

NURSING 1020 - COURSE OUTLINE

UNIT 1 - CARE OF THE PATIENT WITH A HEMATOLOGIC DISORDER

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CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGIES
<p style="text-align: center;">II.</p> <p>1. Describe three levels of prevention in relation to hematologic disorders.</p> <p style="text-align: center;">III.</p> <p>2. Discuss nursing responsibilities in transfusion therapy.</p> <p style="text-align: center;">IV.</p> <p>3. Develop a plan of care for a patient undergoing diagnostic procedures for a hematologic disorder.</p> <p>4. Recognize the changes in the hematologic system associated with aging.</p> <p>5. Utilize Maslow's hierarchy of needs to assess the patient with hematologic dysfunction.</p> <p>6. Develop a plan of care using three NANDA, NIC and NOC labels for the adult patient with a RBC and a WBC disorder.</p> <p style="text-align: center;">V.</p> <p>7. Develop a dietary plan for a patient with a nutritional anemia.</p> <p>8. Describe the role of the dietician in the collaborative management of a patient with a nutrition related anemia.</p> <p><i>Continues on next page</i></p>	<p>I. Structure and Function of the Blood and the Blood Forming Organs</p> <p style="margin-left: 20px;">A. Blood Cells (WBC, RBC, PLT.)</p> <p style="margin-left: 20px;">B. Coagulation</p> <p style="margin-left: 20px;">C. Blood Grouping (ABO and Rh)</p> <p style="margin-left: 20px;">D. Lymph Nodes</p> <p style="margin-left: 20px;">E. Bone Marrow</p> <p style="margin-left: 20px;">F. Spleen and Liver</p> <p>II. Health Promotion and Prevention</p> <p style="margin-left: 20px;">A. Primary Prevention</p> <p style="margin-left: 40px;">1. Education re: risk factors</p> <p style="margin-left: 20px;">B. Secondary Prevention</p> <p style="margin-left: 40px;">1. Early detection</p> <p style="margin-left: 20px;">C. Tertiary Prevention</p> <p style="margin-left: 40px;">1. Patient education re: disease management and prevention of complications.</p> <p>III. Patient Advocacy / Legal-Ethical Issues / Caregiver Accountability</p> <p>IV. Utilization of the Nursing Process as It Relates To This Unit in General.</p> <p style="margin-left: 20px;">A. Assessment</p> <p style="margin-left: 40px;">1. Gordon's Functional Health Patterns</p> <p style="margin-left: 40px;">2. Collaborative Data (serum blood counts, coagulation studies, bone marrow activity)</p> <p style="margin-left: 20px;">B. Analysis / Nursing Diagnoses (NANDA) / Planning</p> <p style="margin-left: 40px;">1. Suggested NOC outcomes: Endurance, Activity tolerance, Energy conservation</p> <p style="margin-left: 40px;">2. Suggested NIC Intervention: Energy Management, Body Image Enhancement</p> <p style="margin-left: 20px;">C. Implementation</p> <p style="margin-left: 40px;">1. NIC based interventions: Energy management, Bleeding precaution, Infection protection</p> <p style="margin-left: 40px;">2. Prioritizing (Maslow) / Organizing care activities / Cost (socioeconomic considerations and medication education)</p> <p style="margin-left: 40px;">3. Collaborative Efforts / Complementary Therapies / Delegation (dietary management and blood product replacement)</p> <p style="margin-left: 40px;">4. Collaborative Management Physician/Nurse/Licensed Independent Practitioner/ Dietician/Respiratory Therapist/Physical Therapy/ Pharmacist/Patient/Family</p> <p style="margin-left: 20px;">D. Evaluation of Outcome Achievement</p> <p>V. Specific Disorders of the Hematologic System: Anemias</p> <p style="margin-left: 20px;">A. Pathophysiology / Epidemiology</p> <p style="margin-left: 20px;">B. Clinical Manifestations / Diagnostic Data (serum lab tests, bone marrow aspiration)</p> <p style="margin-left: 20px;">C. Collaborative Care oxygen therapy/blood replacement/dietary management/ Iron/B₁₂/folic acid supplements</p> <p style="margin-left: 20px;">D.</p> <p style="margin-left: 20px;">E. Nursing Mgt. in Accordance with Nursing Process</p> <p style="margin-left: 40px;">1. NANDA: Fatigue, Ineffective health maintenance, Ineffective protection</p> <p style="margin-left: 40px;">2. NIC: Bleeding precautions, Energy management, Health education</p> <p style="margin-left: 40px;">3. NOC: Energy conservation, Health beliefs: perceived resources, Health promoting behavior.</p>	<p>1. Lecture</p> <p>2. Audiovisual Presentations</p> <p>3. Discussion</p> <p>4. Electronic Examination</p> <p>5. Linkages - connecting new content to prior learning</p> <p>6. Reflection</p> <p style="margin-left: 20px;">a. Reflection on experiences (thinking and feeling)</p> <p style="margin-left: 20px;">b. Articulation of reflections (oral, written)</p> <p>7. Concept mapping</p> <p>8. Revisiting - review, repetition</p> <p>9. Role playing</p> <p>10. Critical thinking exercises – Clinical Foci/ Interactive Learning Strategies / Case Studies / Clinical Simulations</p> <p>11. Assignment of learning enhancing activities - planned clinical experiences, computer-assisted instruction, videos, readings, community visits</p> <p>12. Simulation Exercises</p> <p>13. Web Ct Student Surveys</p> <p>14. Clicker Technology</p> <p>15. Games</p>

NURSING 1020 - COURSE OUTLINE

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGIES

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UNIT 1 - CARE OF THE PATIENT WITH A HEMATOLOGIC DISORDER

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CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGIES
<p style="text-align: center;">VI</p> <p>9. Develop a plan of care using three NANDA, NIC, and NOC labels for the adult patient with polycythemia.</p>	<p>VI. Specific Disorders of the Hematologic System: Polycythemia</p> <p>A. Pathophysiology / Epidemiology</p> <p>B. Clinical Manifestations / Diagnostic Data</p> <p>C. Collaborative Care (hemodilution, clot prevention)</p> <p>D. Nursing Management in Accordance with Nursing Process</p> <ol style="list-style-type: none"> 1. NANDA: Risk for injury, Ineffective protection 2. NIC: Infection protection, Infection control, Fluid management, Bleeding precautions 3. NOC: Immune status, Infection control, Hydration 	
<p style="text-align: center;">VII.</p> <p>10. Compare the pathophysiology and management of the leukemias.</p> <p>11. Prioritize interventions for the patient with leukemia.</p>	<p>VII. Specific Disorders of the Hematologic System: Leukemias</p> <p>A. Pathophysiology / Epidemiology</p> <p>B. Clinical Manifestations / Diagnostic Data (differential WBC, bone marrow biopsy, clotting factors)</p> <p>C. Collaborative Care (radiation, chemotherapy)</p> <p>D. Nursing Management in Accordance with Nursing Process</p> <ol style="list-style-type: none"> 1. NANDA: Risk for injury, Ineffective protection, Risk for infection, Risk for deficient fluid volume 2. NIC: Infection protection, Infection control, Fluid management, Bleeding precautions 3. NOC: Immune status, Knowledge infection control, 	
<p style="text-align: center;">VIII.</p> <p>12. Differentiate between features seen in Hodgkin's and non-Hodgkin lymphomas.</p>	<p>VIII. Specific Disorders of the Hematologic System: Lymphomas (Hodgkin's and Non-Hodgkin's)</p> <p>A. Pathophysiology / Epidemiology</p> <p>B. Clinical Manifestations / Diagnostic Data (node or mass biopsy, presence of Reed-Sternberg cells)</p> <p>C. Collaborative Care (radiation, chemotherapy)</p> <p>D. Nursing Management in Accordance with Nursing Process</p> <ol style="list-style-type: none"> 1. NANDA: Risk for injury, Ineffective protection, Risk for infection, Risk for deficient fluid volume 2. NIC: Infection protection, Infection control, Fluid management, Bleeding precautions 3. NOC: Immune status, Knowledge infection control, 	
<p style="text-align: center;">VIII.</p> <p>13. Develop a plan of care using three NANDA, NIC, and NOC labels for the adult patient with Multiple Myeloma.</p>	<p>VIII. Specific Disorders of the Hematologic System: Multiple Myeloma</p> <p>A. Pathophysiology / Epidemiology</p> <p>B. Clinical Manifestations / Diagnostic Data (serum protein electrophoresis, Bence-Jones protein, bone marrow biopsy)</p> <p>C. Collaborative Care (chemotherapy, radiation)</p> <p>D. Nursing Management in Accordance with Nursing Process</p> <ol style="list-style-type: none"> 1. NANDA: Acute pain, Risk for infection, Activity intolerance, 2. NIC: Pain management, Infection protection, Infection control, Fluid management, Energy management 3. NOC: Pain Control, Immune status, Knowledge: infection control, Activity Tolerance 	
<p style="text-align: center;">IX</p> <p>14. Develop a plan of care using three NANDA, NIC, and NOC labels for the adult patient with a bleeding disorder.</p>	<p>IX. Specific Disorders of the Hematologic System: Bleeding Disorders (Thrombocytopenia and a brief overview of Hemophilia)</p> <p>A. Pathophysiology / Epidemiology</p> <p>B. Clinical Manifestations / Diagnostic Data</p> <p>C. Collaborative Care (drug therapy, surgical intervention, blood component replacement)</p> <p>D. Nursing Management in Accordance with Nursing Process</p> <ol style="list-style-type: none"> 1. NANDA: Risk for injury, Ineffective protection, Impaired home health maintenance 2. NIC: Bleeding precautions, Injury prevention, Health education 3. NOC: Bleeding control, Risk control, Health promoting behavior 	

NURSING 1020 - COURSE OUTLINE

UNIT 2 - CARE OF THE PATIENT WITH CARDIAC DYSFUNCTION (BASIC)

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CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGIES
<p style="text-align: center;">II.</p> <p>1. Discuss prevention and health promotion related to cardiovascular problems.</p> <p style="text-align: center;">III.</p> <p>2. Discuss ethical issues related to the patient with cardiac dysfunction.</p> <p>3. Identify special considerations for the elderly patient with cardiac dysfunction.</p> <p>4. Discuss the nurse's role in the care of patients undergoing cardiac testing.</p> <p>5. Identify NOC outcomes related to patients undergoing cardiac testing.</p> <p>6. Identify NIC interventions related to patients undergoing cardiac testing.</p> <p style="text-align: center;">IV.</p> <p>7. Explain the electrocardiogram's depiction of heart action.</p> <p>8. Differentiate among basic sinus node dysrhythmias and their appearance on an EKG strip.</p> <p>9. Identify the role of anticoagulants in the treatment of atrial fibrillation.</p> <p><i>Continues on next page . . .</i></p>	<p>I. Review of Anatomy & Physiology</p> <p style="margin-left: 20px;">A. Heart, Valves, Vessels</p> <p style="margin-left: 20px;">B. Conduction System</p> <p style="margin-left: 20px;">C. Cardiac Cycle</p> <p style="margin-left: 20px;">D. Cardiac Output</p> <p>II. Health Promotion</p> <p style="margin-left: 20px;">A. Primary Prevention</p> <p style="margin-left: 20px;">B. Secondary Prevention</p> <p style="margin-left: 20px;">C. Tertiary Prevention</p> <p>III. The Nursing Process</p> <p style="margin-left: 20px;">A. Assessment (including elderly considerations, demographics, history, diet, social, current health problems, and physical assessment, diagnostics)</p> <p style="margin-left: 20px;">B. Analysis/Nursing Diagnoses (NANDA)</p> <p style="margin-left: 40px;">1. Decreased cardiac output</p> <p style="margin-left: 40px;">2. Activity intolerance</p> <p style="margin-left: 40px;">3. Anxiety</p> <p style="margin-left: 40px;">4. Pain</p> <p style="margin-left: 40px;">5. Ineffective tissue perfusion, cardiac or peripheral</p> <p style="margin-left: 40px;">6. Fluid volume excess</p> <p style="margin-left: 40px;">7. Fear</p> <p style="margin-left: 40px;">8. Powerlessness</p> <p style="margin-left: 20px;">C. Planning - NOC based Outcomes</p> <p style="margin-left: 40px;">1. Circulation status</p> <p style="margin-left: 40px;">2. Endurance</p> <p style="margin-left: 40px;">3. Anxiety control</p> <p style="margin-left: 40px;">4. Pain control</p> <p style="margin-left: 40px;">5. Tissue perfusion</p> <p style="margin-left: 40px;">6. Fluid balance</p> <p style="margin-left: 40px;">7. Fear control</p> <p style="margin-left: 40px;">8. Participation: Health care decisions</p> <p style="margin-left: 20px;">D. Implementation - NIC</p> <p style="margin-left: 40px;">1. Cardiac care</p> <p style="margin-left: 40px;">2. Energy management</p> <p style="margin-left: 40px;">3. Anxiety reduction</p> <p style="margin-left: 40px;">4. Pain management</p> <p style="margin-left: 40px;">5. Circulatory care</p> <p style="margin-left: 40px;">6. Fluid monitoring</p> <p style="margin-left: 40px;">7. Security enhancement</p> <p style="margin-left: 40px;">8. Self responsibility facilitation</p> <p style="margin-left: 20px;">E. Collaborative Management Physician/Nurse/Licensed Independent Practitioner/ Dietician/Respiratory Therapist/ Physical Therapy/ Pharmacist/Patient/Family</p> <p style="margin-left: 20px;">F. Evaluation</p> <p>IV. Specific Disorders of the Cardiovascular System:</p> <p style="margin-left: 20px;">A. Dysrhythmias</p> <p style="margin-left: 40px;">1. Electrocardiogram</p> <p style="margin-left: 40px;">2. Disturbances in impulse initiation</p> <p style="margin-left: 80px;">a. Sinus node dysrhythmias and its appearance on EKG appearance</p> <p style="margin-left: 80px;">b. Atrial Dysrhythmia: atrial fibrillation</p> <p style="margin-left: 40px;">and</p> <p style="margin-left: 80px;">its appearance on EKG</p>	<p>1. Lecture</p> <p>2. Audiovisual Presentations</p> <p>3. Discussion</p> <p>4. Electronic Examination</p> <p>5. Linkages - connecting new content to prior learning</p> <p>6. Reflection</p> <p style="margin-left: 20px;">a. Reflection on experiences (thinking and feeling)</p> <p style="margin-left: 20px;">b. Articulation of reflections (oral, written)</p> <p>7. Concept mapping</p> <p>8. Revisiting - review, repetition</p> <p>9. Role playing</p> <p>10. Critical thinking exercises – Clinical Foci/Interactive Learning Strategies / Case Studies / Clinical Simulations</p> <p>11. Assignment of learning enhancing activities - planned clinical experiences, computer-assisted instruction, videos, readings, community visits</p> <p>12. Simulation Exercises</p> <p>13. Web Ct Student Surveys</p> <p>14. Clicker Technology</p> <p>15. Games</p>

