

**CCRI - NURSING PROGRAM**  
**ADNU 2040: NURSING IV - FALL 2009**  
**SYLLABUS C: LEARNER ACTIVITIES**

EXAM	CLASS CONTENT	CLASS HOURS	INTERACTIVE LEARNING STRATEGIES	READING ASSIGNMENT	RESOURCE TECHNOLOGY
1	Care of the Patient Throughout the Mental Health and Mental Illness Continuum	3	<ul style="list-style-type: none"> <li>• Orientation to inpatient psychiatric hospital setting.</li> <li>• Pre- and post-conference discussion to identify student's perceptions of caring for a hospitalized patient with a major psychiatric/mental illness.</li> <li>• Introduction to hospitalized patients with a major mental illness.</li> <li>• Participation in the hospital milieu.</li> <li>• Assessment of the patient's hospital record.</li> <li>• Understanding of the type of patient's admission to the hospital: voluntary, involuntary, forensic.</li> <li>• Assessment of the patient's Master Treatment Plan.</li> <li>• Describe the patient's current level of prevention.</li> <li>• Knowledge of the parameters of the Mental Health Law and Patient's Bill of Rights.</li> </ul>	<p><b>TEXT: Townsend, Psychiatric Mental Health Nursing / Concepts of Care in Evidence-Based Practice, 6<sup>th</sup> Ed.</b>            Chapters 2, 5, 13 &amp; Appendix C</p>	<p><b>WEBSITES:</b></p> <ul style="list-style-type: none"> <li>• RI Mental Illness Law  <a href="http://www.psychlaws.org/legalresources">www.psychlaws.org/legalresources</a></li> <li>• National Alliance on Mental Illness  <a href="http://www.nami.org">www.nami.org</a></li> <li>• FA Davis  <a href="http://www.fadavis.com/townsend">www.fadavis.com/townsend</a></li> </ul>
1	The Nursing Process and Therapeutic Communication as the Foundation for a Caring, Therapeutic Nurse-Patient Relationship	2	<ul style="list-style-type: none"> <li>• Perform a Nursing Assessment using the Nursing History and Assessment Tool. Utilize the steps of the nursing process in planning nursing care for assigned patient.</li> <li>• Write a reflective journal about assigned patient documenting the appropriate steps of the nursing process utilized to move patient toward mental health on the mental health/mental illness continuum.</li> <li>• In pre- and post-conference discuss therapeutic communication with patients experiencing delusions and/or hallucinations.</li> <li>• In pre- and post-conference have students identify therapeutic communication strategies with patients diagnosed with a major mental illness. Encourage group communication to enhance students' therapeutic communication skills.</li> <li>• Identify patients' culture and its influence on their mental illness.</li> <li>• Utilize appropriate documentation about patient's mental status according to hospital policy.</li> </ul>	<p><b>TEXT: Townsend, 6th Ed.</b>            Chapters 6, 7, 8 9, &amp; Appendix D</p>	<p><a href="http://www.DavisPlus.fadavis.com">www.DavisPlus.fadavis.com</a></p>

EXAM	CLASS CONTENT	CLASS HOURS	INTERACTIVE LEARNING STRATEGIES	READING ASSIGNMENT	RESOURCE TECHNOLOGY
1	Care of the Patient with Complex Cardiovascular Dysfunction: Overview  Patients with Chest Pain Assessment: Physical, Labs, EKG Reasons for chest pain diagnosis Treatment Terms: preload, afterload, contrast, cardiac output/index, CVP, wedge pressure, ejection, fractions, atrial kick	9	<ul style="list-style-type: none"> <li>Discuss assessment and treatment of various groups in relation to issues (i.e. female) as well as interventions (i.e. heart transplants), advanced directives, cost.</li> <li>Clinical NCP for cardiovascular patient reflecting nursing process using NANDA, NOC, NIC.</li> <li>Discuss overall care in classroom, post conference.</li> </ul>	<p><b>REVIEW CARDIAC CONTENT FROM NURSING II - THIS WILL BE COVERED IN-DEPTH.</b></p> <p><u>TEXT: Brunner, 11th Ed.</u> Unit 6 - Review Chapter 26, pp. 778-821 Chapter 30, pp. 944-968</p> <p>Handouts</p>	<p><b>*PRIOR TO 1<sup>ST</sup> LECTURE</b> <b>#MS-218 V</b> Mastering 12 Lead EKG 35 min. <b>#MS-213 V</b> EKG Analysis &amp; Interventions: EKG Interpretation 29 min.</p>
