>Summarize the nursing care of the client experiencing percutaneous coronary intervention (PCI) and coronary artery bypass graft (CABG)</p>	<p>A. Critical Thinking: Nursing process applied to clients experiencing PCI and CABG</p> <p>B. Provision of safe, holistic, culturally competent 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> </ol>	<p>Assigned readings <b>Sole, Intro to CC Ch. 12</b> <b>Brunner M/S Nurs Ch. 28</b></p> <p>Handouts</p> <p>Develop a teaching plan for a client with a CABG</p>	<p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		4. Client education 5. Community resources  C. Communication 1. Client and family education 2. Community resources  D. Professionalism 1. Legal-ethical issues 2. Role development		
<b>Week 2</b> <b>2 hours</b>	Compare and contrast arterial and venous disease.  Describe the common diagnostic test and procedures used to assess the client with peripheral disorders.  Discuss evidence based practice related to peripheral vascular diseases.	A. Critical Thinking: Nursing process applied to clients experiencing with vascular disease  B. Provision of safe, holistic, culturally competent care to clients with cardiovascular dysfunction.  <u>Peripheral Disorders</u> 1. Etiology 2. Pathophysiology 3. Clinical manifestations and complications 4. Diagnostic evaluation 5. Cultural considerations 6. Evidence based theory and Principles 7. Collaborative management Treatment modalities a. 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 <b>Brunner M/S Nurs Ch. 31</b>  Handouts  Case Study: Peripheral Vascular Disease  Provide nursing care to a client with peripheral vascular disease	Clinical performance evaluation  Nursing Care Plan  Concept mapping

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		D. Professionalism <ol style="list-style-type: none"> <li>1. Legal-ethical issues</li> <li>2. Role development</li> </ol>		
<b>Week 3</b> <b>2 hours</b>	<p>Differentiate among the clinical manifestation, medical management and nursing care for clients with dysrhythmias</p> <p>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.</p> <p>Compare and contrast Normal sinus rhythm with Sinus bradycardia, Sinus 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>A. Critical Thinking: Nursing process applied to clients experiencing with cardiac dysrhythmia.</p> <p>B. Provision of safe, holistic, culturally competent care to clients with cardiac dysrhythmia.</p> <p><u>Common Dysrhythmias:</u></p> <ol style="list-style-type: none"> <li>1. Types:               <ol style="list-style-type: none"> <li>a. Normal sinus rhythm</li> <li>b. Sinus bradycardia</li> <li>c. Sinus tachycardia</li> <li>d. Premature beats</li> <li>e. Atrial flutter</li> <li>f. Atrial fibrillation</li> <li>g. Ventricular tachycardia</li> <li>h. Ventricular fibrillation</li> <li>i. Heart Blocks {conduction delays}</li> </ol> </li> <li>2. Clinical manifestations</li> <li>3. Medical management and nursing interventions               <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> </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  <b>Sole, Intro to CC Ch. 7</b>  <b>Brunner M/S Nurs Ch. 27</b>            Handouts</p> <p>SimMan Scenario: Mock Code</p> <p>Case Study: Dysrhythmia</p> <p>Review Basic EKG strips</p> <p>Observe in a Pacemaker Clinic            Provide nursing care to a client with a cardiac dysrhythmia</p>	<p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>



WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		D. Professionalism <ol style="list-style-type: none"> <li>1. Legal-ethical issues</li> <li>2. Role development</li> </ol>		
<b>Week 3</b> <b>2 hours</b>	<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>	A. Critical Thinking: Nursing process applied to client with heart failure, cardiomyopathy, and valvular disease  B. Provision of safe, holistic, culturally competent care to clients with heart failure, cardiomyopathy, and valvular disease  <u>Heart failure</u> <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> <u>Cardiomyopathy</u> <ol style="list-style-type: none"> <li>a. Dilated</li> <li>b. Hypertropic</li> <li>c. Restrictive</li> </ol> <u>Aortic and mitral valve</u> <ol style="list-style-type: none"> <li>a. Stenosis</li> <li>b. Regurgitation</li> </ol> <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</li> </ol> C. Communication <ol style="list-style-type: none"> <li>1. Client and family education</li> <li>2. Community resources</li> </ol>	<p>Assigned readings  <b>Sole, Intro to CC Ch. 12</b>  <b>Brunner M/S Nurs Ch. 28</b></p> <p>Handouts</p> <p>Case Study: Cardiomyopathy</p> <p>Group Discussion: Drug Therapy, Surgical Intervention, Pain Management, Assisting the Family</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	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		D. Professionalism 1. Legal-ethical issues 2. Role development		
<b>Week 3 On Campus Lab 7.5 hours</b>	<b>Nursing Care of</b>	<b>Clients with Central Venous Access See attached Laboratory learning experience outline</b>	<b>Devices, Tracheostomy</b>	<b>Tubes</b>
<b>Week 4 1 hour</b>	Exam One			
<b>Week 4 1 hour</b>	Differentiate between aortic and mitral valve disease in terms of etiology impact on the hearts function, clinical manifestation and treatment.  Identify at least three important aspects of patient and family education for clients with cardiac valve disorder.  Discuss the nursing management of patients after valve replacement.	A. Critical Thinking: Nursing process applied to clients with a cardiac valve disorder.  B. Provision of safe, holistic, culturally competent care to clients with a cardiac valve disorder  <u>Aortic and Mitral Valve Dysfunction, Heart Transplant</u> 1. Etiology 2. Pathophysiology 3. Clinical Manifestations 4. Diagnostic Evaluation 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management Treatment modalities: a. Surgery b. Medical c. Rehabilitative d. Nutrition e. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention  C. Communication 1. Client and family education 2. Community resources	Assigned readings <b>Sole, Intro to CC Ch. 12 Brunner M/S Nurs Ch. 28</b>  Handouts  Case Study: Heart Transplant  Role Play: Ethics Committee-Code Status  Provide nursing care to a client with a disturbance in cardiac function	Clinical performance evaluation  Nursing Care Plan  Concept mapping

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		D. Professionalism <ol style="list-style-type: none"> <li>1. Legal-ethical issues</li> <li>2. Role development</li> </ol>		
<b>Week 4</b> <b>1 hour</b>	Differentiate between cyanotic and acyanotic heart disease.  Summarize the nursing management of the client with congenital heart disease	A. Critical Thinking: Nursing process applied to clients with congenital heart disease.  B. Provision of safe, holistic, culturally competent care to clients with congenital heart disease.  <u>Congenital Heart Disease</u> <ol style="list-style-type: none"> <li>1. Incidence and Classification               <ol style="list-style-type: none"> <li>a. Cyanotic and acyanotic defects</li> <li>b. Blood flow patterns</li> </ol> </li> <li>2. Common defects               <ol style="list-style-type: none"> <li>a. Tetralogy of Fallot</li> <li>b. Septal defects</li> <li>c. PDA Patent ductus arteriosus</li> </ol> </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:               <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> </li> <li>10. Health Promotion/Maintenance / Restoration and/or Prevention</li> </ol> C. Communication <ol style="list-style-type: none"> <li>1. Client and family education</li> </ol>	Assigned readings  Handouts  Case Study: Congenital Heart Disease  Provide nursing care to a client with a disturbance in cardiac function	Clinical performance evaluation  Nursing Care Plan  Concept mapping