NURSING 1020 - COURSE OUTLINE

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGIES

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UNIT 2 - CARE OF THE PATIENT WITH CARDIAC DYSFUNCTION (BASIC)

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CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGIES
<p>10. Differentiate between angina, ischemia, and myocardial infarction.</p> <p>11. State the risk factors for the development of coronary artery disease (CAD).</p> <p>12. State priorities of nursing care using Maslow's hierarchy of needs for the patient with CHF.</p> <p>13. Discuss nutritional therapy for patients with CAD including Na⁺ and K⁺.</p> <p>14. Describe pathophysiology of CAD.</p> <p>15. State nursing diagnoses common to the patient with CAD.</p> <p>16. Discuss nursing responsibilities for the patient with CAD.</p> <p>17. Identify learning needs appropriate for the patient with CHF.</p> <p>18. Differentiate between clinical manifestations of left sided and right sided CHF.</p> <p>19. Develop a plan of care using three NANDA, NIC, and NOC labels for the adult patient with CHF.</p> <p>20. Discuss nursing responsibilities in medication administration for the CHF patient.</p> <p>21. State priorities of care, using Maslow, for the CHF patient.</p> <p>22. Describe nutrition education for the CHF patient.</p> <p><i>Continues on next page . . .</i></p>	<p>B. Coronary Artery Disease (CAD)</p> <ol style="list-style-type: none"> 1. Pathophysiology 2. Angina Pectoris <ol style="list-style-type: none"> a. Clinical manifestations/diagnostic data b. Types c. Collaborative Care <ol style="list-style-type: none"> 1) Medical 2) Drug Therapy: nitroglycerin, beta blockers, calcium channel blockers, antiplatelet and anticoagulant medications. 3. Myocardial Infarction <ol style="list-style-type: none"> a. Clinical manifestations/diagnostic data b. Collaborative Care <ol style="list-style-type: none"> 1) Medical 2) Percutaneous Coronary Intervention 2) Drug Therapy: thrombolytics, analgesics, ACE inhibitors 4) Nutritional 5) Physical therapy 4. Nursing Management of the Patient with Coronary Artery Disease, Nursing Diagnoses, NOC, NIC <ol style="list-style-type: none"> a. Anxiety, coping, anxiety reduction b. Decreased cardiac output, cardiac pump effectiveness, cardiac care c. Constipation, bowel elimination, constipation management d. Ineffective sexuality patterns, sexual functioning, sexual counseling e. Compromised family coping, family coping, family support <p>C. Congestive Heart Failure: Chronic Heart Failure and Acute Heart Failure (Pulmonary Edema)</p> <ol style="list-style-type: none"> 1. Pathophysiology 2. Clinical Manifestations / Diagnosis 3. Collaborative Care <ol style="list-style-type: none"> a. Medical b. Nutritional 4. Nursing Management Nursing Diagnosis, NOC, NIC <ol style="list-style-type: none"> a. Fatigue, energy conservation, energy management b. Fluid volume excess, fluid balance, fluid monitoring c. Impaired gas exchange, tissue perfusion pulmonary, oxygen therapy d. Activity intolerance, endurance, activity therapy 	

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UNIT 2 - CARE OF THE PATIENT WITH CARDIAC DYSFUNCTION (BASIC)

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CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGIES
<p>23. Describe clinical manifestations of infectious diseases of the heart.</p> <p>24. Develop a plan of care using three NANDA, NIC and NOC labels for the adult patient with infectious heart disease.</p> <p>25. Correlate risk factors to mitral valve heart disease.</p> <p>26. Develop a plan of care using three NANDA nursing diagnoses, NOC based outcomes, and NIC based interventions common to the patient with mitral valve disease</p> <p>27. Identify expected learning needs appropriate for the patient with mitral valve disease.</p>	<p>D. Infectious diseases of the Heart: Endocarditis, Myocarditis, Pericarditis</p> <ol style="list-style-type: none"> 1. Pathophysiology 2. Clinical Manifestations 3. Collaborative Care 4. Nursing Management <p>E. Mitral Valve Disorders: Mitral Valve Prolapse and Mitral Valve Regurgitation</p> <ol style="list-style-type: none"> 1. Pathophysiology 2. Clinical Manifestations 3. Collaborative Care <ol style="list-style-type: none"> a. Medical 4. Nursing Management 	

NURSING 1020 - COURSE OUTLINE

UNIT 3 - ROUTINE CARE OF THE PATIENT WITH A PERIPHERAL VASCULAR DISORDER

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CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGIES
<p>I.</p> <p>II.</p> <p>1. Discuss three levels of prevention in relation to peripheral vascular disorders.</p> <p>III.</p> <p>2. Discuss safety issues related to peripheral vascular disease.</p> <p>IV.</p> <p>3. Identify three common clinical manifestations in patients with peripheral vascular disorders.</p> <p>4. Describe changes in peripheral vascular function associated with aging.</p> <p>5. Interpret lab data and diagnostic testing to assess a patient's peripheral vascular function.</p> <p>6. State priorities of nursing care using Maslow's hierarchy of needs for the patient with PVD.</p> <p>V.</p> <p>7. Describe the pathophysiology of arteriosclerosis & atherosclerosis.</p> <p>8. Describe the role of diet, exercise, and other collaborative modalities in the treatment of hyperlipidemia and peripheral vascular disease.</p> <p><i>Continues on next page . . .</i></p>	<p>I. Review of Anatomy & Physiology Function of the Peripheral Vascular System</p> <p>A. Oxygenation of the Peripheral Vascular System B. Removal of Metabolic Waste Products</p> <p>II. Health Promotion</p> <p>A. Primary Prevention (education re: risk factors) B. Secondary Prevention (early detection) C. Tertiary Prevention (prevention of complications)</p> <p>III. Patient Advocacy / Legal-Ethical Issues / Caregiver Accountability</p> <p>IV. Utilization of the Nursing Process as It Relates to This Unit In General</p> <p>A. Assessment According to Gordon's Functional Health Patterns</p> <p>1. Health Perception - Health Management 2. Nutrition - Metabolic 3. Activity - Exercise 4. Sexuality - Reproductive 5. Coping - Stress tolerance</p> <p>B. Collaborative Data (Diagnostic tests)</p> <p>1. Serum arterial disease groups 2. Serum coagulation studies</p> <p>C. Analysis / Nursing Diagnoses (NANDA)</p> <p>1. Ineffective health maintenance r/t knowledge regarding self-care and treatment of disease</p> <p>D. Planning</p> <p>1. Suggested NOC outcomes: Health beliefs; Health promoting behavior; Health-seeking behavior 2. Suggested NIC Interventions: Health system guidance, Health education 3. Implementation 4. NIC based interventions: Teach risk factor reduction, teach circulatory promoting activities</p> <p>E. Evaluation of outcome achievement</p> <p>V. Specific Disorders of the Vascular System: Arteriosclerosis and Atherosclerosis</p> <p>A. Pathophysiology / Epidemiology Hypertension: Essential and Secondary</p> <p>B. Clinical Manifestations / Diagnostic Data (serum lab tests, angiography, venography)</p> <p>C. Collaborative Care (Diagnostic tests, diet, exercise, smoking cessation, stress reduction, oxygen therapy, drug therapy)</p> <p>D. Nursing Management in Accordance with Nursing Process</p> <p>1. NANDA: Acute/chronic pain r/t acute embolic event/intermittent claudication, rest pain r/t ischemia, Ineffective tissue perfusion r/t interruption of vascular flow, Activity Intolerance r/t imbalance between peripheral oxygen supply and</p>	<p>1. Lecture</p> <p>2. Audiovisual Presentations</p> <p>3. Discussion</p> <p>4. Electronic Examination</p> <p>5. Linkages - connecting new content to prior learning</p> <p>6. Reflection</p> <p>a. Reflection on experiences (thinking and feeling) b. Articulation of reflections (oral, written)</p> <p>7. Concept mapping</p> <p>8. Revisiting - review, repetition</p> <p>9. Role playing</p> <p>10. Critical thinking exercises – Clinical Foci/Interactive Learning Strategies / Case Studies / Clinical Simulations</p> <p>11. Assignment of learning enhancing activities - planned clinical experiences, computer-assisted instruction, videos, readings, community visits</p> <p>12. Simulation Exercises</p> <p>13. Web Ct Student Surveys</p> <p>14. Clicker Technology</p> <p>15. Games</p>

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CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGIES
	<i>Continues on next page . . .</i>	

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UNIT 4 - ROUTINE CARE OF THE PATIENT WITH AN UPPER AIRWAY DISORDER

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CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGIES
<p>I.</p> <p>II.</p> <p>1. Describe three levels of prevention in relation to the upper respiratory tract.</p> <p>III.</p> <p>2. Discuss nursing responsibilities in promoting smoking cessation.</p> <p>IV.</p> <p>3. Identify three common clinical manifestations in patients with upper respiratory problems.</p> <p>4. Identify key elements of health history regarding upper respiratory system.</p> <p>5. Utilize Maslow's hierarchy of needs to assess the patient with upper respiratory problems.</p> <p>6. Describe the role of the Respiratory Therapist in the collaborative management of a patient with an upper airway disorder.</p> <p>V.</p> <p>7. Develop a plan of care using three nursing diagnoses and four nursing interventions (NIC based) common to patients with nose and throat infections.</p>	<p>I. Review of Anatomy & Physiology /Functions of the Upper Respiratory System</p> <p>II. Health Promotion</p> <p>A. Primary Prevention (education re: risk factors)</p> <p>B. Secondary Prevention (early detection, recognition of symptoms)</p> <p>C. Tertiary Prevention (patient education regarding self management and prevention of complications)</p> <p>III. Advocacy / Legal-Ethical Issues / Caregiver Accountability</p> <p>IV. Utilization of the Nursing Process As It Relates To This Unit In General</p> <p>A. Assessment</p> <p>1. Gordon's Functional Health Patterns</p> <p>2. Collaborative Data (Diagnostic tests) / Analysis / Nursing Diagnoses NANDA</p> <p>B. Planning</p> <p>1. Suggested NOC outcomes: Patent Airway</p> <p>2. Suggested NIC Interventions: Airway management, Airway suctioning, Cough enhancement</p> <p>C. Implementation</p> <p>1. NIC based interventions: Monitor respiratory patterns including rate, depth, and effort; Position patient to optimize respirations; Monitor oxygenation status as required</p> <p>2. Prioritizing (Maslow) / Organizing care activities / Cost (socioeconomic considerations & medication education)</p> <p>3. Collaborative Management Physician/Nurse/Licensed Independent Practitioner/ Dietician/Respiratory Therapist/Speech Therapy/Mental Health Provider/ Pharmacist/Patient/Family</p> <p>D. Evaluation of Outcome Achievement</p> <p>V. Specific Disorders of the Nose and Throat: Infectious Disorders (Rhinitis, Sinusitis, Pharyngitis, Tonsillitis, Peritonsillar Abscess, Laryngitis)</p> <p>A. Pathophysiology / Epidemiology</p> <p>B. Clinical Manifestations / Diagnostic Data (pulmonary function tests, ABGs, pulse oximetry)</p> <p>C. Collaborative Care (oxygen therapy, drug therapy)</p>	<p>1. Lecture</p> <p>2. Audiovisual Presentations</p> <p>3. Discussion</p> <p>4. Electronic Examination</p> <p>5. Linkages - connecting new content to prior learning</p> <p>6. Reflection</p> <p>a. Reflection on experiences (thinking and feeling)</p> <p>b. Articulation of reflections (oral, written)</p> <p>7. Concept mapping</p> <p>8. Revisiting - review, repetition</p> <p>9. Role playing</p> <p>10. Critical thinking exercises – Clinical Foci/Interactive Learning Strategies / Case Studies / Clinical Simulations</p> <p>11. Assignment of learning enhancing activities - planned clinical experiences, computer-assisted instruction, videos, readings, community visits</p> <p>12. Simulation Exercises</p> <p>13. Web Ct Student Surveys</p> <p>14. Clicker Technology</p> <p>15. Games</p>
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UNIT 5 -ROUTINE CARE OF THE PATIENT WITH LOWER RESPIRATORY DISORDER

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CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGIES
<p style="text-align: center;">I.</p> <p style="text-align: center;">II.</p> <p>1. Explain three levels of prevention in relation to respiratory disorders.</p> <p>2. Develop a smoking cessation plan for the patient with a respiratory disorder.</p> <p style="text-align: center;">III.</p> <p>3. Determine nursing responsibilities in respiratory care.</p> <p style="text-align: center;">IV.</p> <p>4. Describe three clinical manifestations in patients with respiratory disorders.</p> <p>5. Categorize respiratory changes associated with aging.</p> <p>6. Interpret ABGs to assess a patient's respiratory status.</p> <p>7. Utilize Maslow's hierarchy of needs to plan care for patients with respiratory disorders.</p> <p>8. List four NANDA nursing diagnoses, four nursing interventions (NIC-based) and four NOC-based outcomes for the elderly patient with a respiratory disorder.</p> <p style="text-align: center;">V.</p> <p>9. Discuss the pathophysiology of the pneumonia.</p> <p>10. Develop a plan of care using three possible NANDA, NIC, and NOC labels for the adult patient with TB.</p> <p><i>Continues on next page . . .</i></p>	<p>I. Review of Anatomy and Physiology</p> <p>A. Functions of the Respiratory System</p> <ol style="list-style-type: none"> 1. Oxygenation 2. Removal of carbon dioxide 3. Maintain acid-base balance 4. Speech; smell <p>II. Health Promotion</p> <p>A. Primary Prevention (education re: risk factors)</p> <p>B. Secondary Prevention (early detection, recognition of symptoms)</p> <p>C. Tertiary Prevention (patient education regarding self management and prevention of complications)</p> <p>III. Patient Advocacy / Legal-Ethical Issues / Caregiver Accountability</p> <p>A. Religious/Cultural Beliefs (re: end of life issues)</p> <p>B. RN Role in End-Stage Respiratory Care</p> <p>IV. Utilization of the Nursing Process As It Relates To This Unit In General</p> <p>A. Assessment</p> <ol style="list-style-type: none"> 1. Gordon's Functional Health Patterns 2. Collaborative Data / Diagnostic Tests: (e.g., PFT, ABG, chest X-Ray, sputum) <p>B. Analysis / Nursing Diagnoses / NANDA Planning</p> <ol style="list-style-type: none"> 1. Suggested NOC outcomes: Respiratory Status: Ventilation; Respiratory Status: Gas Exchange 2. Suggested NIC Interventions: Airway Management, Respiratory Monitoring, Oxygen Therapy <p>C. Implementation</p> <ol style="list-style-type: none"> 1. NIC based interventions: Auscultate breath sounds; monitor oxygen saturation 2. Prioritizing (Maslow) / Organizing care activities / Cost (socioeconomic considerations & medication education) 3. Collaborative Efforts / Complementary Therapies / Delegation (Pulmonary rehabilitation) 4. Collaborative Management: Physician/Nurse/Licensed Independent Practitioner/ Dietician/Respiratory Therapist/Speech Therapy/Mental Health Provider/ Pharmacist/Patient/Family <p>D. Evaluation of Outcome Achievement</p> <p>V. Specific Disorders of the Respiratory System: Infectious Disorders: Pneumonia/Tuberculosis</p> <p>A. Pathophysiology / Epidemiology</p> <p>B. Clinical Manifestations / Diagnostic Data (chest X-Ray, sputum cultures, cough, breath sounds, ABGs, Sputum AFB, skin testing)</p> <p>C. Collaborative Care (oxygen therapy, pneumococcal vaccination, antibiotic therapy)</p>	<ol style="list-style-type: none"> 1. Lecture 2. Audiovisual Presentations 3. Discussion 4. Electronic Examination 5. Linkages - connecting new content to prior learning 6. Reflection <ol style="list-style-type: none"> a. Reflection on experiences (thinking and feeling) b. Articulation of reflections (oral, written) 7. Concept mapping 8. Revisiting - review, repetition 9. Role playing 10. Critical thinking exercises – Clinical Foci/Interactive Learning Strategies / Case Studies / Clinical Simulations 11. Assignment of learning enhancing activities - planned clinical experiences, computer-assisted instruction, videos, readings, community visits 12. Simulation Exercises 13. Web Ct Student Surveys 14. Clicker Technology 15. Games