1	Care of the Patient with Complex Cardiovascular Dysfunction: Acute Coronary Syndrome  Treatments Drug Therapy		<ul style="list-style-type: none"> <li>Complete NCP (NANDA/NIC/NOC) for a patient with a diagnosis of Acute Coronary Syndrome in the clinical area.</li> <li>Correlate medication with care of the patient with acute coronary syndrome.</li> <li>Nursing Care Plans for patients with cardiovascular disease using NANDA, NIC, NOC.</li> <li>Complete discharge plans for a patient with Acute Coronary Syndrome using NANDA, NIC, NOC.</li> </ul>	<p><u>TEXT: Brunner, 11th Ed.</u> Chapter 26, p. 792 Chapter 27, pp. 822-828 Chapter 28, pp. 858-888 Chapter 31, pp. 997-1000</p> <p>Handouts</p>	<p><b>WEBSITES:</b> American Heart Association <a href="http://www.americanheart.org">www.americanheart.org</a> National Heart Lung and Blood Institute <a href="http://www.nhlbi.nih.gov">www.nhlbi.nih.gov</a></p>
1	Care of the Patient with Complex Cardiovascular Dysfunction: Cardiac Dysrhythmias  Care of the Patient with a ICD  Rate, Rhythm, Dysrhythmias  Drug Therapy for Dysrhythmias  Care of the Patient with a Pacemaker		<ul style="list-style-type: none"> <li>Prepare discharge teaching plan for patients with dysrhythmias including teaching patients about drug therapy.</li> <li>Prepare a teaching program for a patient being discharged with a permanent pacemaker/ICD.</li> </ul>	<p><u>TEXT: Brunner, 11th Ed.</u> Chapter 27, pp 822-857 Pacemakers, pp. 844-848 ICD, pp. 849-859 Cardioversion, pp. 842-844 Chapter 30, pp. 969-973</p> <p>Handouts</p>	<p><b>A/V VIDEOCASSETTES</b> <b>*View before lecture:</b> <b>#MS-213V</b> EKG Analysis &amp; Intervention: EKG Interpretation 29 min. <b>#MS-214V</b> EKG Analysis &amp; Intervention: EKG Sinus, Atrial, and Junctional Dysrhythmias 29 min. <b>#MS-215V</b> EKG Analysis &amp; Intervention: Heart Block and Ventricular Dysrhythmias 24 min.</p> <p><b>SIMULATION LAB</b></p>
1	Care of the Patient with Complex Cardiovascular Dysfunction: Cardiac Problems Related to Mechanical Failure  Care of the Patient with Cardiomyopathy, CHF, Acute Pulmonary Edema, Cardiac Tamponade  Drug Therapy for Cardiac Problems Related to Mechanical Failure		<ul style="list-style-type: none"> <li>NCP for patient with CHF, Acute Pulmonary Edema using NANDA/NIC/NOC.</li> <li>Plan for discharge for patient with CHF/Acute Pulmonary Edema using NANDA/NIC/NOC.</li> <li>NCP for patient with cardiomyopathy using NANDA/NIC/ NOC.</li> </ul>	<p><u>TEXT: Brunner, 11th Ed.</u> Chapter 30, pp. 958-964 Chapter 30, pp. 964-965 pp. 967-968 chapter 29, pp. 925-928</p> <p>Handouts</p>	
1	Care of the Patient with Complex Cardiovascular Dysfunction: Cardiac Problems Related to Shock		<ul style="list-style-type: none"> <li>Prioritize care of patients with cardiogenic shock/ obstructive shock using NANDA/NIC/NOC.</li> <li>Discharge plan for a patient after shock.</li> </ul>	<p><u>TEXT: Brunner, 11th Ed.</u> Chapter 30, pp. 965-967 Chapter 15, pp. 368-371</p> <p>Handouts</p>	

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1	Care of the Patient with Complex Cardiovascular Dysfunction: Surgical Interventions including Heart Transplants  Care of the Patient with Complex Cardiovascular Dysfunction: Non-Surgical Interventions		<ul style="list-style-type: none"> <li>NCP for patient with a valvular problem using NANDA/NIC/ NOC interventions.</li> </ul>	<p><b>TEXT: Brunner, 11th Ed.</b> Chapter 28, pp. 888-913 Chapter 29, pp. 914-925 &amp; pp. 928-932</p> <p>Handouts</p>	