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		2. Community resources  D. Professionalism 1. Legal-ethical issues 2. Role development		
<b>Week 4</b> <b>1 hour</b>	Compare and contrast pathophysiology and clinical manifestations of anemia.  Summarize the nursing care of the client experiencing anemia	A. Critical Thinking: Nursing process applied to clients with anemia B. Provision of safe, holistic, culturally competent care to clients with anemia.  <u>Anemia:</u> I. Anemia due to blood loss II. Anemia due to impaired blood production III. Anemia due to destruction of RBC  1. Etiology 2. Pathophysiology 3. Clinical manifestations & complications 4. Diagnostic tests and procedures: 5. Evidence based theory and principles 6. Collaborative management: Treatment modalities: a. Nutrition b. Pharmacological 7. Health Promotion/Maintenance Restoration and/or Prevention  C. Communication 1. Client and family education 2. Community resources  D. Professionalism 1. Legal-ethical issues 2. Role development	Assigned readings  Handouts  Case Study: Anemia  Attend a Blood Drive  Guest Speaker: Sickle Cell Anemia Association  Provide nursing care to a client with anemia	Clinical performance evaluation  Nursing Care Plan  Concept mapping

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
<p><b>Week 5</b> <b>1 hr</b></p>	<p><b><u>Unit II: Nursing care of the client experiencing a disturbance in Respiratory function</u></b> 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> <ol 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> </ol> <p><u>Ventilator/Tracheostomy</u></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>	<p>Assigned readings</p> <p>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>Observe role of Respiratory Therapist</p>	<p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>
<p><b>Week 5</b> <b>1 hr</b></p>	<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> </ol>	<p>Assigned Readings</p> <p>Handouts</p> <p>Case Study: Pneumonia</p> <p>Sim Man Scenario: 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	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		<p>4. Diagnostic tests and procedures:</p> <p>5. Cultural considerations</p> <p>6. Evidence based theory and Principles</p> <p>7. Collaborative management: 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>		
<b>Week 5 1 hour</b>	<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</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> </ol>	<p>Assigned readings</p> <p>Handouts</p> <p>Case Study: Bronchiolitis</p> <p>Observation in pediatric office and pediatric clinic</p> <p>Provide nursing care to a client with a disturbance in respiratory function</p>	<p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>a diagnosis of croup, bronchiolitis/RSV, and cystic fibrosis.</p>	<ol style="list-style-type: none"> <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><b>Week 5</b> <b>1 hour</b></p>	<p>Describe the etiology, predisposing factors, pathophysiology and treatment of asthma.</p> <p>Anticipate the needs of the client with asthma and compile a holistic plan of nursing care to address those needs.</p>	<p>A. Critical Thinking: Nursing process applied to clients with asthma.</p> <p>B. Provision of safe, holistic, culturally competent care to clients with asthma</p> <p><u>Asthma</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> </ol>	<p>Assigned readings</p> <p>Handouts</p> <p>Case Study: Asthma</p> <p>Provide nursing care to a client with asthma</p>	<p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		<ul style="list-style-type: none"> <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 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>		
<b>Week 6 2 hours</b>	<p>Utilizing the nursing process, formulate a plan of care for a client with respiratory failure.</p> <p>Explain the pathophysiology of acute lung injury and acute respiratory distress syndrome</p>	<p>A. Critical Thinking: Nursing process applied to clients experiencing respiratory failure.</p> <p>B. Provision of safe, holistic, culturally competent care to clients experiencing respiratory failure.</p> <p><u>ARDS, Respiratory Failure</u></p> <ul style="list-style-type: none"> <li>1. Etiology</li> <li>2. Signs and symptoms</li> <li>3. Collaborative management/Treatment</li> <li>4. Nursing care</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> </ul>	<p>Assigned readings</p> <p>Handouts</p>	<p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>



WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		2. Role development		
	Explain the rationale for the use of chest tubes and underwater seal drainage systems.	<p>A. Critical Thinking: Nursing process applied to clients with chest tubes and drainage systems.</p> <p>B. Provision of safe, holistic, culturally competent care to clients with chest tubes and drainage systems.</p> <p><u>Pneumothorax, Chest Tubes</u></p> <ol style="list-style-type: none"> <li>1. Signs and symptoms</li> <li>2. Etiology</li> <li>3. Collaborative management/Treatment</li> <li>4. Nursing care</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>	Nursing Skills Lab: Chest tubes and underwater seal drainage systems	<p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>
<b>Week 6 2 hours</b>	<p>Compare and contrast the pathophysiology and clinical manifestations of chronic bronchitis and emphysema.</p> <p>Utilizing the nursing process, formulate a plan of care for a client with COPD</p>	<p>A. Critical Thinking: Nursing process applied to clients with chronic obstructive pulmonary disease (COPD).</p> <p>B. Provision of safe, holistic, culturally competent care to clients with chronic obstructive pulmonary disease (COPD).</p> <p><u>COPD: Chronic Bronchitis and Emphysema</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> </ol>	<p>SimMan Scenario: Respiratory</p> <p>Guest Speaker: Better Breathers Club</p> <p>Provide nursing care to a client with COPD</p> <p>Assigned readings</p> <p>Handouts</p> <p>Case Study: COPD</p>	<p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		6. Evidence based theory and principles 7. Collaborative management: Treatment modalities: a. Surgery b. Medical c. Rehabilitative d. Nutrition e. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention  C. Communication 1. Client and family education 2. Community resources  D.. Professionalism 1. Legal-ethical issues 2. Role development		
<b>Week 6</b> <b>On Campus Lab</b> <b>7.5 hours</b>	<b>Nursing Care of Clients with Alterations in Cardiac and Respiratory Function</b> <b>See attached Laboratory learning experience outline</b>			
<b>Week 7</b> <b>1 hour</b>	Exam Two			
<b>Week 7</b> <b>1 hour</b>	Correlate the predisposing factors and signs and symptoms with the pathophysiology of lung cancer.  Outline the medical, surgical and nursing management of lung cancer.	A. Critical Thinking: Nursing process applied to clients with lung cancer.  B. Provision of safe, holistic, culturally competent care to clients with lung cancer.  <u>Lung Cancer</u> 1. Etiology 2. Pathophysiology 3. Clinical manifestations & Complications 4. Diagnostic tests and	Assigned readings  Handouts  Case Study: Lung Cancer  Provide nursing care to a client with cancer	Clinical performance evaluation  Nursing Care Plan  Concept mapping

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		Procedures 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management: Treatment modalities: a. Surgery b. Medical c. Rehabilitative d. Nutrition e. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention  C. Communication 1. Client and family education 2. Community resources  D. Professionalism 1. Legal-ethical issues 2. Role development		
<b>Week 7 1 hour</b>	Outline the medical and nursing care of the client with tuberculosis.  Analyze the public health implications of tuberculosis.	A. Critical Thinking: Nursing process applied to clients with tuberculosis.  B. Provision of safe, holistic, culturally competent care to clients with tuberculosis.  <u>Tuberculosis</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:	Assigned readings  Handouts  Case Study: Tuberculosis  Guest Speaker: Public Health Department	Clinical performance evaluation  Nursing Care Plan  Concept mapping