NURSING 1020 - COURSE OUTLINE

UNIT 5 - ROUTINE CARE OF THE PATIENT WITH LOWER RESPIRATORY DISORDER

PAGE 2 OF 2

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGIES
<p>11. Discuss the pathophysiology of tuberculosis.</p> <p>12. Formulate an education plan for the patient with tuberculosis.</p> <p style="text-align: center;">VI.</p> <p>13. List four nursing diagnoses, NIC-based interventions and NOC-based outcomes used for patients with pulmonary embolism.</p> <p>14. Appraise risk for bleeding in patients being treated with anticoagulants for pulmonary embolism.</p> <p style="text-align: center;">VII.</p> <p>15. Develop a plan of care using three possible NANDA, NIC, and NOC labels for the adult patient undergoing chest surgery.</p> <p>16. Develop a plan to trouble-shoot an underwater seal drainage system.</p> <p style="text-align: center;">VIII.</p> <p>17. Contrast the pathophysiology involved in emphysema, bronchitis and asthma.</p> <p>18. Construct a plan to teach pursed lip breathing to a dyspneic patient.</p> <p>19. Develop a plan of care using three nursing diagnoses, four NIC-based interventions, and four NOC-based outcomes used for patients with chronic obstructive pulmonary disease.</p> <p>20. Describe the role of the Respiratory Therapist in the collaborative management of a patient with a lower airway disorder.</p>	<p>D. Nursing Management in Accordance with the Nursing Process</p> <ol style="list-style-type: none"> 1. NANDA: Impaired Gas Exchange, Activity Intolerance, Fatigue, Ineffective Health Maintenance 2. NIC: Oxygen Therapy, Respiratory Monitoring, Health Education, Energy Management 3. NOC: Respiratory Status: Gas Exchange; Tissue Perfusion: Pulmonary; Energy Conservation <p>VI. Specific Disorders of the Respiratory System: Pulmonary Embolism</p> <ol style="list-style-type: none"> A. Pathophysiology / Epidemiology B. Clinical Manifestations (chest pain, cough, hemoptysis) Diagnostic Data (V-2 scan, ABGs, CT scan) C. Collaborative Care (medication protocol, patient education) D. Nursing Management in Accordance with Nursing Process <ol style="list-style-type: none"> 1. NANDA: Pain, acute; ineffective breathing pattern, impaired gas exchange, anxiety 2. NOC: Pain control, respiratory status 3. NIC: Comfort level, ventilatory support <p>VII. Malignancies of the Respiratory System – Lung Cancer</p> <ol style="list-style-type: none"> A. Pathophysiology / Epidemiology B. Clinical Manifestations (cough, hemoptysis) Diagnostic Data (chest X-Ray, smoking history, bronchoscopy) C. Collaborative Care (chest/thoracic surgery, chest tubes, chemotherapy, radiation) D. Nursing Management in Accordance with Nursing Process <ol style="list-style-type: none"> 1. NANDA: Pain, Acute; Ineffective Breathing Patterns 2. NIC: Airway Management; Respiratory Monitoring; Pain Management 3. NOC: Vital Signs Status; Pain Level; Pain Control <p>VIII. Chronic Obstructive Pulmonary Disease Emphysema, Bronchitis and Asthma</p> <ol style="list-style-type: none"> A. Pathophysiology / Epidemiology B. Clinical Manifestations (dyspnea, cough, fatigue) / Diagnostic Data (ABGs) C. Collaborative Care (oxygen therapy, medication, nutrition, pulmonary rehabilitation) D. Nursing Management <ol style="list-style-type: none"> 1. NANDA: Impaired Gas Exchange, Ineffective Breathing Patterns, Ineffective Airway Clearance, Altered Nutrition 2. NIC: Respiratory Management; Airway Management; Cough Enhancement; Nutritional Monitoring 3. NOC: Nutritional Status; Respiratory Status: Airway Patency; Ventilation 	

NURSING 1020 - COURSE OUTLINE

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGIES

NURSING 1020 - COURSE OUTLINE

UNIT 6 - ROUTINE CARE OF THE PATIENT WITH DIABETES MELLITUS

PAGE 1 OF 3

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGIES
<p style="text-align: center;">I.</p> <p>1. Describe the altered functioning of the pancreas in relationship to Diabetes Mellitus.</p> <p style="text-align: center;">II.</p> <p>2. Identify health promotion strategies in prevention of diabetes.</p> <p style="text-align: center;">III.</p> <p style="text-align: center;">IV.</p> <p>3. Utilize Maslow's hierarchy of needs to assess the patient with Diabetes Mellitus.</p> <p><i>Continues on next page . . .</i></p>	<p>I. Review of Anatomy & Physiology / Functions of the Endocrine System</p> <p style="padding-left: 20px;">A. Structure of Pancreas B. Hormonal Regulation of Blood Glucose</p> <p>II. Health Promotion</p> <p style="padding-left: 20px;">A. Primary Prevention (education re: risk factors) B. Secondary Prevention (early detection, recognition of symptoms) C. Tertiary Prevention (patient education regarding self management and prevention of complications)</p> <p>III. Advocacy / Legal-Ethical Issues / Caregiver Accountability</p> <p>IV. Utilization of the Nursing Process As It Relates To This Unit In General</p> <p style="padding-left: 20px;">A. Assessment</p> <p style="padding-left: 40px;">1. History according to Gordon's Functional Health Patterns</p> <p style="padding-left: 60px;">a. Health Perception / Health Management Pattern: Knowledge of and self-management of Diabetes b. Nutrition / Metabolic Pattern (type of diet, fluid/electrolyte balance, skin integrity) c. Elimination Pattern (frequency of urination, hx. Kidney problems) d. Sexuality Pattern (impotency, vaginal candidiasis)</p> <p style="padding-left: 40px;">2. Physical Examination using Gordon's Functional Health Patterns (focused on problems identified in history): Weight, height, body mass</p> <p style="padding-left: 20px;">B. Analysis / Nursing Diagnoses NANDA / Planning</p> <p style="padding-left: 40px;">1. Suggested NANDA</p> <p style="padding-left: 60px;">a. Imbalanced Nutrition: less than body requirements b. Imbalanced Nutrition: greater than body requirements c. Ineffective management of therapeutic regimen</p> <p style="padding-left: 80px;">1) Non-Compliance, Risk of Injury, Hypoglycemia or hyperglycemia r/t failure to consume adequate calories, failure to take insulin</p> <p style="padding-left: 40px;">2. Suggested NOC outcomes</p> <p style="padding-left: 60px;">a. Nutritional Status: Food & fluid intake; weight control b. Therapeutic Regimen</p> <p style="padding-left: 80px;">1) Knowledge: Treatment Regimen, Health Care Decisions, Symptom Control 2) Non-compliance: Adherence Behavior, Risk for infection/injury, Risk Identification, Risk Control, Immune Status</p> <p style="padding-left: 40px;">3. Suggested NIC Interventions: Anticipatory guidance, Health education, Health screening, Learning readiness enhancement</p>	<p>1. Lecture</p> <p>2. Audiovisual Presentations</p> <p>3. Discussion</p> <p>4. Electronic Examination</p> <p>5. Linkages - connecting new content to prior learning</p> <p>6. Reflection</p> <p style="padding-left: 20px;">a. Reflection on experiences (thinking and feeling) b. Articulation of reflections (oral, written)</p> <p>7. Concept mapping</p> <p>8. Revisiting - review, repetition</p> <p>9. Role playing</p> <p>10. Critical thinking exercises – Clinical Foci/Interactive Learning Strategies / Case Studies / Clinical Simulations</p> <p>11. Assignment of learning enhancing activities - planned clinical experiences, computer-assisted instruction, videos, readings, community visits</p> <p>12. Simulation Exercises</p> <p>13. Web Ct Student Surveys</p> <p>14. Clicker Technology</p> <p>15. Games</p>

NURSING 1020 - COURSE OUTLINE

UNIT 6 - ROUTINE CARE OF THE PATIENT WITH DIABETES MELLITUS

PAGE 2 OF 3

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGIES
<p style="text-align: center;">V.</p> <p>4. Identify common clinical manifestations of Diabetes Mellitus.</p> <p>5. Utilize the Nursing Process in the care of a patient with Diabetes Mellitus.</p> <p>6. Develop a plan of care using three possible NANDA, NIC and NOC labels for the adult patient with Diabetes.</p> <p>7. Explain the role of dietician and pharmacist in the collaborative management of a patient with diabetes mellitus.</p> <p><i>Continues on next page . . .</i></p>	<p>C. Implementation</p> <ol style="list-style-type: none"> 1. NIC based interventions <ol style="list-style-type: none"> a. Encourage patient's active participation in learning b. Assess influence of cultural beliefs, norms, values on perception of therapeutic regime 2. Prioritizing (Maslow) / Organizing care activities / Cost (socioeconomic considerations & medication education) 3. Collaborative Efforts / Complementary Therapies / Delegation (Dietary management and hormone replacement) Promoting Nutrition <ol style="list-style-type: none"> a. Type I (goals, caloric intake) b. Type II (goals, intake distribution, diabetic exchange system, carbohydrate counting) <p>E. Collaborative Management Physician/Nurse/Licensed Independent Practitioner/ Dietician/Pharmacist/Patient/Family</p> <p>D. Evaluation of Outcome Achievement</p> <p>V. Etiology of Diabetes Mellitus (Type I, Type II, Gestational)</p> <ol style="list-style-type: none"> A. Pathophysiology / Epidemiology (Statistics-Incidence) B. Clinical Manifestations (polyuria, polydipsia, polyphagia) / Diagnostic Data (Serum glucose levels, glycosylated Hgb., GTT) C. Collaborative Care: (Nutrition therapy, Pharmacological therapy, Exercise therapy, Weight control / reduction) D. Pharmacological Approaches <ol style="list-style-type: none"> 1. Oral Hypoglycemic Agents (Classification, action, adverse reactions) 2. Insulin Therapy (Action, Types & concentration, Individual regimens, Sites, Adverse effects, Methods of Administration) E. Nursing Management in Accordance with Nursing Process <ol style="list-style-type: none"> 1. NANDA: <ol style="list-style-type: none"> a. Imbalanced Nutrition: less or greater than body requirements b. Ineffective management of therapeutic regimen <ol style="list-style-type: none"> 1) Non-Compliance, Risk of Injury: Hypoglycemia or hyperglycemia r/t failure to consume adequate calories, failure to take insulin 2. NOC outcomes <ol style="list-style-type: none"> a. Nutritional Status: Food & fluid intake, Weight control, Therapeutic Regimen – Knowledge: Treatment Regimen 3. Suggested NIC Intervention <ol style="list-style-type: none"> a. Anticipatory guidance, Health education, Health screening, Learning readiness enhancement 	

NURSING 1020 - COURSE OUTLINE

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGIES
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UNIT 6 – ROUTINE CARE OF THE PATIENT WITH DIABETES MELLITUS

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CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGIES
<p style="text-align: center;">VI.</p> <p>8. Describe pathophysiology of acute and chronic complications of DM.</p> <p>9. Utilize the Nursing Process in the care of a patient with acute and chronic complications of DM.</p>	<p>VI. Acute Complications of Diabetes Mellitus</p> <p>A. Diabetic Ketoacidosis (DKA) - brief overview</p> <ol style="list-style-type: none"> 1. Pathogenesis of DKA (Altered carbohydrate metabolism, Altered protein metabolism, Altered fat metabolism) 2. Assessment of DKA (e.g., Elevated blood glucose, polyuria, polydipsia, nausea, Kussmaul's respiration, dehydration) <p>B. Hyperglycemic Nonketoic Syndrome (HHNK) - brief overview</p> <p>C. Hypoglycemia (Blood glucose <50-60 mg/Dl)</p> <ol style="list-style-type: none"> 1. Pathogenesis of Hypoglycemia 2. Assessment <ol style="list-style-type: none"> a. Determine presence of neuroglycopenic and neurogenic symptoms of hypoglycemia; obtain history of diet, use of oral anti-diabetic agents; insulin use 3. Nursing Management of Hypoglycemia <ol style="list-style-type: none"> a. Administer glucose via oral or IM route in community setting, IV glucose hospital setting <p>VII. Chronic Complications of Diabetes Mellitus</p> <p>A. Macrovascular Disease (CAD, CVD, PVD)</p> <ol style="list-style-type: none"> 1. Pathogenesis of macrovascular changes 2. Assessment <ol style="list-style-type: none"> a. Suggested NANDA (Altered Tissue Perfusion) b. Suggested NOC (Tissue Perfusions: peripheral) c. Suggested NIC (circulatory care) <p>B. Microvascular Disease (Retinopathy, Nephropathy, Neuropathy)</p> <ol style="list-style-type: none"> 1. Pathogenesis of microangiopathy 2. Assessment – eye, renal and neurological <ol style="list-style-type: none"> a. NANDA – suggested nursing diagnoses (disturbed sensory perception) b. NOC – suggested outcomes (vision compensation behavior) c. NIC – suggested interventions (environmental management) 	