2	Care of the Patient with Anxiety Disorders	2	<ul style="list-style-type: none"> <li>Recognize manifestations of anxiety.</li> <li>Differentiate between normal anxiety and anxiety disorders.</li> <li>Identify predisposing factors in the development of anxiety disorders.</li> <li>Review defense mechanisms and patient behaviors.</li> <li>Discuss care of patients with anxiety disorders in pre- and post-conference.</li> <li>Utilize nursing process to write a Concept Care Plan on a patient with an anxiety disorder.</li> </ul>	<p><b>TEXT: Townsend, 6th Ed.</b></p> <p>Chapters 14, 30 and 31</p> <p>Review Chapter 2 (anxiety and defense mechanisms)</p>	<p>Internet Resources, Townsend, Ch 30, p. 591</p> <p>FA Davis <a href="http://www.fadavis.com/townsend">www.fadavis.com/townsend</a> National Alliance on Mental Illness <a href="http://www.nami.org">www.nami.org</a> Sidran Institute <a href="http://www.sidran.org">www.sidran.org</a></p>
2	Care of the Patient with Complex Fluid, Electrolyte and Acid-Base Disorders	3	<ul style="list-style-type: none"> <li>Discuss major F &amp; E laboratory results of patients with complex needs in the clinical area.</li> <li>Review arterial blood gas laboratory results and potential electrolyte disturbances.</li> <li>Discuss treatment options for those with complex metabolic disorders.</li> <li>Develop a NCP utilizing NANDA/NIC/NOC for a patient with acid-base disorder.</li> </ul>	<p><b>TEXT: Brunner, 11th Ed.</b> Unit 3, Ch 14, pp. 300-340 Appendix C Concept Maps p. 2630</p> <p><u>Quick Text References</u> Terms, p. 301 Fluid regulation, p. 307, Fig. 14-2 &amp; p. 308, Fig. 14-3 IV solutions, p. 311-312, Table 14-4 Major F &amp; E imbalances, pp. 316-317, Table 14-5</p> <p><b>TEXT: Karch, 4th Ed.</b> Chapters 50 &amp; 53</p>	<p><b>REVIEW</b> <b>VIDEOCASSETTES:</b> <b>#BN-237 V</b> Nurse's Assessment: Signs and Symptoms of Fluid &amp; Electrolyte Imbalance (30 min.) <b>#BN-079 V</b> Acid-Base Balance: Ups &amp; Downs of pH (16 min.) <b>#BN-080 V</b> Acid-Base Balance: Respiratory Alkalosis and Acidosis (27 min.) <b>#BN-081 V</b> Acid-Base Balance: Metabolic Alkalosis and Acidosis (29 min.)</p> <p><b>CAI: CD ROM</b> Fluid &amp; Electrolytes</p>

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2	Care of the Patient with Complex Neurologic Problems	3	<ul style="list-style-type: none"> <li>Have students perform cranial nerve assessments on each other and assigned patients as part of the complete neuro-logical assessment. Include assessment considerations (signs and symptoms) indicative of increasing intracranial pressure.</li> <li>Discuss the impact of aging on neuromuscular function using patient examples when possible.</li> <li>Have students accompany patients having MRI's, CT's, and ICP monitoring.</li> <li>Discuss the relationship of high risk behavior, substance abuse and violence, to accidents and traumatic brain injury.</li> <li>Have several students contact the local chapter of NHIF and discuss the resources available to patients and their families.</li> <li>Discuss other medical conditions and medications that can also cause disruptions in ADH secretion and result in DI or SIADH.</li> </ul>	<p>Review Nsg. II notes on neuro assessment and nursing care of the patient with IICP.</p> <p><u>TEXT: Brunner, 11th Ed.</u> Chapters 60, 61, 62, 63, 64, &amp; 65</p> <p><u>Quick Text References:</u> GCS Cranial nerves Dermatome distribution Cranial Surgical Approaches Nursing Management after Intra-cranial Surgery</p>	<p><u>A/V VIDEOCASSETTES:</u> <b>#MS-183 V &amp; MS-184 V</b> NCLEX RN REVIEW: Neurological Disorders Part 1, 46 min. &amp; Part 2, 60 min. <b>#PY-172 V</b> Basic Mental Status Examination Series: Conducting the Patient Interview, 30 min. <b>#BN-235 V</b> Nurse's Assessment: Neurologic Signs &amp; Symptoms, 30 min.</p>