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED 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>		
<p><b>Week 7</b> <b>1 hr</b></p>	<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 erythematosis</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 Erythematosis</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>Assigned readings</p> <p>Handouts</p> <p>Case Study: Lupus Erythematosis</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	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		<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>		
<p><b>Week 8 4 hours</b></p>	<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>	<p>A. Critical Thinking: Nursing process applied to clients with Diabetes.</p> <p>B. Provision of safe, holistic, culturally competent care to clients with Diabetes.</p> <p><u>Diabetes Mellitus</u></p> <ol style="list-style-type: none"> <li>1. Etiology</li> <li>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> </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 &amp; principles</li> <li>7. Collaborative management:</li> <li>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> </li> <li>9. Health Promotion/Maintenance Restoration and/or Prevention</li> </ol>	<p>Assigned readings</p> <p>Handouts</p> <p>Sims Man Scenario: Hypoglycemia or DKA</p> <p>Nursing Skills Lab: Insulin Administration</p> <p>MicroSim Computer Program: Diabetes Module</p> <p>Clinical rotation with diabetes Clinical Nurse Specialists</p> <p>Assess client risk factors</p> <p>Attend Diabetic Classes</p> <p>American Diabetes Association</p> <p>Web Site: <a href="http://www.diabetes.org">www.diabetes.org</a></p> <p>Provide nursing care to a client</p>	<p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		C. Communication <ol style="list-style-type: none"> <li>1. Client and family education</li> <li>2. Community resources</li> </ol> D. Professionalism <ol style="list-style-type: none"> <li>1. Legal-ethical issues</li> <li>2. Role development</li> </ol>	with diabetes mellitus	
<b>Week 9</b> <b>2 hours</b>	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: Treatment Modalities                   <ol style="list-style-type: none"> <li>b. Surgery</li> <li>c. Medical</li> <li>d. Rehabilitative</li> <li>e. Nutrition</li> <li>e. Pharmacological</li> </ol> </li> <li>8. Health Promotion/Maintenance Restoration and/or Prevention</li> </ol> </li> </ol> C. Communication <ol style="list-style-type: none"> <li>1. Client and family education</li> </ol>	Assigned readings  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	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		2. Community resources  D. Professionalism 1. Legal-ethical issues 2. Role development		
<b>Week 9 2 hours</b>	<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>	A. Critical Thinking: Nursing process applied to clients experiencing a disturbance in adrenal function.  B. Provision of safe, holistic, culturally competent care to clients with a disturbance in adrenal function.  <u>Adrenal and Pituitary Disorders</u> Hyperpituitarism Hypopituitarism Pituitary tumors Diabetes Insipidus 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. Communications	Assigned readings  Handouts  Case Study: Diabetes Insipidus  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	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		1. Client and family education 2. Community resources  D. Professionalism 1. Legal-ethical issues 2. Role development		
Week 10 1 hour	Exam Three			
Week 10 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><b><u>IBS, Reflux, Cholecystitis</u></b>            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</p> <p>C. Communication            1. Client and family education            2. Community resources</p>	<p>Assigned readings            Handouts            Case Study: Cholecystitis            Clinical rotation to the GI Lab            Provide nursing care to a client with a disturbance in gastrointestinal function</p>	<p>Clinical performance evaluation            Nursing Care Plan            Concept mapping</p>



WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		D. Professionalism 1. Legal-ethical issues 2. Role development		
<b>Week 10</b> <b>2 hours</b>	<p>Explain the common causes, clinical manifestations, collaborative care and nursing management of gastrointestinal bleeding</p> <p>Utilize the nursing process to formulate holistic plans of care for clients with a diagnoses of peptic ulcer and GI bleeding</p>	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 2. Role development	Assigned readings  Handouts  Case Study: GI Bleed  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	SUGGESTED LEARNING EXPERIENCES	EVALUATION
Week 11 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: 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>Case Study: Bowel Obstruction</p> <p>Nursing Skills Lab: TPN</p> <p>Clinical Laboratory experience with patients receiving radiation therapy.</p> <p>Guest Speaker: Ostomy Support Group</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 11 1 hour	Describe the clinical manifestation, collaborative	A. Critical Thinking: Nursing process applied to clients experiencing diverticulitis and pancreatitis.	Assigned readings	Clinical performance evaluation