NURSING 1020 - COURSE OUTLINE

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGIES

NURSING 1020 - COURSE OUTLINE

UNIT 7 – ROUTINE CARE OF THE PATIENT WITH AN ENDOCRINE DISORDER

PAGE 1 OF 2

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGIES
<p style="text-align: center;">I.</p> <p>1. Identify the teaching priorities for the patient with endocrine dysfunction.</p> <p style="text-align: center;">II.</p> <p>2. List nursing responsibilities in caring for the patient with endocrine dysfunction.</p> <p style="text-align: center;">III.</p> <p>3. Explain laboratory and diagnostic tests that aid in determining endocrine function and dysfunction.</p> <p style="text-align: center;">IV.</p> <p>4. Recognize the changes in the endocrine system associated with aging.</p> <p>5. Utilize Maslow's hierarchy of needs to assess the patient with endocrine dysfunction.</p>	<p>I. Review of Anatomy & Physiology</p> <p>A. Functions of the Endocrine System</p> <ol style="list-style-type: none"> 1. Hypothalamus 2. Pituitary Gland 3. Adrenal Glands 4. Thyroid Gland 5. Parathyroid Glands <p>B. Composition of Hormones</p> <ol style="list-style-type: none"> 1. Secretion of hormones 2. Negative Feedback System <p>II. Health Promotion</p> <p>A. Primary Prevention (education re: risk factors)</p> <p>B. Secondary Prevention (early detection, recognition of symptoms)</p> <p>C. Tertiary Prevention (patient education regarding self management and prevention of complications)</p> <p>III. Patient Advocacy / Legal Ethical Issues / Caregiver Accountability</p> <p>IV. Utilization of the Nursing Process as it Relates To This Unit In General</p> <p>A. Assessment</p> <ol style="list-style-type: none"> 1. Gordon's Functional Health Patterns 2. Collaborative Data (Stimulation/Suppression Tests, Radioimmunoassay, Urine Tests, Serum Hormone Levels, Radiographic Examinations) <p>B. Analysis / Nursing Diagnoses NANDA / Planning</p> <ol style="list-style-type: none"> 1. Suggested NOC outcomes: Endurance, Body Image, Disturbed 2. Suggested NIC Intervention: Energy Management, Body Image Enhancement <p>C. Implementation</p> <ol style="list-style-type: none"> 1. NIC based interventions e.g., Energy Management, Body Image Enhancement 2. Prioritizing (Maslow) / Organizing care activities / Cost (socioeconomic considerations & medication education) 3. Collaborative Efforts / Complementary Therapies / Delegation (Dietary management and hormone replacement) 4. Collaborative Management: Physician /Nurse/ Licensed Independent Practitioner/ Dietician/Physical Therapist/ Pharmacist/Mental Health Provider/ Patient/Family <p>D. Evaluation of Outcome Achievement</p> <p style="text-align: center;"><i>Continues on next page . . .</i></p>	<ol style="list-style-type: none"> 1. Lecture 2. Audiovisual Presentations 3. Discussion 4. Electronic Examination 5. Linkages - connecting new content to prior learning 6. Reflection <ol style="list-style-type: none"> a. Reflection on experiences (thinking and feeling) b. Articulation of reflections (oral, written) 7. Concept mapping 8. Revisiting - review, repetition 9. Role playing 10. Critical thinking exercises – Clinical Foci/Interactive Learning Strategies / Case Studies / Clinical Simulations 11. Assignment of learning enhancing activities - planned clinical experiences, computer-assisted instruction, videos, readings, community visits 12. Simulation Exercises 13. Web Ct Student Surveys 14. Clicker Technology 15. Games

NURSING 1020 - COURSE OUTLINE

UNIT 7 - ROUTINE CARE OF THE PATIENT WITH AN ENDOCRINE DISORDER

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CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGIES
<p style="text-align: center;">V.</p> <p>6. Compare the clinical manifestations of hypothyroidism and hyperthyroidism.</p> <p>7. Identify teaching priorities for patients taking thyroid hormone replacement therapy.</p> <p>8. State the care of the patient post-operative for thyroidectomy.</p>	<p>V. Thyroid Disorders (Hyperthyroidism, Hypothyroidism, Thyroiditis, Cancer of the Thyroid)</p> <p>A. Pathophysiology / Epidemiology</p> <p>B. Clinical Manifestations / Diagnostic Data (serum hormone levels, thyroid scan, ultrasonography, electrocardiography)</p> <p>C. Collaborative Care: (drug therapy, radioactive iodine therapy, surgical intervention)</p> <p>D. Nursing Management in Accordance with Nursing Process</p> <ol style="list-style-type: none"> 1. NANDA: Activity Intolerance, Imbalanced Nutrition, Ineffective Health Maintenance 2. NIC: Energy Management, Nutrition Management, Health Education 3. NOC: Endurance, Nutritional Status, Health Promoting Behavior 	
<p style="text-align: center;">VI</p> <p>9. Develop a plan of care using three nursing interventions (NIC-based) to be used for the patient with parathyroid dysfunction.</p> <p>10. Explain the pathophysiology of hypoparathyroidism and hyperthyroidism.</p>	<p>VI Parathyroid Disorders Hyperparathyroidism, Hypoparathyroidism</p> <p>A. Pathophysiology / Epidemiology</p> <p>B. Clinical Manifestations / Diagnostic Data (serum calcium levels, serum PTH levels, ultrasonography, CT Scan)</p> <p>C. Collaborative Care: (diuretic and fluid therapy, drug therapy, surgical intervention)</p> <p>D. Nursing Management in Accordance with Nursing Process</p> <ol style="list-style-type: none"> 1. NANDA: Risk for Injury, Impaired Urinary Elimination, Imbalanced Nutrition 2. NIC: Health Education, Urinary Elimination Management, Nutrition Management 3. NOC: Risk Control, Urinary Elimination, Nutritional Status 	
<p style="text-align: center;">VII.</p> <p>11. Develop a plan of care using three possible NANDA, NIC and NOC labels for the adult patient with adrenal gland dysfunction.</p> <p>12. Discuss clinical changes and laboratory data that determine the effectiveness of treatment for patients with adrenal cortex dysfunction.</p> <p>13. Prioritize interventions for the patient with adrenal medulla dysfunction.</p>	<p>VII. Adrenal Disorders Addison's Disease, Cushing's Syndrome, Pheochromocytoma (brief overview)</p> <p>A. Pathophysiology / Epidemiology</p> <p>B. Clinical Manifestations / Diagnostic Data (serum hormone levels, electrolyte levels, urine tests, CT Scans)</p> <p>C. Collaborative Care: (drug therapy, radiation therapy, surgical intervention, diet therapy)</p> <p>D. Nursing Management in Accordance with Nursing Process</p> <ol style="list-style-type: none"> 1. NANDA: Anxiety, Risk for Infection, Imbalanced Nutrition 2. NIC: Anxiety Reduction, Infection Control, Nutritional Monitoring 3. NOC: Anxiety Control, Knowledge Infection Control, Nutritional Status 	

NURSING 1020 - COURSE OUTLINE

UNIT 8 - STANDARD CARE OF THE PATIENT WITH A NEUROLOGIC DISORDER

PAGE 1 OF 2

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGIES
<p>I.</p> <p>1. Describe structure and function of the brain and spinal cord as it relates to neurological assessment.</p> <p>II.</p> <p>2. Describe the nurse's role in the health promotion as associated with the neurological system.</p> <p>III.</p> <p>3. Discuss nursing responsibilities in caring for the patient with a neurological impairment.</p> <p>IV.</p> <p>4. Describe the steps in the basic neurological nursing assessment.</p> <p>V.</p> <p>5. Describe the concept of increased intracranial pressure.</p> <p><i>Continues on next page . . .</i></p>	<p>I. Review of Anatomy & Physiology Functions of the Neurologic System</p> <p>II. Health Promotion</p> <p>A. Primary Prevention (education re: risk factors) B. Secondary Prevention (early detection, recognition of symptoms) C. Tertiary Prevention (patient education regarding self management and prevention of complications)</p> <p>III. Patient Advocacy / Legal-Ethical Issues / Caregiver Accountability</p> <p>A. Nurse's role assisting families with decisions regarding long term care. B. Ethical issues involving right-to-die and nurse's role</p> <p>IV. Utilization of the Nursing Process as it Relates to This Unit in General</p> <p>A. Assessment 1. Gordon's Functional Health Patterns 2. Collaborative Data (Diagnostic tests) B. Analysis / Nursing Diagnoses NANDA / Planning 1. Suggested NOC outcomes a. Neurological Status: Consciousness 2. Suggested NIC Interventions a. Surveillance: Safety C. Implementation 1. NIC based interventions: Monitor neurological status; orient patient to time, place and person; frequently check on patient and provide brief interactions 2. Prioritizing (Maslow) / Organizing care activities / Cost (socioeconomic considerations & medication education) 3. Collaborative Efforts / Complementary Therapies / Delegation (rehabilitative therapies) 4. Collaborative Management: Physician/Nurse/ Licensed Independent Practitioner/ Speech Therapist/Dietician/Respiratory Therapist/Physical Therapy/Occupational Therapist/Pharmacist/Discharge Planning/ Patient/Family D. Evaluation of Outcome Achievement</p> <p>V. Specific Disorders of the Neurological System: Head Injury, Brain Injury (increased ICP, altered level of consciousness)</p> <p>A. Pathophysiology / Epidemiology B. Clinical Manifestations / Diagnostic Data</p>	<p>1. Lecture</p> <p>2. Audiovisual Presentations</p> <p>3. Discussion</p> <p>4. Electronic Examination</p> <p>5. Linkages - connecting new content to prior learning</p> <p>6. Reflection a. Reflection on experiences (thinking and feeling) b. Articulation of reflections (oral, written)</p> <p>7. Concept mapping</p> <p>8. Revisiting - review, repetition</p> <p>9. Role playing</p> <p>10. Critical thinking exercises – Clinical Foci/Interactive Learning Strategies / Case Studies / Clinical Simulations</p> <p>11. Assignment of learning enhancing activities - planned clinical experiences, computer-assisted instruction, videos, readings, community visits</p> <p>12. Simulation Exercises</p> <p>13. Web Ct Student Surveys</p> <p>14. Clicker Technology</p> <p>15. Games</p>

NURSING 1020 - COURSE OUTLINE

UNIT 8 - STANDARD CARE OF THE PATIENT WITH A NEUROLOGIC DISORDER

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CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGIES
<p style="text-align: center;">VI.</p> <p>6. Prioritize nursing management of the patient with an infection of the nervous system.</p> <p style="text-align: center;">VII.</p> <p>7. Develop a plan of care using three possible NANDA, NIC and NOC labels for the adult patient with degenerative neurological disorders.</p> <p style="text-align: center;">VIII.</p> <p>8. Prioritize the nursing management of a patient experiencing a seizure.</p>	<p>C. Collaborative Care: (oxygen therapy, drug therapy)</p> <p>D. Nursing Management in Accordance with the Nursing Process</p> <ol style="list-style-type: none"> 1. NANDA: Decreased Intracranial Adaptive Capacity 2. NIC: Neurological Monitoring: Cerebral Edema Management 3. NOC: Neurological Status: Consciousness <p>VI. Specific Disorders of the Neurologic System: Infection and Inflammation (Meningitis, Guillian-Barre)</p> <p>A. Pathophysiology / Epidemiology</p> <p>B. Clinical Manifestations / Diagnostic Data</p> <p>C. Collaborative Care</p> <p>D. Nursing Management in Accordance with the Nursing Process</p> <ol style="list-style-type: none"> 1. NANDA: Hyperthermia 2. NIC: Fever Treatment 3. NOC: Thermoregulation <p>VII. Specific Disorders of the Neurologic System: Degenerative Disorders: (Multiple Sclerosis, Myasthenia Gravis, Parkinson's Disease, Alzheimer's Disease, Amyotrophic Lateral Sclerosis (brief overview of ALS)</p> <p>A. Pathophysiology / Epidemiology</p> <p>B. Clinical Manifestations / Diagnostic Data</p> <p>C. Collaborative Care</p> <p>D. Nursing Management in Accordance with the Nursing Process</p> <ol style="list-style-type: none"> 1. NANDA: Impaired Physical Mobility 2. NIC: Exercise Therapy: Joint Mobility 3. NOC: Joint Movement: Active <p>VIII. Functional Disorders (Seizures)</p> <p>A. Pathophysiology / Epidemiology</p> <p>B. Clinical Manifestations / Diagnostic Data</p> <p>C. Collaborative Care</p> <p>D. Nursing Management in Accordance with the Nursing Process</p> <ol style="list-style-type: none"> 1. NANDA: Risk for Injury 2. NIC: Health Education: Safety 3. NOC: Safety Status: Physical Injury 	

NURSING 1020 - COURSE OUTLINE

UNIT 9 - ROUTINE CARE OF THE PATIENT WITH A STROKE

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CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGIES
<p style="text-align: center;">VI.</p> <p>7. Develop a plan of care using three possible NANDA, NIC and NOC labels for the adult patient with a thrombotic stroke.</p>	<p>VI. Specific Types of Strokes: Thrombotic Stroke</p> <ul style="list-style-type: none"> A. Pathophysiology / Epidemiology B. Clinical Manifestations / Diagnostic Data C. Collaborative Care D. Nursing Management in Accordance With Nursing Process <ul style="list-style-type: none"> 1. NANDA: Impaired Swallowing 2. NIC: Aspiration Precautions 3. NOC: Swallowing Status 	
<p style="text-align: center;">VII.</p> <p>8. Develop a plan of care using three possible NANDA, NIC and NOC labels for the adult patient hemorrhagic stroke.</p>	<p>VII. Specific Types of Strokes: Hemorrhagic Stroke</p> <ul style="list-style-type: none"> A. Pathophysiology / Epidemiology B. Clinical Manifestations / Diagnostic Data C. Collaborative Care D. Nursing Management in Accordance with Nursing Process <ul style="list-style-type: none"> 1. NANDA: Self Care Deficit (bathing/hygiene) 2. NIC: Self-care Assistance (bathing/hygiene) 3. NOC: Self Care: ADL's 	