2	Care of the Patient with a Mood Disorder	2	<ul style="list-style-type: none"> <li>Discuss nursing protocols in the care of the depressed, manic and suicidal patient including the level of observation needed for these patients.</li> <li>Prioritize nursing outcomes and interventions to meet the needs of a patient exhibiting acute symptoms of a mood disorder.</li> <li>Complete an assessment and utilize nursing process to write a care plan for a patient exhibiting signs and symptoms of a mood disorder.</li> <li>Discuss various modalities relevant to treatment of patients with a mood disorder (i.e., electric shock treatment - ECT; transcranial magnetic stimulation - TMS; psychotherapy; light therapy; psychopharmacology; complementary therapy.</li> <li>Identify topics for patient and family teaching relevant to mood disorders.</li> <li>Discuss implications of research for evidence-based practice when caring for patients with mood disorders.</li> </ul>	<p><u>TEXT: Townsend, 6th Ed.</u> Chapters 22 and 29</p> <p><u>SUGGESTED READING:</u> <u>She's Come Undone</u> by Wally Lamb</p> <p><u>ELECTROBOY</u> by Andy Behrman</p>	<p><b>#PY-110 V</b> Mood Disorders <b>#PY-168V; 169V; 170V; 171V</b> "Mood Disorders: - Depressive Disorders, Pt 1 (29) - Depressive Disorders, Pt 2 (28) - Bipolar Disorders (29) - Antidepressants and Mood Stabilizers (23)</p> <p><u>WEBSITES:</u> Periodicals: <a href="http://www.ccni.edu/lerc/lib.htm">www.ccni.edu/lerc/lib.htm</a></p> <p>Townsend Internet References Ch. 29, p. 560</p> <p><a href="http://www.DavisPlus.fadavis.com">www.DavisPlus.fadavis.com</a> <a href="http://www.fadavis.com/townsend">www.fadavis.com/townsend</a></p>
2	Care of the Patient with Problems of the Spinal Cord	3	<ul style="list-style-type: none"> <li>Perform motor and sensory assessments for assigned patients using guidelines in text, p. 1068, Chart 45-7.</li> <li>Conference with OT/PT to discuss adaptive measures in home environment for ADL's, driving and home care for SCI patients.</li> <li><u>Discussion Questions:</u> <ul style="list-style-type: none"> <li>Should individuals with cerebral brain damage be allowed to drive a car?</li> <li>How many students have considered organ donation, indicated on driver's license and informed their families?</li> </ul> </li> </ul>		

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TBA	<p>Care of the Patient Receiving Antianxiety/Antidepressant Medication/Electroconvulsive Therapy</p> <p><u>Exam TBA</u> Part 1 or 1<sup>st</sup> 2 hours: Anti-anxiety, anti-depressant, medications</p> <p><u>Exam TBA</u> Part 2 or last 2 hours: Anti-psychotic, anticonvulsive, anti-spasmodic, antimania medications and mood stabilizing drugs</p>	4	<ul style="list-style-type: none"> <li>Complete a "Medication Assessment Tool", p. 303, for your assigned patient.</li> <li>Assess and intervene in response to drug reactions and interactions.</li> <li>Institute patient/family teaching in regards to medication: antianxiety, antidepressants, lithium, and anti-convulsants.</li> <li>Incorporate nursing implications related to drug therapy in plan of care.</li> <li>Review lab work on assigned patients that is specific to psychopharmacology. What (patient) lab values are critical for nurses to know?</li> <li>Discuss specific nursing strategies and interventions to deal with medication/treatment non-compliance.</li> <li>What behaviors need to be assessed to facilitate medication adherence with the psychotic patient?</li> <li>What are the critical differences among the dystonias: pseudo Parkinsonian, tardive dyskinesia, neuromalignant syndrome and serotonin syndrome.</li> <li><u>Reflect on:</u> <ul style="list-style-type: none"> <li>The impact anxiety and depression have on one's lifestyle and quality of life.</li> <li>How pharmacology has an effect on a person's quality of life.