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	management of diverticulitis and pancreatitis.	<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>Handouts</p> <p>Guest Panel: Dietitian, Client</p> <p>Provide nursing care to a client with a disturbance in gastrointestinal function</p>	<p>Nursing Care Plan</p> <p>Concept mapping</p>
<b>Week 11 1 hour</b>	Compare and contrast ulcerative colitis and Crohn's disease, including pathophysiology, clinical manifestations, complications, collaborative care and nursing	<p>A. Critical Thinking: Nursing process applied to clients with Crohn's disease, celiac disease and 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>Assigned readings</p> <p>Handouts</p> <p>Case Study: Crohn's Disease</p> <p>Provide nursing care to a client</p>	<p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>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><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>with a disturbance in gastrointestinal function</p>	
<p><b>Week 11</b> <b>On</b> <b>Campus</b> <b>Lab</b> <b>7.5 hours</b></p>	<p><b>Nursing Care of Clients with Alterations in Gastrointestinal Function; Diabetic Ketoacidosis; Titration</b> <b>See attached Laboratory learning experience outline</b></p>			
<p><b>Week 12</b> <b>2 hours</b></p>	<p>Explain the etiology, pathophysiology, clinical manifestations, complications and</p>	<p>A. Critical Thinking: Nursing process applied to clients with cirrhosis of the liver.</p> <p>B. Provision of safe, holistic, culturally competent</p>	<p>Assigned readings</p> <p>Handouts</p>	<p>Clinical performance evaluation</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>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>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>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>Case Study: Esophageal Varices</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>Nursing Care Plan</p> <p>Concept mapping</p>
<p><b>Week 12</b> <b>1 hour</b></p>	<p>Compare and contrast the etiologies, clinical manifestations, management and nursing interventions for common types of hepatitis (A, B, C, D, &amp; E)</p>	<p>A. Critical Thinking: Nursing process applied to clients Hepatitis.</p> <p>B. Provision of safe, holistic, culturally competent care to clients with Hepatitis.</p> <p><u>Hepatitis</u></p> <ol style="list-style-type: none"> <li>1. Etiology</li> </ol>	<p>Assigned readings</p> <p>Handouts</p> <p>Case Study: Hepatitis</p> <p>Provide nursing care to a client with a disturbance in liver</p>	<p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		<ul style="list-style-type: none"> <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 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>	function	
<b>Week 12 1 hour</b>	<p>Describe health implications for the morbidly obese client.</p> <p>Compare and contrast the Bariatrics surgical techniques utilized for the morbidly obese individual.</p> <p>Utilize the nursing process to develop a holistic plan of care for clients following Bariatric surgery.</p>	<p>A. Critical Thinking: Nursing process applied to clients with morbid obesity.</p> <p>B. Provision of safe, holistic, culturally competent care to clients with morbid obesity.</p> <p><u>Bariatrics</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> </ul>	<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>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		<p>6. Evidence based theory and Principles</p> <p>7. Collaborative management: 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>		
<b>Week 13 1 hr</b>	Exam Four			
<b>Week 13 2 hours</b>	<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</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> </ol>	<p>Assigned readings</p> <p>Handouts</p> <p>SimMan Scenario: 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):</p>	<p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>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>2. Community resources</p> <p>D. Professionalism</p> <ol style="list-style-type: none"> <li>1. Legal-ethical issues</li> <li>2. Role development</li> </ol>	<p><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:</p> <p><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><b>Week 13</b> <b>1 hour</b></p> <p><b>Week 14</b> <b>2 hours</b></p>	<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 mood disorders and thought disorders across the lifespan.</p> <p>Correlate recommended treatment modalities with the major types of mood disorders.</p> <p>Describe appropriate nursing interventions for behaviors associated with mood disorders.</p>	<p>A. Critical Thinking: Nursing process applied to clients experiencing mood disorders</p> <p>B. Provision of safe, holistic, culturally competent care to clients with mood disorders</p> <p><u>Mood Disorders, Depression, Postpartum Depression with Psychotic Features, Bipolar Disorder, Suicide</u></p> <ol style="list-style-type: none"> <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. Surgical</li> <li>b. Medical</li> </ol> </li> </ol>	<p>Assigned readings</p> <p>Handouts</p> <p>Nurse-Client Communication Skills:</p> <ol style="list-style-type: none"> <li>a. Mood Disorders</li> </ol> <p>Selected A/V and computer materials: "Hearing Voices" CD and exercises</p> <p>Provide nursing care to a client experiencing mood disorders</p> <p><u>Lab: Week 14</u></p> <ol style="list-style-type: none"> <li>1. Communication skills with the psychiatric client</li> <li>2. Tape: Hearing Voices</li> <li>3. Suicide Assessment</li> <li>4. Process recording workshop</li> </ol>	<p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>



WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		<ul style="list-style-type: none"> <li>c. Rehabilitative</li> <li>d. Nutrition</li> <li>e. Pharmacological</li> <li>8. Health Promotion/Maintenance Restoration and/or Prevention</li> <li>C. Communication               <ul style="list-style-type: none"> <li>1. Client and family education</li> <li>2. Community resources</li> </ul> </li> <li>D. Professionalism               <ul style="list-style-type: none"> <li>1. Legal-ethical issues</li> <li>2. Role development</li> </ul> </li> </ul>	<p>in preparation for psychiatric nursing clinical in NUR 203</p>	
<p><b>Week 14</b> <b>2 hours</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>	<ul style="list-style-type: none"> <li>A. Critical Thinking: Nursing process applied to clients with thought disorders.</li> <li>B. Provision of safe, holistic, culturally competent care to clients with thought disorders.</li> </ul> <p><u>Thought Disorders: Schizophrenia</u></p> <ul 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               <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 Restoration and/or Prevention</li> <li>C. Communication               <ul style="list-style-type: none"> <li>1. Client and family education</li> <li>2. Community resources</li> </ul> </li> <li>D. Professionalism</li> </ul>	<p>Nurse-Client Communication Skills:</p> <ul style="list-style-type: none"> <li>b. Thought Disorders</li> </ul> <p>Assigned readings</p> <p>Handouts</p> <p>See movie “A Beautiful Mind”</p> <p>Provide nursing care to a client experiencing thought disorders</p>	<p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		1. Legal-ethical issues 2. Role development		
<b>Week 14</b> <b>On</b> <b>Campus</b> <b>Lab</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>Week 15</b> <b>1 hour</b>	Exam Five			
<b>Week 15</b> <b>3 hours</b>	<p>Articulate the types, manifestations, physiological effects and psychological effects of substance abuse.</p> <p>Outline effective techniques of therapeutic management of substance abuse.</p> <p>Utilizing the nursing process, formulate a holistic plan of care for the client with a mood disorder, thought disorder, or substance abuse</p>	<p>A. Critical Thinking: Nursing process applied to clients with substance abuse.</p> <p>B. Provision of safe, holistic, culturally competent care to clients with substance abuse.</p> <p><u>Substance Abuse:</u>            ETOH, Narcotic/Stimulant abuse, Withdrawal and Detoxification</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/ 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>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</p> <p>Nurse-Client Communication Skills:</p> <ol style="list-style-type: none"> <li>a. Mood Disorders</li> <li>b. Substance Abuse</li> </ol> <p>Handouts</p> <p>Attend an Ala-teen or Alaon Meeting</p> <p>Attend an AA Opening Meeting</p> <p>Guest Speaker: AA Association</p>	<p>Clinical performance evaluation</p> <p>Nursing Care Plan</p> <p>Concept mapping</p>

<b>WEEK HOURS</b>	<b>UNIT OBJECTIVES</b>	<b>CONTENT</b>	<b>SUGGESTED LEARNING EXPERIENCES</b>	<b>EVALUATION</b>
		D. Professionalism 1. Legal-ethical issues 2. Role development		
<b>Week 16 (Final exam week) 2 hours</b>	Final Examination			Final Examination

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

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**Nursing 201: Nursing Care of Individuals and Families I  
Classroom Laboratory Week 1**

<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	Independent practice in college laboratory, validation to be arranged

<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 stomal 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. cleansing a reusable inner cannula               <ul style="list-style-type: none"> <li>- performing stoma care</li> </ul> </li> <li>c. 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  
Classroom Laboratory Week 6**