NURSING 1020 - COURSE OUTLINE

UNIT 10 - ROUTINE CARE OF THE PATIENT WITH A MUSCULOSKELETAL DISORDER

PAGE 1 OF 4

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGIES
<p style="text-align: center;">II.</p> <p>1. Describe three levels of prevention in relation to musculoskeletal disorders.</p> <p style="text-align: center;">III.</p> <p>2. Discuss quality of life issues for patients having total joint replacements.</p> <p>3. Select nursing interventions that may be delegated to an unlicensed caregiver in the care of the patient with musculoskeletal disorder.</p> <p style="text-align: center;">IV.</p> <p>4. Identify musculoskeletal changes associated with aging.</p> <p>5. Use Maslow's hierarchy of needs to prioritize assessments and care of the patient with a musculoskeletal disorder.</p> <p>6. Describe potential neurovascular changes associated with musculoskeletal trauma and surgical intervention.</p> <p>7. Interpret radiological tests, nuclear scan, and serum lab tests used to assess musculoskeletal function.</p> <p>8. Discuss pain management for the patient with acute and chronic musculoskeletal disorders.</p> <p>9. Describe the role of physical and occupational therapists in the acute and chronic care of a patient with a musculoskeletal disorder.</p> <p><i>Continues on next page . . .</i></p>	<p>I. Review of Anatomy & Physiology Functions of the Musculoskeletal System</p> <p>II. Health Promotion</p> <p style="padding-left: 20px;">A. Primary Prevention (education re: risk factors)</p> <p style="padding-left: 20px;">B. Secondary Prevention (early detection, recognition of cardinal symptoms)</p> <p style="padding-left: 20px;">C. Tertiary Prevention (patient education regarding self management and prevention of complications)</p> <p>III. Patient Advocacy / Legal-Ethical Issues / Caregiver Accountability</p> <p>IV. Utilization of the Nursing Process As It Relates To This Unit In General</p> <p style="padding-left: 20px;">A. Assessment</p> <p style="padding-left: 40px;">1. Gordon's Functional Health Patterns</p> <p style="padding-left: 40px;">2. Collaborative Data (Diagnostic tests)</p> <p style="padding-left: 20px;">B. Analysis / Nursing Diagnoses NANDA Planning</p> <p style="padding-left: 40px;">1. Suggested NOC outcomes: Endurance, Energy conservation, Joint movement, Ambulation: walking, Safety behavior: fall prevention, pain control</p> <p style="padding-left: 40px;">2. Suggested NIC Interventions: Energy management, Home maintenance, Exercise therapy: ambulation, Pain management, Fall prevention</p> <p style="padding-left: 20px;">C. Implementation</p> <p style="padding-left: 40px;">1. NIC based interventions: Use pain scale to assess pain; Encourage patient to move at own speed; Clear environmental hazards; Initiate a walking program; Assess for orthostatic hypotension</p> <p style="padding-left: 40px;">2. Prioritizing (Maslow) / Organizing care activities / Cost (socioeconomic considerations & medication education)</p> <p style="padding-left: 40px;">3. Collaborative Efforts / Complementary Therapies / Delegation (Physician managed pain control, PT managed exercise and functional activities program, OT assistance with ADLs and home safety)</p> <p style="padding-left: 40px;">4. Collaborative Management: Physician/Nurse/Licensed Independent Practitioner/ Dietician/Respiratory Therapist//Mental Health Provider/ Pharmacist/Patient/Family</p> <p>D. Evaluation of NOC Outcome Achievement</p>	<p>1. Lecture</p> <p>2. Audiovisual Presentations</p> <p>3. Discussion</p> <p>4. Electronic Examination</p> <p>5. Linkages - connecting new content to prior learning</p> <p>6. Reflection</p> <p style="padding-left: 20px;">a. Reflection on experiences (thinking and feeling)</p> <p style="padding-left: 20px;">b. Articulation of reflections (oral, written)</p> <p>7. Concept mapping</p> <p>8. Revisiting - review, repetition</p> <p>9. Role playing</p> <p>10. Critical thinking exercises – Clinical Foci/Interactive Learning Strategies / Case Studies / Clinical Simulations</p> <p>11. Assignment of learning enhancing activities - planned clinical experiences, computer-assisted instruction, videos, readings, community visits</p> <p>12. Simulation Exercises</p> <p>13. Web Ct Student Surveys</p> <p>14. Clicker Technology</p> <p>15. Games</p>

NURSING 1020 - COURSE OUTLINE

UNIT 10 - ROUTINE CARE OF THE PATIENT WITH A MUSCULOSKELETAL DISORDER

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CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGIES
<p style="text-align: center;">VII.</p> <p>14. Describe altered structure and pathophysiology in traumatic musculoskeletal disorders.</p> <p>15. Develop a plan of care using three possible NANDA, NIC and NOC labels for the adult patient with a fracture.</p> <p>16. Prioritize nursing interventions for the patient following open/closed reduction, internal fixation, and/or casting.</p> <p>17. Contrast the care of the patient in skin and skeletal traction.</p> <p>18. Discuss teaching instructions to be provided to the patient being discharged with a cast or external fixator.</p> <p style="text-align: center;">VIII.</p> <p>19. Develop a plan of care using three possible NANDA, NIC and NOC labels for the adult patient with osteoporosis.</p> <p>20. Differentiate between risk factors for primary and secondary osteoporosis.</p> <p><i>Continues on next page . . .</i></p>	<p>VII. Traumatic Disorders: Sprains, Rotator Cuff Tears, Fractures, Amputations, Total Hip replacement, Total Knee Replacement</p> <p>A. Pathophysiology / Epidemiology</p> <p>B. Clinical Manifestations (pain, deformity, loss of motion) / Diagnostic Data (x-ray, CT scan, bone scan)</p> <p>C. Collaborative Care: (closed reduction, surgical intervention, open reduction, internal or external fixation, traction, casting, rehabilitation therapy)</p> <p>D. Nursing Management in Accordance with Nursing Process</p> <ol style="list-style-type: none"> 1. NANDA: Acute pain, Risk for peripheral neurovascular dysfunction, Risk for ineffective tissue perfusion, Impaired mobility, Risk for impaired skin integrity, Risk for injury, Self-care deficit, Diversional activity deficit 2. NIC: Pain management, Self-care assistance, Bedrest care, Cast care: maintenance, Exercise therapy, Strength training, Ambulation, Health education, Environmental safety management, Incision site care, Recreation therapy 3. NOC: Activity tolerance: Walking, Pain control, Knowledge: illness, tissue perfusion peripheral, Safety behavior: fall prevention, Social involvement <p>VIII. Metabolic Bone Disorders (Osteoporosis, Osteomalacia, Paget's disease)</p> <p>A. Pathophysiology / Epidemiology</p> <p>B. Clinical Manifestations (deformity, pain, fractures, loss of motion) / Diagnostic Data (x-ray, CT, bone density)</p> <p>C. Collaborative Care: (dietary management, drug therapy, therapeutic exercise, pain management, orthotics)</p> <p>D. Nursing Management in Accordance with Nursing Process</p> <ol style="list-style-type: none"> 1. NANDA: Chronic/Acute pain, Knowledge deficit, Impaired mobility, Imbalanced nutrition 2. NIC: Pain management, Self-care assistance, Health education, Exercise therapy, Environmental safety management, Nutritional therapy 3. NOC: Pain control, Knowledge: diet, Safety behavior: fall prevention, Nutritional status, Nutrient intake <p><i>Continues on next page . . .</i></p>	

NURSING 1020 - COURSE OUTLINE

UNIT 11 - ROUTINE CARE OF THE PATIENT WITH CELLULAR PROLIFERATION

PAGE 1 OF 2

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGIES
<p style="text-align: center;">I.</p> <ol style="list-style-type: none"> 1. Differentiate between benign and malignant cellular growth. 2. Define metastasis, stage and grade. <p style="text-align: center;">II.</p> <ol style="list-style-type: none"> 3. Describe three levels of prevention in relation to cancer. 4. Compare differences in incidence of cancer among demographic groups. <p style="text-align: center;">III.</p> <ol style="list-style-type: none"> 5. Discuss ethical issues of research in care of the patient with cancer. 6. Discuss responsibility, accountability and safe delegation of nursing interventions for the patient with cancer. <p style="text-align: center;">IV.</p> <ol style="list-style-type: none"> 7. Describe subjective and objective assessment of the patient with a malignancy. 8. Interpret common abnormal laboratory results for the patient with a malignancy. 9. State nursing responsibilities in the management of collaborative problems in the patient with cancer. 10. Relate critical thinking/problem solving skills to the nursing process for the patient with cancer. 11. Describe nursing management of side effects of chemotherapy. 12. Describe the relationship of therapeutic nursing interventions to NOC based psychosocial outcomes. 13. Prioritize NANDA nursing diagnoses for the patient undergoing testing for malignancy. 	<p style="text-align: center;">I. Overview</p> <ol style="list-style-type: none"> A. Basic Facts About Cancer B. Survival C. Current Research D. Attitudes E. Review of Anatomy & Physiology <ol style="list-style-type: none"> 1. Cell Cycle (G₀ resting, G₁, S, G₂, mitosis) 2. Normal Cell Characteristics <ol style="list-style-type: none"> a. Limited mitosis b. Differentiation c. Contact inhibition d. Adherence e. Orderly, well-regulated growth f. Protooncogenes <p style="text-align: center;">II. Health Promotion</p> <ol style="list-style-type: none"> A. Primary Prevention (education re: risk factors, e.g., tobacco, sun exposure, occupational exposure) B. Secondary Prevention (early detection & warning signs, CAUTION, recognition of symptoms, BSE, TSE, Pap) C. Tertiary Prevention (frequent monitoring, support groups) <p style="text-align: center;">III. Patient Advocacy / Legal-Ethical Issues / Caregiver Accountability (Advanced directives, attitudes about cancer, cure vs. palliation, withdrawal of treatment, experimental treatments/research, RN role)</p> <p style="text-align: center;">IV. Utilization of the Nursing Process As It Relates To This Unit In General</p> <ol style="list-style-type: none"> A. Assessment <ol style="list-style-type: none"> 1. Gordon's Functional Health Patterns 2. Collaborative Data (serum markers, biopsy, TMN staging, cytology, fluoroscopy) B. Analysis / Nursing Diagnoses NANDA Planning <ol style="list-style-type: none"> 1. Suggested NOC outcomes: Energy conservation, Nutritional status, Coping 2. Suggested NIC Interventions: Energy management, Nutritional management, Coping enhancement C. Implementation <ol style="list-style-type: none"> 1. NIC based interventions: Use strict medical asepsis, Control nausea 2. Prioritizing (Maslow) / Organizing care activities/ Cost (socioeconomic considerations) 3. Collaborative Efforts <ol style="list-style-type: none"> a. Surgery (Types: Diagnostic, Staging, Curative, Palliative, Reconstructive, Preventative) b. Radiation (Principles, types, side effects) c. Chemotherapy (Principles, Phase I, II, and III trials, Hormonal therapy, Complications) d. Complementary Therapies / Delegation e. Hospice/Palliative Care 	<ol style="list-style-type: none"> 1. Lecture 2. Audiovisual Presentations 3. Discussion 4. Electronic Examination 5. Linkages - connecting new content to prior learning 6. Reflection <ol style="list-style-type: none"> a. Reflection on experiences (thinking and feeling) b. Articulation of reflections (oral, written) 7. Concept mapping 8. Revisiting - review, repetition 9. Role playing 10. Critical thinking exercises – Clinical Foci/Interactive Learning Strategies / Case Studies / Clinical Simulations 11. Assignment of learning enhancing activities - planned clinical experiences, computer-assisted instruction, videos, readings, community visits 12. Simulation Exercises 13. Web Ct Student Surveys 14. Clicker Technology 15. Games

NURSING 1020 - COURSE OUTLINE

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGIES
<i>Continues on next page . . .</i>		

NURSING 1020 - COURSE OUTLINE

UNIT 11 - ROUTINE CARE OF THE PATIENT WITH CELLULAR PROLIFERATION

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CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGIES
<p style="text-align: center;">V.</p> <p>14. Describe pathophysiology of cancer.</p> <p>15. List types of surgery done for the patient with a malignancy.</p> <p>16. Discuss the rationale for cancer's common therapies: i.e., surgery, radiation, chemotherapy, immunotherapy, and bone marrow transplantation.</p> <p>17. Develop a plan of care using three possible NANDA, NIC and NOC labels for the adult patient with cancer.</p> <p>18. Prioritize NIC based interventions according to Maslow's hierarchy of needs for the patient with cancer.</p> <p>19. Describe the nurse's role in end of life issues including Hospice Care.</p>	<p>4. Collaborative Management: Physician/Nurse/Licensed Independent Practitioner/ Dietician/Respiratory Therapist/Radiation Therapist/Mental Health Provider/ Pharmacist/Social Worker/Clergy/ Patient/Family</p> <p>D. Evaluation of outcome achievement</p> <p>V. Cellular Proliferation</p> <p>A. Pathophysiology (characteristics of malignant cells, metastasis, carcinogenesis, classification of tumors) / Epidemiology (incidence, age, sex, mortality rate trends)</p> <p>B. Carcinogenesis</p> <ol style="list-style-type: none"> 1. Steps in Carcinogenesis (initiation, latency, promotion, progression) 2. Classification of Tumors (benign, malignant) 3. Routes of metastasis (malignant transformation, tumor vasculature, blood vessel penetration, arrest and invasion) 4. Tumor classification (staging, grading, naming tumors) <p>C. Clinical Manifestations / Diagnostic Data</p> <p>D. Collaborative Care: (radiation therapy, chemotherapy, biologic response therapy)</p> <p>E. Nursing Management in Accordance with Nursing Process</p> <ol style="list-style-type: none"> 1. NANDA: impaired skin, altered oral mucous membrane, fatigue, nausea, grieving, altered family processes, activity intolerance, altered body image, risk for infection 2. NIC: Skin care, oral health restoration, Energy management, Medication administration, Nutrition management, Self esteem enhancement, Grief work facilitation 3. NOC: Tissue integrity, oral health, Energy conservation, Comfort level, Nutritional status, self esteem, psychosocial adjustment <p>F. Evaluation of Outcome Achievement</p>	