</li> </ul> </li> <li>The significance of pharmacotherapy in the treatment of patients with a psychiatric disorder.</li> <li>Explain the benefits of complementary and alternative healing practices. What cautions are needed in the use of herbal medicines in treatment of anxiety and depression?</li> </ul>	<p><u>TEXT: Townsend, 6<sup>th</sup> Ed.</u> Review the chapter objectives for assigned readings.</p> <p>Appendix F, p. 833 Appendix G, pp. 834-850 &amp; CD Ch. 4, pp. 48-71 Ch. 21, pp. 301-335 Ch. 23, pp. 344-355 Ch. 28, pp. 510-515 Ch. 29, pp. 526-528; 542-543; 551-554 Ch. 30, p. 563; pp. 585-587 Ch. 31, p. 612 Ch. 33, pp. 660-661</p> <p><u>TEXT: Deglin, Davis' Drug Guide for Nurses, 11<sup>th</sup> Ed., F. A. Davis, 2008</u></p> <p><u>TEXT: Karch, Amy, Focus on Nursing Pharmacology, 4<sup>th</sup> Ed., Lippincott, 2008</u></p> <p><u>JOURNAL ARTICLE:</u> Understanding antipsychotic medications, Nursing 2006 January</p>	<p><u>A/V VIDEOCASSETTE</u> <u>#PY-158V</u> "EPS: A Guide to Prevention, Recognition, and Treatment in the Era of Atypical Antipsychotics", 38 min.</p> <p><u>WEBSITES:</u> Anxiety Disorders Association of America <a href="http://www.adaa.org">www.adaa.org</a></p> <p>Visit the website for a specific drug that is provided by the pharmaceutical manufacturer. What teaching materials are provided about the medication? What teaching materials are provided about the psychiatric disorder?</p> <p>Review advertisements on TV and/or in magazines for various psychotropic drugs. Think about the target market and the points emphasized in the advertisement. How would you evaluate this information as a consumer? How would you evaluate this information from a nursing perspective?</p>
3	<p>Care of the Patient with Complex Respiratory Disorders</p> <p>Review of Anatomy &amp; Physiology Ventilation/Perfusion Balance-Imbalance Acute Respiratory Failure Acute Respiratory Distress Syndrome Aspiration Airway Management Mechanical Ventilation Weaning from Ventilator Prevention of Ventilator Acquired Pneumonia</p>	3	<ul style="list-style-type: none"> <li>Ask Respiratory to review equipment.</li> <li>Discuss anatomical changes and their effects on respiratory pattern (ex.: osteoporosis, lobectomy, scoliosis, or hypnosis).</li> <li>Discuss acid/balance.</li> <li>Collaborate with the respiratory therapist regarding care of a patient on a mechanical ventilator (demonstration of use of equipment).</li> <li>NCP for a patient on a mechanical ventilator.</li> <li>Present a case study, including NCP, utilizing NANDA/ NOC/NIC for the patient with Adult Respiratory Distress Syndrome (ARDS).</li> </ul>	<p><u>TEXT: Brunner, 11th Ed.</u> Chapter 21: Assessment of Respiratory Function, pp. 553-562 Acute Respiratory Failure, pp. 655-659 Airway Management, pp. 735-756</p>	

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3	Care of the Patient with Complex Metabolic and Endocrine Disorders	3	<ul style="list-style-type: none"> <li>Discuss Intervention Activities for the Diabetic Client Experiencing Fluid &amp; Electrolyte &amp; Acid-Base Imbalances.</li> <li>Prepare and present case studies of patient with diabetes, evaluate blood sugars, related diagnostic tests, and insulin needs.</li> <li>Discuss side effects of steroid treatment.</li> <li>Develop a care plan for a patient who is on a tapering dose of steroids.</li> <li>Compare and contrast treatment and nursing interventions for patients with DKA and HHNS.</li> <li>Develop NCP for patient with endocrine disorders, thyroidectomy, thyroid storm, Myxedema coma, Cushings syndrome, or Addison's disease.</li> </ul>	<p><b>TEXT: Brunner, 11th Ed.</b> Chapters 41 &amp; 42</p> <p><b>TEXT: Karch, 4th Ed.</b> Chapters 34, 35, 36, 37, &amp; 38</p> <p>Handouts</p>	<p><b>WEBSITES:</b> American Diabetes Association <a href="http://www.diabetes.org">www.diabetes.org</a> American Association of Diabetes Educators <a href="http://www.aadenet.org">www.aadenet.org</a> Endocrine Web <a href="http://www.endocrineweb.com">www.endocrineweb.com</a> Medscape <a href="http://www.mywebmd.com">www.mywebmd.com</a> WebMD <a href="http://www.webmd.com">www.webmd.com</a></p>