<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	<p>Case Studies</p> <p>Small group work to develop a nursing care plan for a client with:</p> <ul style="list-style-type: none"> <li>• Acid base imbalance</li> </ul> <p>Self-learning module: ABG Interpretation “-A Step By Step Approach”</p> <p>Small group work: interpretation of ABG’s exercise</p> <p>Selected A/V and computer materials:</p> <p>Readings:</p> <p>1. Brunner, <u>Textbook of Medical Surgical Nursing</u>, Chapter14, pp301-340.</p> <p>2. Kozier &amp; Erb, <u>Fundamentals of Nursing</u>, Ch52, pp 1421-1453.</p>
2. Explain acid base status and buffering systems in clients.	
3. Identify key assessments when caring for a client requiring arterial blood gas (ABG) monitoring.	
4. Identify key assessments when collecting a specimen from a client requiring ABG monitoring.	
5. Describe specific specimen handling techniques.	
6. Describe complications associated with blood gas monitoring.	
7. Interpret arterial blood gas measurements.	

<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  Case Study  Self-learning module  Hands on analysis of a variety of ECG rhythm strips
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>	
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  
Classroom Laboratory Week 11**

<b>Part A: Nursing Care of Clients with alterations in Gastrointestinal Function</b>	
<b>Learning Objectives</b>	<b>Suggested learning activities</b>
Upon completion of the Learning Laboratory the student will be able to:	
<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>	

**Part B: Nursing Care of Clients with Diabeticketoacidosis (DKA)**

<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 Classroom Laboratory Week 14

<b>Nursing Care of Clients with alterations in Mental Health</b>	
<b>Learning Objectives</b>	<b>Suggested learning activities</b>
<p>Upon completion of the Learning Laboratory the student will be able to:</p>	
<p>1. Identify the goals and functions of a therapeutic relationship with a client in the psychiatric health care setting.</p>	<p><b>READINGS:</b></p> <p>Role Play: Review of effective communication skills with the psychiatric client</p> <ul style="list-style-type: none"> <li>• Consistent focus on the client's problem and needs</li> <li>• Boundary clarification in psychiatric unit setting</li> </ul> <p>Small group work : develop a concept map, nursing care plan and narrative nurse's note based on a case study for a client with one or more of the following:</p> <ul style="list-style-type: none"> <li>• a mood disorder</li> <li>• at risk for suicide or survivor of a suicide attempt</li> <li>• schizophrenia</li> </ul> <p>Role play: Responding to a suicidal client</p> <p>Self-learning module: PDS</p> <p>Case Studies</p> <p>Selected A/V and computer materials: Hearing Voices CD and exercises</p>
<p>2. Demonstrate effective therapeutic communication skills with the client with a psychiatric disorder.</p>	
<p>3. Identify appropriate nursing interventions to de-escalate a client who is exhibiting agitated, hostile, angry and aggressive behavior.</p>	
<p>4. Formulate a nursing care plan for a client with:</p> <ul style="list-style-type: none"> <li>▪ a mood disorder</li> <li>▪ at risk for suicide</li> <li>▪ schizophrenia</li> </ul>	
<p>5. Discuss assessment of suicide potential in a client using the SAD PERSONS Scale.</p>	
<p>6. Identify key nursing assessments when caring for a client who is at risk for suicide or has attempted suicide.</p>	
<p>7. List environmental suicide prevention precautions: in the institutional setting and the community setting.</p>	
<p>8. Identify interventions for a client who is hallucinating, delusional or exhibiting looseness of association</p>	
<p>9. Review the use of the process recording in the psychiatric setting in preparation for clinical experience in psychiatric nursing in NUR 203:</p> <ul style="list-style-type: none"> <li>▪ purpose</li> <li>▪ essential elements of a process recording</li> </ul>	

	<p>Have students write an example of and a response to:</p> <p>A delusional statement:</p> <ul style="list-style-type: none"><li>a. grandiose</li><li>b. paranoid</li></ul> <p>A hallucination:</p> <ul style="list-style-type: none"><li>a. auditory</li><li>b. visual</li></ul> <p>Discuss the students' examples and responses.</p> <p>Role play: Interacting with the client who is hallucinating</p> <p>Process recording workshop: Sample Process recording : interaction with a psychiatric client</p>
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