NURSING 1020 - COURSE OUTLINE

UNIT 12 - ROUTINE CARE OF THE PATIENT WITH A RENAL/URINARY DISORDER

PAGE 1 OF 3

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGIES
<p>I.</p> <p>1. Describe three levels of prevention in relation to urinary/ renal disorders.</p> <p>II.</p> <p>2. Discuss nursing responsibilities for a patient with a renal or urinary disorder.</p> <p>III.</p> <p>3. Identify three common clinical manifestations in patients with renal/urinary disorders.</p> <p>4. Describe age-related changes that occur in the renal/urinary system.</p> <p>IV.</p> <p>5. Interpret laboratory data and diagnostic testing to assess the patient's renal/urinary system.</p> <p><i>Continues on next page . . .</i></p>	<p>I. Review of Anatomy & Physiology</p> <p>A. Functions of the Urinary System</p> <ol style="list-style-type: none"> 1. kidneys, ureters, bladder, and urethra <p>B. Normal Urethro-Bladder Reflex</p> <p>II. Health Promotion (integrated throughout)</p> <p>A. Primary Prevention (education re: risk factors)</p> <p>B. Secondary Prevention (early detection, recognition of symptoms)</p> <p>C. Tertiary Prevention (patient education regarding self management and prevention of complications)</p> <p>III. Patient Advocacy / Legal-Ethical Issues / Caregiver Accountability</p> <p>A. Genetic Screening for Individuals at Risk for Polycystic Disease</p> <p>B. Psychosocial Issues Related to Patients with Urinary Disorders</p> <p>IV. Utilization of the Nursing Process As It Relates To This Unit In General</p> <p>A. Assessment</p> <ol style="list-style-type: none"> 1. Gordon's Functional Health Patterns 2. Collaborative Data (Diagnostic tests, e.g. urine tests, blood tests, radiographic examination, renal biopsy, CT, MRI) <p>B. Analysis / Nursing Diagnoses Planning</p> <ol style="list-style-type: none"> 1. NANDA: Impaired urinary elimination, Urinary incontinence, Urinary retention 2. Suggested NOC outcomes: Urinary elimination, Urinary continence 3. Suggested NIC Interventions: Urinary elimination management, Monitor urinary elimination <p>C. Implementation</p> <ol style="list-style-type: none"> 1. NIC based interventions: Assess bladder function, assess renal function 2. Prioritizing according to Maslow (Elimination a physiologic need, Safety & security: consideration of age-related urinary problems, Self-esteem issues: privacy, dignity) / Organizing care activities / Cost of incontinence related care 3. Collaborative Efforts / Complementary Therapies / Delegation (Herbal remedies, dietary management for UTI, urolithiasis) 4. Collaborative Management: Physician/Nurse/Licensed Independent Practitioner/ Dietician/Respiratory Therapist//Mental Health Provider/ Pharmacist/Patient/Family <p>D. Evaluation of outcome (NOC) achievement (integrated throughout).</p> <p><i>Continues on next page . . .</i></p>	<ol style="list-style-type: none"> 1. Lecture 2. Audiovisual Presentations 3. Discussion 4. Electronic Examination 5. Linkages - connecting new content to prior learning 6. Reflection <ol style="list-style-type: none"> a. Reflection on experiences (thinking and feeling) b. Articulation of reflections (oral, written) 7. Concept mapping 8. Revisiting - review, repetition 9. Role playing 10. Critical thinking exercises – Clinical Foci/Interactive Learning Strategies / Case Studies / Clinical Simulations 11. Assignment of learning enhancing activities - planned clinical experiences, computer-assisted instruction, videos, readings, community visits 12. Simulation Exercises 13. Web Ct Student Surveys 14. Clicker Technology 15. Games

NURSING 1020 - COURSE OUTLINE

UNIT 12 - ROUTINE CARE OF THE PATIENT WITH A RENAL/URINARY DISORDER

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CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGIES
<p style="text-align: center;">V.</p> <p>6. Develop a teaching plan for treatment and prevention of infections of the renal/urinary system.</p>	<p>V. Specific Disorders of the Urinary System: Infectious Disorders</p> <p>A. Pathophysiology / Epidemiology</p> <p>B. Clinical Manifestations (dysuria) / Diagnostic Data (clean catch urine, urine culture, serum tests)</p> <p>C. Collaborative Care: (patient education, antibiotic therapy, prevention strategies including dietary plan)</p> <p>D. Nursing Management in Accordance with Nursing Process</p> <ol style="list-style-type: none"> 1. NANDA: Acute pain: dysuria; Impaired urinary elimination: frequency 2. NIC: Pain management, Urinary elimination management 3. NOC: Pain level and pain control <p>E. Evaluation of Outcome (NOC) Achievement (integrated throughout)</p>	
<p style="text-align: center;">VI.</p> <p>7. Compare the pathophysiology of types of incontinence.</p>	<p>VI. Specific Disorders of the Urinary System: Incontinence Disorders</p> <p>A. Pathophysiology / Epidemiology (types of incontinence)</p> <p>B. Clinical Manifestations / Diagnostic Data</p> <p>C. Collaborative Care: (patient education, Kegal exercises, bladder training)</p> <p>D. Nursing Management in Accordance with Nursing Process</p> <ol style="list-style-type: none"> 1. NANDA: Health seeking behavior: desire to relieve incontinence; Situational low self-esteem: inability to control passage of urine 2. NIC: Health education, Self-esteem enhancement 3. NOC: Health promoting behavior, Demonstrates self-esteem 	
<p style="text-align: center;">VII.</p> <p>8. Develop a plan of care using three possible NANDA, NIC and NOC labels for the adult patient with obstructive disorders of the urinary system.</p> <p>9. Prioritize nursing care for a patient undergoing urinary surgery.</p> <p>10. Discuss the psychological aspects of prostatic conditions.</p> <p>11. Describe pathophysiology of obstructive disorders of the urinary tract.</p> <p><i>Continues on next page . . .</i></p>	<p>VII. Obstructive Disorders of the Urinary System: Urolithiasis, Nephrolithiasis, Benign Prostatic Hypertrophy</p> <p>A. Pathophysiology / Epidemiology</p> <p>B. Clinical Manifestations / Diagnostic Data</p> <p>C. Collaborative Care</p> <p>D. Nursing Management in Accordance with Nursing Process</p> <ol style="list-style-type: none"> 1. NANDA: Acute pain: Obstruction, Impaired urinary elimination 2. NIC: Health education, Self-esteem enhancement 3. NOC: Health-promoting behavior, Demonstrates self-esteem 	

NURSING 1020 - COURSE OUTLINE

UNIT 12 - ROUTINE CARE OF THE PATIENT WITH A RENAL/URINARY DISORDER

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CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGIES
<p style="text-align: center;">VIII.</p> <p>12. Differentiate between features seen in patients with various extrarenal and degenerative disorders.</p> <p>13. Prioritize nursing interventions for the patient undergoing surgical intervention for a renal disorder.</p> <p>14. Develop a plan of care using three NANDA, NIC and NOC labels for the adult patient with a renal disorder.</p> <p style="text-align: center;">IX.</p> <p>15. Discuss the pathophysiology of the two phases of ARF.</p> <p>16. Prioritize nursing interventions for the patient progressing through the phases of oliguric ARF.</p>	<p>VIII. Renal Disorders (Extrarenal and Degenerative Conditions, Infections/Immunologic Disorders, Polycystic Kidney Disease, Acquired Kidney Diseases)</p> <p>A. Pathophysiology / Epidemiology</p> <p>B. Clinical Manifestations / Diagnostic Data</p> <p>C. Collaborative Care</p> <p>D. Nursing Management in Accordance with the Nursing Process</p> <ol style="list-style-type: none"> 1. NANDA: Acute pain, Ineffective health maintenance, Imbalanced nutrition 2. NIC: Pain management, Analgesic administration, health education, Nutrition management 3. NOC: Pain control, Health seeking behavior <p>IX. Acute Renal Failure (ARF)</p> <p>A. Pathophysiology / Epidemiology</p> <p>B. Clinical Manifestations (oliguric and nonoliguric phases) / Diagnostic Data</p> <p>C. Collaborative Care: (IV replacement therapy)</p> <p>D. Nursing Management in Accordance with Nursing Process</p> <ol style="list-style-type: none"> 1. NANDA: Excess fluid volume, Risk for deficient fluid volume 2. NIC: Fluid monitoring, Fluid management 3. NOC: Electrolyte and acid base balance, Hydration 	

NURSING 1020 - COURSE OUTLINE

UNIT 13 - ROUTINE CARE OF THE PATIENT WITH AN UPPER GI TRACT DISORDER

PAGE 1 OF 2

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGIES
<p style="text-align: center;">I.</p> <p>1. Describe three levels of prevention in relation to upper GI disorders.</p> <p style="text-align: center;">II.</p> <p>2. Discuss nursing responsibilities in care of the patient undergoing endoscopy procedures.</p> <p style="text-align: center;">III.</p> <p>3. Describe three common clinical manifestations in patients with upper GI disorders.</p> <p>4. Describe functional changes that occur in the upper GI tract with aging.</p> <p>5. Interpret lab data and diagnostic testing to assess a patient's gastrointestinal functioning.</p> <p>6. Develop a plan of care using three NANDA diagnoses, three NIC based interventions and three NOC based outcomes for the patient with upper GI dysfunction.</p> <p>7. Utilize Maslow's hierarchy of needs to assess the patient with upper GI dysfunction.</p> <p><i>Continues on next page . . .</i></p>	<p>I. Review of Anatomy & Physiology: Functions of the Upper GI System</p> <p style="padding-left: 20px;">A. Mouth B. Esophagus C. Stomach D. Small Intestine (duodenum, ileum)</p> <p>II. Health Promotion</p> <p style="padding-left: 20px;">A. Primary Prevention (education re: risk factors) B. Secondary Prevention (early detection, recognition of symptoms) C. Tertiary Prevention (patient education regarding self management and prevention of complications)</p> <p>III. Patient Advocacy / Legal Ethical Issues / Caregiver Accountability</p> <p style="padding-left: 20px;">A. Religious/Cultural Beliefs Regarding Upper GI Tract Cancers B. Role of the RN During Endoscopy Procedures</p> <p>IV. Utilization of the Nursing Process As It Relates To This Unit In General</p> <p style="padding-left: 20px;">A. Assessment</p> <p style="padding-left: 40px;">1. Gordon's Functional Health Patterns 2. Collaborative Data (Diagnostic tests, e.g., lab tests, endoscopy procedures, radiographic testing)</p> <p style="padding-left: 20px;">B. Analysis / Nursing Diagnoses NANDA Planning</p> <p style="padding-left: 20px;">C. Planning</p> <p style="padding-left: 40px;">1. Suggested NOC outcomes: Oral health, Nutritional status: Food & Fluid intake, Nutrient intake 2. Suggested NIC Interventions: Swallowing management, Nutrition management, Electrolyte management, Enteral tube therapy, Oral health restoration</p> <p style="padding-left: 20px;">D. Implementation</p> <p style="padding-left: 40px;">1. NIC based interventions: Nutrition management, Swallowing therapy, Medication management, Comfort promotion 2. Prioritizing (Maslow) / Organizing care activities / Cost 3. Collaborative Efforts / Complementary Therapies / Delegation (dietary management) 4. Collaborative Management: Physician/Nurse/Licensed Independent Practitioner/ Dietician/Respiratory Therapist//Mental Health Provider/ Pharmacist/Patient/Family</p> <p style="padding-left: 20px;">E. Evaluation of outcome (NOC) achievement</p>	<p>1. Lecture</p> <p>2. Audiovisual Presentations</p> <p>3. Discussion</p> <p>4. Electronic Examination</p> <p>5. Linkages - connecting new content to prior learning</p> <p>6. Reflection</p> <p style="padding-left: 20px;">a. Reflection on experiences (thinking and feeling) b. Articulation of reflections (oral, written)</p> <p>7. Concept mapping</p> <p>8. Revisiting - review, repetition</p> <p>9. Role playing</p> <p>10. Critical thinking exercises – Clinical Foci/Interactive Learning Strategies / Case Studies / Clinical Simulations</p> <p>11. Assignment of learning enhancing activities - planned clinical experiences, computer-assisted instruction, videos, readings, community visits</p> <p>12. Simulation Exercises</p> <p>13. Web Ct Student Surveys</p> <p>14. Clicker Technology</p> <p>15. Games</p>

NURSING 1020 - COURSE OUTLINE

UNIT 13 - ROUTINE CARE OF THE PATIENT WITH A DISORDER OF THE UPPER GI TRACT

PAGE 2 OF 2

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGIES
<p style="text-align: center;">V.</p> <p>8. Describe pathophysiology of oral cavity disorders.</p> <p>9. Develop a plan of using four nursing diagnoses common to patients with oral cavity disorders.</p>	<p>V. Specific Disorders of the Upper GI Tract Oral Cavity Disorders (Stomatitis; Primary and Secondary Tumors; Premalignant Lesions)</p> <p>A. Pathophysiology / Epidemiology</p> <p>B. Clinical Manifestations / Diagnostic Data (culture and gram stain testing, TNM classification system)</p> <p>C. Collaborative Care: (oral hygiene, medication regime of antiinfectives and analgesics, diet therapy)</p> <p>D. Nursing Management in Accordance with Nursing Process</p>	
<p style="text-align: center;">VI.</p> <p>10. Describe pathophysiology of esophageal disorders.</p> <p>11. List four nursing diagnoses common to patients with esophageal disorders.</p> <p>12. Develop a plan of care using four nursing interventions (NIC based) to care for the patient with esophageal disorders.</p> <p>13. Differentiate between surgical and non-surgical management of esophageal disorders.</p>	<p>VI. Specific Disorders of the Upper GI Tract: Esophageal Disorders - achalasia, strictures, diverticula, gastroesophageal reflux, hiatal hernia, tumor.</p> <p>A. Pathophysiology / Epidemiology</p> <p>B. Clinical Manifestations / Diagnostic Data (lab testing, radiographic testing, endoscopic exam, collection of tissue samples/gastric analysis)</p> <p>C. Collaborative Care: (drug and diet therapy, non-surgical and surgical management)</p> <p>D. Nursing Management in Accordance with Nursing Process</p> <ol style="list-style-type: none"> 1. NANDA: Altered nutrition, risk for infection, pain, impaired swallowing, risk for ineffective breathing pattern 2. NIC: Nutrition management, electrolyte management, swallowing therapy, enteral tube feeding, pain management, airway management, Teaching - disease process, aspiration precautions 3. NOC: Airway patency, swallowing status, aspiration control, pain level, pain control, knowledge of diet and treatment regime, nutrition status 	
<p style="text-align: center;">VII.</p> <p>14. Describe pathophysiology of stomach disorders.</p> <p>15. Differentiate between features of duodenal and gastric ulcers.</p> <p>16. Discuss the major complications of peptic ulcer disease.</p> <p>17. Develop a plan of care using three possible NANDA, NIC and NOC labels for patients with gastric disorders.</p>	<p>VII. Specific Disorders of the Upper GI Tract: Stomach Disorders - gastritis, peptic ulcer disease, gastric cancer, morbid obesity and bariatric surgery.</p> <p>A. Pathophysiology / Epidemiology</p> <p>B. Clinical Manifestations / Diagnostic Data (endoscopic exam, radiographic exam, lab testing)</p> <p>C. Collaborative Care: (drug and diet therapy, non-surgical and surgical management, potential complications, NG tube placement and management.</p> <p>D. Nursing Management in Accordance with Nursing Process</p> <ol style="list-style-type: none"> 1. NANDA: acute/chronic pain, sleep disturbance, altered nutrition, risk for fluid and electrolyte disturbance, ineffective individual coping, knowledge deficit 2. NIC: nutrition management, electrolyte management, pain management, fluid management, coping enhancement, sleep enhancement, teaching - disease process 3. NOC: nutritional status, food and fluid intake, electrolyte and acid-base balance, coping, comfort level, pain control, pain level, sleep, knowledge of diet, disease, medication and treatment regime 	