3	Care of the Patient with Complex Burn Injuries	3	<ul style="list-style-type: none"> <li>Discuss pain management for patients with complex burn injuries.</li> <li>Develop a NCP utilizing NANDA/NOC/NIC for patients with complex burn injuries.</li> </ul>	<p><b>TEXT: Brunner, 11th Ed.</b> Integumentary Function, Ch. 55, pp. 1927-1932 Wound Dressings, p.1947 Burns, Ch. 57</p> <p><b>TEXT: Karch, 4th Ed.</b> Burn Preparations, p. 1017</p> <p>Handouts</p>	<p><b>A/V: VIDEOCASSETTES</b> <b>BN-162 V</b> Wound Care and Applying Dressings (24 min.) <b>MS-207 V</b> Burns: Emergency Procedures (15 min.) <b>MS-208 V</b> Burns (29 min.)</p> <p><b>WEBSITES:</b> American Burn Association <a href="http://www.ameriburn.org">www.ameriburn.org</a></p>
4	Care of the Patient with Complex Disorders of the Liver	3	<ul style="list-style-type: none"> <li>Discuss assessment and treatment options for patients with complex liver disorders.</li> <li>Identify how lifestyle diseases affect the patient and impacts family and/or significant other.</li> <li>Discuss the nurse's role in the administration of blood and blood products.</li> <li>Develop NCP for patient with end stage cirrhosis using NANDA/NIC/NOC.</li> </ul>	<p><b>TEXT: Brunner, 11th Ed.</b> Chapter 34 &amp; 39</p> <p><b>TEXT: Karch, 4th Ed.</b> Chapter 51</p> <p>Handouts Case Studies</p>	<p><b>WEBSITES:</b> United Network for Organ Sharing <a href="http://www.unos.org">www.unos.org</a> New England Organ Bank <a href="http://www.neob.org">www.neob.org</a> American Liver Foundation <a href="http://www.liverfoundation.org">www.liverfoundation.org</a></p>

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3	Care of the Patient with Schizophrenia and/or other Psychotic Disorders	2	<ul style="list-style-type: none"> <li>Utilize the Nursing Process to care for patients with Schizophrenia or other psychotic disorders; to include physical, psycho/social, cultural and spiritual needs through classroom and clinical participation, lecture, discussion, pre- and post-conferences, clinical assignment, required readings, and audio/visual media available.</li> <li>Formulate and discuss nursing interventions and outcomes for the patient who is               <ol style="list-style-type: none"> <li>hallucinating</li> <li>delusional</li> <li>suspicious</li> <li>socially isolative</li> </ol> </li> <li>Discuss nursing outcomes of:               <ol style="list-style-type: none"> <li>treatment compliance</li> <li>reintegration into the community</li> <li>community based treatment</li> <li>health maintenance</li> </ol> </li> <li>Implement teaching for the patient receiving anti-psychotic medication to include:               <ol style="list-style-type: none"> <li>therapeutic effects</li> <li>side effects</li> <li>medication compliance</li> <li>drug specific considerations</li> </ol> </li> <li>Written assignment:               <ol style="list-style-type: none"> <li>Develop Concept Care Map of a patient with signs and symptoms of schizophrenia or other psychotic disorders utilizing the nursing process.</li> </ol> </li> </ul>	<p><b>TEXT: Townsend 6<sup>th</sup> Ed.</b> Chapter 4, 21, 28, 37</p> <p>Pharmacology: AntiPsychotics</p> <p><b>OPTIONAL READING:</b> "I Know This Much Is True" by Wally Lamb</p> <p>"One Flew Over the Cuckoo's Nest" by Ken Kesey</p>	<p><b>A/V: VIDEOCASSETTES</b> #PY-091 V "Understanding and Communicating with a Person Who Is Hallucinating" 63 min. #PY-095 V "Into Madness" 60 min.</p> <p><b>WEBSITES:</b> Periodicals: <a href="http://www.ccri.edu/lerc/lib.htm">www.ccri.edu/lerc/lib.htm</a></p> <p>National Alliance for Research on Schizophrenia &amp; Depression <a href="http://www.narsad.com">www.narsad.com</a></p> <p>Refer to Townsend, 6<sup>th</sup> Ed., p. 518 for additional websites</p> <p><b>RECOMMENDED:</b> <b>Major Motion Picture DVDs</b> "One Flew Over the Cuckoo's Nest"  "A Beautiful Mind"  "The Soloist"</p>