NURSING 1020 - COURSE OUTLINE

UNIT 14 - ROUTINE CARE OF THE PATIENT WITH A DISORDER OF THE LOWER GI TRACT

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CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGIES
<p style="text-align: center;">I.</p> <p style="text-align: center;">II.</p> <p>1. Describe three levels of prevention in relation to lower G.I. disorders.</p> <p style="text-align: center;">III.</p> <p>2. Discuss nursing responsibilities in promoting positive body image in the patient with an ostomy.</p> <p style="text-align: center;">IV.</p> <p>3. Identify three common clinical manifestations in patients with lower GI disorders.</p> <p>4. Describe lower GI changes associated with aging.</p> <p>5. Interpret blood cell counts, serum electrolytes, and diagnostic testing to assess lower GI functioning.</p> <p>6. Utilize Maslow's hierarchy of needs to assess the patient with lower GI dysfunction.</p> <p><i>Continues on next page . . .</i></p>	<p>I. Review of Anatomy and Physiology: Functions of the Large Intestines</p> <p>II. Health Promotion</p> <p>A. Primary Prevention (education re: risk factors)</p> <p>B. Secondary Prevention (early detection, recognition of symptoms)</p> <p>C. Tertiary Prevention (patient education regarding self management and prevention of complications)</p> <p>III. Patient Advocacy / Legal-Ethical Issues / Caregiver Accountability</p> <p>A. Body Image Disturbance After Ileostomy or Colostomy</p> <p>B. Nursing Actions to Promote Positive Body Image</p> <p>IV. Utilization of the Nursing Process As It Relates To This Unit In General</p> <p>A. Assessment</p> <p>1. Gordon's Functional Health Patterns</p> <p>2. Collaborative Data (CBC, electrolytes, stool tests, X-rays, CT scan, endoscopy, ultrasound)</p> <p>B. Analysis / Nursing Diagnoses (NANDA)</p> <p>1. Constipation, Diarrhea, Acute/Chronic Pain, Imbalanced Nutrition - less than body requirements, Risk for deficient fluid volume</p> <p>C. Planning</p> <p>1. Suggested NOC outcomes: Bowel Elimination, Electrolyte and Acid-Base Balance, Fluid Balance, Hydration, Nutritional Status, Pain Control</p> <p>2. Suggested NIC Interventions: Constipation Management, Diarrhea Management, Nutrition Management, Electrolyte Management, Pain Control</p> <p>D. Implementation</p> <p>1. NIC based interventions (as described above)</p> <p>2. Prioritizing (Maslow) / Organizing care activities/ Cost (socioeconomic considerations and education related to nutrition and bowel elimination)</p> <p>3. Collaborative Efforts / Complimentary Therapies/ Delegation (dietary management & drug therapy)</p> <p>4. Collaborative Management: Physician/Nurse/Licensed Independent Practitioner/ Dietician/Enterostomal Therapist//Mental Health Provider/ Pharmacist/Discharge Planner/ Patient/ Family</p> <p>E. Evaluation of Outcome (NOC) Achievement</p> <p><i>Continues on next page . . .</i></p>	<p>1. Lecture</p> <p>2. Audiovisual Presentations</p> <p>3. Discussion</p> <p>4. Electronic Examination</p> <p>5. Linkages - connecting new content to prior learning</p> <p>6. Reflection</p> <p>a. Reflection on experiences (thinking and feeling)</p> <p>b. Articulation of reflections (oral, written)</p> <p>7. Concept mapping</p> <p>8. Revisiting - review, repetition</p> <p>9. Role playing</p> <p>10. Critical thinking exercises – Clinical Foci/Interactive Learning Strategies / Case Studies / Clinical Simulations</p> <p>11. Assignment of learning enhancing activities - planned clinical experiences, computer-assisted instruction, videos, readings, community visits</p> <p>12. Simulation Exercises</p> <p>13. Web Ct Student Surveys</p> <p>14. Clicker Technology</p> <p>15. Games</p>

NURSING 1020 - COURSE OUTLINE

UNIT 14 - ROUTINE CARE OF THE PATIENT WITH A DISORDER OF THE LOWER GI TRACT

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CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGIES
<p style="text-align: center;">V.</p> <p>7. Describe pathophysiology of malabsorption disorders.</p> <p>8. Develop a dietary plan for the patient with lactose intolerance.</p> <p>9. List three nursing diagnoses common to patients with lactose intolerance.</p> <p>10. List four nursing interventions (NIC-based) to be used for the patient with lactose intolerance.</p>	<p>V. Specific Disorders of the Lower GI Tract: Malabsorption Disorder (Lactose Intolerance)</p> <p>A. Pathophysiology / Epidemiology</p> <p>B. Clinical Manifestations / Diagnostic Data (serum lab tests, biopsy, endoscopy)</p> <p>C. Collaborative Care (dietary management, drug therapy)</p> <p>D. Nursing Management in Accordance with Nursing Process</p> <ol style="list-style-type: none"> 1. NANDA: Diarrhea, Imbalanced nutrition - less than body requirements, risk for deficient fluid volume 2. NIC: Diarrhea management, Nutritional Counseling, Fluid management, Health Education 3. NOC: Bowel Elimination, Fluid balance, Hydration, Nutritional Status - Food and Fluid Intake Management 	
<p style="text-align: center;">VI.</p> <p>11. Describe pathophysiology of infectious/inflammatory bowel disorders.</p> <p>12. Develop a plan of care using three possible NANDA, NIC and NOC labels for patients with infectious/inflammatory bowel disorders.</p> <p>13. Develop a plan of care for the patient with inflammatory bowel disorders.</p>	<p>VI. Infectious/Inflammatory Disorders: Appendicitis, Peritonitis, Diverticulitis, Ulcerative Colitis, Crohn's Disease, Gastroenteritis, Hemorrhoids</p> <p>A. Pathophysiology / Epidemiology</p> <p>B. Clinical Manifestations / Diagnostic Data (serum lab tests, stool tests, radiographic assessment, sigmoidoscopy, ultrasound, CT scan)</p> <p>C. Collaborative Care: (dietary management, drug therapy, surgical intervention)</p> <p>D. Nursing Management in Accordance with Nursing Process</p> <ol style="list-style-type: none"> 1. NANDA: Constipation, Diarrhea, Imbalanced nutrition - less than body requirements, Pain, Risk for deficient fluid volume 2. NIC: Constipation Management, Diarrhea Management, Nutrition Management, Fluid Management, Electrolyte Management, Pain Management 3. NOC: Bowel Elimination, Electrolyte and Acid-Base Balance, Fluid Balance, Hydration, Treatment Behavior: Illness or Injury, Pain Control, Nutritional Status: Food and Fluid Intake Management 	
<p style="text-align: center;">VII.</p> <p>14. Describe pathophysiology of obstructive disorders of the lower GI tract.</p> <p>15. Develop a plan of care using three possible NANDA, NIC and NOC labels for the adult patient with an obstructive bowel disorder.</p> <p>16. Describe the collaborative treatment of a patient with a disorder of the lower GI tract including enterostomal therapist, dietician, etc.</p>	<p>VII. Obstructive Disorders of the Lower GI Tract: Intestinal, Obstruction, Hernia, Cancer of the Bowel</p> <p>A. Pathophysiology / Epidemiology</p> <p>B. Clinical Manifestations / Diagnostic Data (CBC, CEA, stool tests, radiographic assessment, CT scan, endoscopy, biopsy)</p> <p>C. Collaborative Care (bowel resection, ileostomy, colostomy)</p> <p>D. Nursing Management in Accordance with Nursing Process</p> <ol style="list-style-type: none"> 1. NANDA: Constipation, Deficient fluid volume, Imbalanced nutrition - less than body requirements, Pain 2. NIC: Constipation Management, Fluid Management, Nutritional Management, Electrolyte Management, Pain Management 3. NOC: Bowel Elimination, Electrolyte & Acid-Base 	

NURSING 1020 - COURSE OUTLINE

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGIES
	Balance, Fluid Balance, Hydration, Nutritional Status: Food and Fluid Intake Management	

NURSING 1020 - COURSE OUTLINE

UNIT 15 - ROUTINE CARE OF THE PATIENT WITH A DISORDER OF THE GALL BLADDER, LIVER OR PANCREAS

PAGE 1 OF 2

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGIES
<p style="text-align: center;">I.</p> <p>1. Describe the relationship between the regulatory functions of the gallbladder and the liver.</p> <p style="text-align: center;">II.</p> <p>2. Describe three levels of prevention in diseases of the gall bladder, liver and pancreas.</p> <p>3. Differentiate preventative measures to be used for each type of hepatitis.</p> <p style="text-align: center;">III.</p> <p>4. Identify cultural considerations that may affect mortality in biliary disorders.</p> <p>5. List nursing responsibilities in caring for the patient with a liver disease.</p> <p style="text-align: center;">IV.</p> <p>6. Identify the nurse's role in assessment of the patient undergoing a liver biopsy.</p> <p>7. Identify laboratory test abnormalities found in the patient with pancreatic and/or biliary dysfunction.</p> <p>8. Explain the importance of maintaining confidentiality when caring for patients with substance abuse problems.</p> <p>9. Discuss the financial impact of alcohol abuse on select populations.</p> <p><i>Continues on next page . . .</i></p>	<p>I. Review of Anatomy and Physiology: Functions of the Gall Bladder, Liver, and Pancreas</p> <p>II. Health Promotion</p> <p>A. Primary Prevention (education re: risk factors)</p> <p>B. Secondary Prevention (early detection, recognition of symptoms)</p> <p>C. Tertiary Prevention (patient education regarding self management and prevention of complications)</p> <p>III. Patient Advocacy / Legal-Ethical Issues / Caregiver Accountability</p> <p>IV. Utilization of the Nursing Process As It Relates To This Unit In General</p> <p>A. Assessment</p> <p>1. Gordon's Functional Health Patterns</p> <p>2. Collaborative Data (Diagnostic tests, e.g. cholangiogram, LFTs, amylase, lipase levels)</p> <p>B. Analysis / Nursing Diagnoses</p> <p>1. NANDA: Altered nutrition less than body requirements, Fluid volume excess or deficit, Altered comfort)</p> <p>C. Planning</p> <p>1. Suggested NOC outcomes: Fluid balance, Comfort level, Nutritional status</p> <p>2. Suggested NIC Interventions: Fluid monitoring, Pain management, Nutrition management</p> <p>D. Implementation</p> <p>1. NIC based interventions: Analgesic administration, Fluid and electrolyte management, Monitor intake and output, Anxiety reduction</p> <p>2. Prioritizing (Maslow) / Organizing care activities/ Cost</p> <p>3. Collaborative Efforts (post-operative care, alcohol abuse treatment) / Complementary Therapies/ Delegation</p> <p>4. Collaborative Management: Physician/Nurse/Licensed Independent Practitioner/ Dietician/Mental Health Provider/Pharmacist/Discharge Planner/ Patient/Family</p> <p>E. Evaluation of Outcome Achievement</p> <p><i>Continues on next page . . .</i></p>	<p>1. Lecture</p> <p>2. Audiovisual Presentations</p> <p>3. Discussion</p> <p>4. Electronic Examination</p> <p>5. Linkages - connecting new content to prior learning</p> <p>6. Reflection</p> <p>a. Reflection on experiences (thinking and feeling)</p> <p>b. Articulation of reflections (oral, written)</p> <p>7. Concept mapping</p> <p>8. Revisiting - review, repetition</p> <p>9. Role playing</p> <p>10. Critical thinking exercises – Clinical Foci/ Interactive Learning Strategies / Case Studies / Clinical Simulations</p> <p>11. Assignment of learning enhancing activities - planned clinical experiences, computer-assisted instruction, videos, readings, community visits</p> <p>12. Simulation Exercises</p> <p>13. Web Ct Student Surveys</p> <p>14. Clicker Technology</p> <p>15. Games</p>

NURSING 1020 - COURSE OUTLINE

UNIT 15 - ROUTINE CARE OF THE PATIENT WITH A DISORDER OF THE GALL BLADDER, LIVER OR PANCREAS

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CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGIES
<p style="text-align: center;">V.</p> <p>10. Identify common causes of gall bladder disease.</p> <p>11. Describe pathophysiology of gall bladder disorders.</p> <p>12. Develop a plan of care using three NANDA, NIC and NOC labels for the adult patient with a disorder of the gall bladder.</p>	<p>V. Gall Bladder Disorders: Cholecystitiis</p> <p>A. Pathophysiology / Epidemiology (inflamed gall bladder may be associated with lithiasis)</p> <p>B. Clinical Manifestations / Diagnostic Data (WBC, AST, LDH, OCG, CT of gall bladder)</p> <p>C. Collaborative Care</p> <p>D. Nursing Management in Accordance with Nursing Process</p> <ol style="list-style-type: none"> 1. NANDA: Pain, Anxiety, Fluid volume deficit 2. NIC: Analgesic administration, Anxiety reduction, Environmental management 3. NOC: Comfort level, symptom severity, Fluid management 	
<p style="text-align: center;">VI.</p> <p>13. Compare postoperative care of a patient undergoing a traditional cholecystectomy with that of a patient undergoing a laparoscopic cholecystectomy.</p> <p>14. Identify activities that can be delegated to an unlicensed caregiver in the post-operative care of a patient with a cholecystectomy.</p>	<p>VI. Obstructive Disorders: Cholelithiasis</p> <p>A. Pathophysiology / Epidemiology</p> <p>B. Clinical Manifestations (positive Murphy's sign, RUQ pain, jaundice) / Diagnostic Data WBC, US of gallbladder, OCG)</p> <p>C. Collaborative Care (Cholecystectomy, Choledochostomy, T-Tubes, Biliary Drainage Tubes)</p> <p>D. Nursing Management in Accordance with Nursing Process</p> <ol style="list-style-type: none"> 1. NANDA: Pain, Anxiety 2. NIC: Analgesic administration, Anxiety reduction, Pain management 3. NOC: Comfort level, Pain control behavior, 	
<p style="text-align: center;">VII.</p> <p>15. Differentiate between the pathophysiology of acute and chronic inflammatory disorders of the pancreas.</p> <p>16. Identify physical assessment abnormalities commonly found in patients with pancreatic disorders.</p> <p>17. Develop a plan of care using three NANDA, NIC and NOC labels for the adult patient with a pancreatic disorder.</p>	<p>VII. Pancreatic Disorders: Acute and Chronic Pancreatitis, Cancer of the Pancreas</p> <p>A. Pathophysiology / Epidemiology (gender differences)</p> <p>B. Clinical Manifestations (Cullen's sign, Grey-Turner's sign) / Diagnostic Data (serum: amylase, lipase, calcium, glucose)</p> <p>C. Collaborative Care</p> <p>D. Nursing Management in Accordance with Nursing Process</p> <ol style="list-style-type: none"> 1. NANDA: Pain, Anxiety, Fluid volume deficit 2. NIC: Analgesic administration, Anxiety reduction, Environmental management 3. NOC: Comfort level, symptom severity, Fluid management 	
<p style="text-align: center;">VIII.</p> <p>19. Describe pathophysiology of liver disorders.</p> <p>20. Develop a plan of care using three NANDA, NIC and NOC labels for the adult patient with liver dysfunction.</p> <p>21. Describe physical changes commonly seen in the patient with cirrhosis.</p> <p>22. Identify the nurse's role in preparing the patient and family for death in the patient with liver or pancreatic cancer.</p>	<p>VIII. Liver Dysfunction Disorders: Hepatitis, Cirrhosis</p> <p>A. Pathophysiology / Epidemiology</p> <p>B. Clinical Manifestations (e.g., asterixis, fetor hepaticus, jaundice, ascites, caput medusae, portal hypertension, esophageal varices, hepatic coma) / Diagnostic Data (AST, ALT, LDH, serum bilirubin, serum ammonia)</p> <p>C. Collaborative Care</p> <p>D. Nursing Management in Accordance with Nursing Process</p> <ol style="list-style-type: none"> 1. NANDA: Fluid volume excess, Risk for injury, Altered nutrition less than body requirements 2. NIC: Fluid and electrolyte management, Fluid monitoring, Medication administration 3. NOC: Comfort level, Hydration, Fluid balance, Knowledge of treatment regime 	

NURSING 1020 - COURSE OUTLINE

UNIT 16 - ROUTINE CARE OF THE PATIENT WITH A SENSORY VISUAL DISORDER

PAGE 1 OF 2

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGIES
<p style="text-align: center;">II.</p> <p>1. State levels of prevention and health promotion in the eye impaired patient.</p> <p style="text-align: center;">III.</p> <p>2. Discuss nursing responsibilities in caring for the patient with an eye impairment.</p> <p style="text-align: center;">IV.</p> <p>3. Describe methods of assessment for visual acuity.</p> <p style="text-align: center;">V.</p> <p>4. Develop a plan of care using three NANDA, NIC and NOC labels for the adult patient with conjunctivitis.</p> <p>5. Describe pathophysiology of alterations in intraocular pressure.</p> <p>6. Develop a plan of care using three NANDA, NIC and NOC labels for the adult patient with glaucoma.</p>	<p>I. Review of Anatomy & Physiology</p> <p style="padding-left: 20px;">A. Structure of the Eye B. Functions of the Eye</p> <p>II. Health Promotion</p> <p style="padding-left: 20px;">A. Primary Prevention (education re: risk factors) B. Secondary Prevention (early detection, recognition of symptoms) C. Tertiary Prevention (patient education regarding self management and prevention of complications)</p> <p>III. Patient Advocacy / Legal-Ethical Issues / Caregiver Accountability</p> <p>IV. Utilization of the Nursing Process As It Relates To This Unit In General</p> <p style="padding-left: 20px;">A. Assessment</p> <p style="padding-left: 40px;">1. Gordon's Functional Health Patterns 2. Collaborative Data (Diagnostic tests, e.g. visual measurements, CT, tonometry, optometry)</p> <p style="padding-left: 20px;">B. Analysis / Nursing Diagnoses NANDA: Risk for injury, anxiety, sensory perceptual alteration: vision</p> <p style="padding-left: 20px;">C. Planning</p> <p style="padding-left: 40px;">1. Suggested NOC outcomes: Anxiety control, body image, cognitive ability 2. Suggested NIC Interventions: Communication enhancement, environmental risk protection, medication administration</p> <p style="padding-left: 20px;">D. Implementation</p> <p style="padding-left: 40px;">1. NIC based interventions: teaching safe administration of eye medications, eye patching, home safety, visual assist devices, conversation & touch 2. Prioritizing (Maslow) / Organizing care activities/ Cost 3. Collaborative Efforts / Complementary Therapies/ Delegation 4. Collaborative Management: Physician/Nurse/Licensed Independent Practitioner/ Ophthalmologist/Optician/ Dietician/Pharmacist/Discharge Planner/ Patient/Family</p> <p style="padding-left: 20px;">E. Evaluation of Outcome Achievement</p> <p>V. Disorders of the Eye: Conjunctivitis, Cataracts, Glaucoma</p> <p style="padding-left: 20px;">A. Pathophysiology / Epidemiology B. Clinical Manifestations / Diagnostic Data (Snellen chart, tonometry) C. Collaborative Care D. Nursing Management in Accordance with Nursing Process</p> <p style="padding-left: 40px;">1. NANDA: Sensory perceptual alteration: visual, risk for injury, fear</p>	<p>1. Lecture</p> <p>2. Audiovisual Presentations</p> <p>3. Discussion</p> <p>4. Electronic Examination</p> <p>5. Linkages - connecting new content to prior learning</p> <p>6. Reflection</p> <p style="padding-left: 20px;">a. Reflection on experiences (thinking and feeling) b. Articulation of reflections (oral, written)</p> <p>7. Concept mapping</p> <p>8. Revisiting - review, repetition</p> <p>9. Role playing</p> <p>10. Critical thinking exercises – Clinical Foci/Interactive Learning Strategies / Case Studies / Clinical Simulations</p> <p>11. Assignment of learning enhancing activities - planned clinical experiences, computer-assisted instruction, videos, readings, community visits</p> <p>12. Simulation Exercises</p> <p>13. Web Ct Student Surveys</p> <p>14. Clicker Technology</p> <p>15. Games</p>

NURSING 1020 - COURSE OUTLINE

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGIES
<i>Continues on next page . . .</i>		

NURSING 1020 - COURSE OUTLINE

UNIT 16 - ROUTINE CARE OF THE PATIENT WITH A SENSORY VISUAL DISORDER

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CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGIES
<p style="text-align: center;">VI.</p> <p>7. Develop a plan of care using three NANDA, NIC and NOC labels for the adult patient with corneal disease.</p>	<p>2. NIC: Eye medication administration, Environmental risk protection</p> <p>3. NOC: Vision compensation behavior, Pain control</p> <p>VI. Corneal Disorders</p> <p>A. Pathophysiology / Epidemiology</p> <p>B. Clinical Manifestations / Diagnostic Data</p> <p>C. Collaborative Care</p> <p>D. Nursing Management in Accordance with Nursing Process</p> <p>1. NANDA: Sensory perceptual alteration: visual risk for injury, fear</p> <p>2. NIC: Eye medication administration, Eye care, Environmental risk protection</p> <p>3. NOC: Vision compensation behavior, Pain control, Safety behavior: home physical environment, Fear control</p>	
<p style="text-align: center;">VII.</p> <p>8. Develop a plan of care using three NANDA, NIC and NOC labels for the adult patient with a retinal disorder.</p>	<p>VII. Retinal Disorders: Retinal detachment, Macular Degeneration</p> <p>A. Pathophysiology / Epidemiology</p> <p>B. Clinical Manifestations / Diagnostic Data (ophthalmoscopic changes)</p> <p>C. Collaborative Care (cryotherapy, laser treatment, diathermy)</p> <p>D. Nursing Management in Accordance with Nursing Process</p> <p>1. NANDA: Sensory perceptual alteration: visual; risk for injury; fear</p> <p>2. NIC: Environmental risk protection</p> <p>3. NOC: Risk control, Vision control behavior, Pain control, Safety behavior: home physical environment</p>	
<p style="text-align: center;">VIII</p> <p>9. Develop a plan of care using three NANDA, NIC and NOC labels for the adult patient with a refractory disorder.</p>	<p>VIII. Refractory Errors</p> <p>A. Pathophysiology / Epidemiology</p> <p>B. Clinical Manifestations / Diagnostic Data</p> <p>C. Collaborative Care</p> <p>D. Nursing Management in Accordance with Nursing Process</p> <p>1. NANDA: Sensory perceptual alteration: visual; risk for injury; body image disturbance</p> <p>2. NIC: Eye care; Environmental risk protection; Socialization enhancement</p> <p>3. NOC: Safety behavior: home physical environment; Social involvement; Risk control</p>	
<p style="text-align: center;">IX.</p> <p>10. Develop a plan of care using three NANDA, NIC and NOC labels for the adult patient with a traumatic injury to the eye.</p>	<p>IX. Traumatic Disorders</p> <p>A. Pathophysiology / Epidemiology</p> <p>B. Clinical Manifestations / Diagnostic Data</p> <p>C. Collaborative Care</p> <p>D. Nursing Management in Accordance with Nursing Process</p> <p>1. NANDA: Sensory perceptual alteration: visual, Risk for injury, Risk for infection</p> <p>2. NIC: Medication administration: eye, Environmental risk protection</p> <p>3. NOC: Safety behavior: home physical environment, Infection status</p>	

NURSING 1020 - COURSE OUTLINE

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGIES

NURSING 1020 - COURSE OUTLINE

UNIT 17 - ROUTINE CARE OF THE PATIENT WITH A SENSORY AUDITORY DISORDER

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CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGIES
<p style="text-align: center;">II.</p> <p>1. State levels of prevention and health promotion in the hearing impaired patient.</p> <p style="text-align: center;">III.</p> <p>2. Discuss nursing responsibilities in caring for the patient with a hearing impairment.</p> <p style="text-align: center;">IV.</p> <p>3. Describe methods of assessment for auditory acuity.</p> <p style="text-align: center;">V., VI., VII.</p> <p>4. Develop a plan of care using three NANDA, NIC and NOC labels for the adult patient with an ear disorder.</p> <p><i>Continues on next page . . .</i></p>	<p>I. Review of Anatomy & Physiology</p> <p style="padding-left: 20px;">A. Structure of the Ear B. Functions of the Ear</p> <p>II. Health Promotion</p> <p style="padding-left: 20px;">A. Primary Prevention (education re: risk factors) B. Secondary Prevention (early detection, recognition of symptoms) C. Tertiary Prevention (patient education regarding self management and prevention of complications)</p> <p>III. Patient Advocacy / Legal-Ethical Issues / Caregiver Accountability</p> <p>IV. Utilization of the Nursing Process As It Relates To This Unit In General</p> <p style="padding-left: 20px;">A. Assessment</p> <p style="padding-left: 40px;">1. Gordon's Functional Health Patterns 2. Collaborative Data (e.g., otoscopic tests, tuning fork tests, audiometry)</p> <p style="padding-left: 20px;">B. Analysis / Nursing Diagnoses</p> <p style="padding-left: 40px;">1. NANDA: Disturbed body image, Social isolation</p> <p style="padding-left: 20px;">C. Planning</p> <p style="padding-left: 40px;">1. Suggested NOC outcomes: Social isolation, Impaired communication, Deficient knowledge 2. Suggested NIC Interventions: Socialization enhancement, Medication management</p> <p style="padding-left: 20px;">D. Implementation</p> <p style="padding-left: 40px;">1. NIC based interventions: observe for barriers to social interaction, establish trust, use of touch, assess for hearing deficit 2. Prioritizing (Maslow) / Organizing care activities / Cost 3. Collaborative Efforts / Complementary Therapies / Delegation 4. Collaborative Management: Physician/Nurse/Licensed Independent Practitioner/ Audiologist/ Pharmacist/Discharge Planner/ Patient/Family</p> <p style="padding-left: 20px;">E. Evaluation of Outcome Achievement</p> <p>V. Specific Disorders of the Ear: External Ear Disorders: cerumen impaction, foreign bodies, external otitis</p> <p style="padding-left: 20px;">A. Pathophysiology / Epidemiology B. Clinical Manifestations / Diagnostic Data C. Collaborative Care D. Nursing Management in Accordance with Nursing Process</p> <p style="padding-left: 40px;">1. NANDA: Risk for infection, Acute pain, Disturbed sensory perception - auditory</p>	<p>1. Lecture</p> <p>2. Audiovisual Presentations</p> <p>3. Discussion</p> <p>4. Electronic Examination</p> <p>5. Linkages - connecting new content to prior learning</p> <p>6. Reflection</p> <p style="padding-left: 20px;">a. Reflection on experiences (thinking and feeling) b. Articulation of reflections (oral, written)</p> <p>7. Concept mapping</p> <p>8. Revisiting - review, repetition</p> <p>9. Role playing</p> <p>10. Critical thinking exercises – Clinical Foci/Interactive Learning Strategies / Case Studies / Clinical Simulations</p> <p>11. Assignment of learning enhancing activities - planned clinical experiences, computer-assisted instruction, videos, readings, community visits</p> <p>12. Simulation Exercises</p> <p>13. Web Ct Student Surveys</p> <p>14. Clicker Technology</p> <p>15. Games</p>

NURSING 1020 - COURSE OUTLINE

UNIT 17 - ROUTINE CARE OF THE PATIENT WITH A SENSORY AUDITORY DISORDER

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CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGIES
<p style="text-align: center;">VIII.</p> <p>5. Describe methods of communication for the patient with a hearing impairment.</p>	<p style="margin-left: 40px;">2. NIC: Medication administration, Medication management, Teaching - disease process</p> <p style="margin-left: 40px;">3. NOC: Immune status, Knowledge of infection control, Risk control</p> <p>VI. Specific Disorders of the Ear: Middle Ear Disorders: tympanic membrane perforation, acute and chronic otitis media</p> <p style="margin-left: 20px;">A. Pathophysiology/Epidemiology</p> <p style="margin-left: 20px;">B. Clinical Manifestations / Diagnostic Data</p> <p style="margin-left: 20px;">C. Collaborative Care</p> <p style="margin-left: 20px;">D. Nursing Management in Accordance with Nursing Process</p> <p style="margin-left: 40px;">1. NANDA: Risk for infection, Acute pain, Disturbed sensory perception - auditory</p> <p style="margin-left: 40px;">2. NIC: Medication administration, Medication management, Teaching - Disease process</p> <p style="margin-left: 40px;">3. NOC: Immune status, Knowledge of infection control, Risk control</p> <p>VII. Specific Disorders of the Ear: Internal Ear Disorders: Motion sickness, Meniere's disease, Tinnitus</p> <p style="margin-left: 20px;">A. Pathophysiology / Epidemiology</p> <p style="margin-left: 20px;">B. Clinical Manifestations / Diagnostic Data</p> <p style="margin-left: 20px;">C. Collaborative Care</p> <p style="margin-left: 20px;">D. Nursing Management in Accordance with Nursing Process</p> <p style="margin-left: 40px;">1. NANDA: Risk for injury, Anxiety, Knowledge deficit, Risk for imbalanced nutrition</p> <p style="margin-left: 40px;">2. NIC: Fall prevention, Anxiety reduction, Nutritional monitoring</p> <p style="margin-left: 40px;">3. NOC: Risk control, Anxiety control, Nutritional status: Food and fluid intake</p> <p>VIII. Specific Disorders of the Ear: Hearing Loss</p> <p style="margin-left: 20px;">A. Pathophysiology / Epidemiology</p> <p style="margin-left: 20px;">B. Clinical Manifestations / Diagnostic Data</p> <p style="margin-left: 20px;">C. Collaborative Care</p> <p style="margin-left: 20px;">D. Nursing Management in Accordance with Nursing Process</p> <p style="margin-left: 40px;">1. NANDA: Disturbed sensory perception - auditory; Impaired verbal communication; Social isolation</p> <p style="margin-left: 40px;">2. NIC: Environmental management; Communication enhancement; Hearing deficit; Socialization enhancement</p> <p style="margin-left: 40px;">3. NOC: Hearing compensation behavior; Communication - receptive ability; Social involvement</p>	

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