4	Care of the Patient with Complex Renal, Urinary, and Prostate Disorders	6	<ul style="list-style-type: none"> <li><b>Reflect on:</b> <ul style="list-style-type: none"> <li>What it would feel like to have ESRD.</li> <li>Effective ways to support the family and enhance coping of both the patient with ESRD and his/her family.</li> <li>Community based resources available for the patient with a cutaneous ureterostomy following discharge.</li> <li>The knowledge and skills which would be needed for a nurse to intervene effectively with a patient following prostatectomy for cancer of the prostate.</li> </ul> </li> <li>Assign the student to accompany a patient to hemodialysis in the clinical setting, caring for the patient prior to and following the procedure.</li> <li>Collaborate with an enterstomal therapist/skin specialist related to care of the patient with an ileostomy (demonstration and use of equipment).</li> <li>Discuss the different treatment options available to men diagnosed with prostate cancer.</li> <li>Present a case study including a NCP utilizing NANDA/ NOC/NIC for a patient and family preparing for renal transplant.</li> </ul>	<p><b>TEXT: Brunner, 11th Ed.</b> Acute Renal Failure &amp; Kidney Transplantation, Ch 44, pp. 1522-1566 Cancer of Bladder, pp. 1596-1609 Cancer of Prostate, Ch 49, pp. 1753-1769</p> <p><b>TEXT: Karch, 4th Ed.</b> Chapter 50</p> <p>Handouts</p>	<p><b>SUGGESTED A/V:</b> CAI: Medical-Surgical Nursing Simulations II: A Client with Chronic Renal Failure</p> <p><b>WEBSITES:</b> New England Organ Bank <a href="http://www.neob.org">www.neob.org</a> Nursing Center <a href="http://www.nursingcenter.com">www.nursingcenter.com</a></p> <p><b>SIMULATION LAB</b></p>

EXAM	CLASS CONTENT	CLASS HOURS	INTERACTIVE LEARNING STRATEGIES	READING ASSIGNMENT	RESOURCE TECHNOLOGY
	Care of the Patient with a Personality Disorder	2	<ul style="list-style-type: none"> <li>Utilize nursing protocols when caring for patients exhibiting aggressive, suicidal or self-mutilating behaviors.</li> <li>Describe how nursing interventions change when a patient has an Axis I vs Axis II disorder.</li> <li>Using nursing process, formulate a plan to care for patients with Borderline or Antisocial Behaviors.</li> <li>Discuss various modalities relevant to the treatment of personality disorders.</li> <li>Discuss the use of observation/restraints/seclusion utilized in the clinical setting.</li> <li>Apply research evidenced-based interventions used when caring for a patient with personality disorder.</li> </ul>	<p><u>TEXT: Townsend, 6<sup>th</sup> Ed.</u> Chapter 34</p>	<p><u>A/V: VIDEOCASSETTES</u> <b>#PY-107 V</b> Personality Disorders</p> <p><u>WEBSITES:</u> Periodicals: <a href="http://www.ccri.edu/lerc/lib.htm">www.ccri.edu/lerc/lib.htm</a></p> <p>Townsend Internet References: Ch.34, p. 695</p> <p><a href="http://www.DavisPlus.fadavis.com">www.DavisPlus.fadavis.com</a></p>
	Care of the Patient with Substance Related Disorders  See Learning Objectives for Chapter 27	2	<ul style="list-style-type: none"> <li>Formulate and discuss nursing interventions and outcomes for the patient withdrawing from CNS depressant; opiates.</li> <li>Complete assessment and implement nursing interventions and outcomes for patient in acute withdrawal; write NCP.</li> <li>Identify use of defense mechanisms: denial, projection, and rationalization.</li> <li>Attend a self-help group meeting in the community (AA, NA, GA, OA, Al-Anon, ACOA, Nar-Anon). Complete reaction paper on self-help meeting attended.</li> <li>Discuss attitudes of health care professionals regarding patients with substance-related disorders.</li> <li>Describe care and treatment for patients with co-occurring substance-related disorders and acute and/or chronic pain.</li> <li>Describe Transtheoretical Model.</li> <li>Identify Stages of Change and describe appropriate nursing intervention for each.</li> </ul>	<p><u>TEXT: Townsend, 6<sup>th</sup> Ed.</u> Chapter 27</p> <p>2002 Position Paper "American Society of Pain Management Nurses" (ASPMN) (see website)</p> <p><u>SUGGESTED READINGS:</u></p> <p><u>Changing for Good</u> Prochaska &amp; DeClemente</p>	<p><u>A/V VIDEOCASSETTES:</u> <b>#PY-031 V</b> "Chalk Talk Revised" 45 min. <b>#PY-041 V</b> "Alcohol Withdrawal Syndrome" 45 min. <b>#PY-188 DVD</b> World's Most Dangerous Drug</p> <p><u>WEBSITES:</u> National Clearinghouse for Alcohol &amp; Drug Information (NCADI) <a href="http://www.health.org">www.health.org</a></p> <p>Substance Abuse &amp; Mental Health Services Association (SAHSA) <a href="http://www.health.org">www.health.org</a></p> <p>Townsend Internet References, Chapter 27, p. 488</p>

EXAM	CLASS CONTENT	CLASS HOURS	INTERACTIVE LEARNING STRATEGIES	READING ASSIGNMENT	RESOURCE TECHNOLOGY
4	Ethical and Bioethical Issues in Nursing and Health Care	3	<ul style="list-style-type: none"> <li>Define ethics and nursing ethics.</li> <li>Identify several ethical dilemmas common to the medical surgical areas of nursing practice.</li> <li>Identify specific strategies that can be helpful to nurses in ethical decision making.</li> <li>Group participation and discussion of ethical and bioethical issues.</li> </ul>	<p><b>TEXT: Brunner, 11th Ed.</b> Ethics, Ch 3, pp. 27-34</p> <p>Reserved Readings - Available in Library</p> <p>JONA's (Journal of Nursing Administration) Healthcare Law Ethics, and Regulation. June 2002, Vol. 4, No. 2 Lippincott Williams &amp; Wilkins:</p> <ul style="list-style-type: none"> <li>Care and Competency, Lewis W. Mustard, Ph.D., LLB</li> <li>Smokers' Rights to Coronary Artery Bypass Graft Surgery, Jane Heath, M.S, RN, ACNP, CCRN</li> </ul> <p>Handouts</p>	<p><b>WEBSITES:</b> <a href="http://www.nursingworld.org/ethics">www.nursingworld.org/ethics</a></p>
FINAL	Care of the Patient with Cognitive Disorders	2	<ul style="list-style-type: none"> <li>Compare the DSM-IV-TR diagnostic criteria for the patient with delirium vs dementia.</li> <li>Using Nursing Process, formulate a plan of care for a patient with Alzheimer's disease.</li> <li>Describe various modalities relevant to the treatment of patients with a cognitive disorder.</li> <li>Identify topics for patient and family teaching relevant to cognitive disorders.</li> <li>Discuss implications of research for evidence-based practice when caring for a patient with a cognitive disorder.</li> </ul>	<p><b>TEXT: Townsend, 6<sup>th</sup> Ed.</b> Chapters 25 &amp; 26</p>	<p><b>WEBSITES:</b> <a href="http://www.fadavis.com/townsend.com">www.fadavis.com/townsend.com</a> <a href="http://www.nami.org">www.nami.org</a> <a href="http://www.autism-society.org">www.autism-society.org</a> <a href="http://www.alz-society.org">www.alz-society.org</a> <a href="http://www.tourettes-disorder.com">www.tourettes-disorder.com</a></p> <p><b>DVD:</b> Autism the Musical</p>

EXAM	CLASS CONTENT	CLASS HOURS	INTERACTIVE LEARNING STRATEGIES	READING ASSIGNMENT	RESOURCE TECHNOLOGY
FINAL	Care of the Patient with Traumatic Injuries & Shock	3	<ul style="list-style-type: none"> <li>Identify types of shock and delineate between classification by functional impairment vs. classification by site of origin.</li> <li>Discuss support measure for family and significant others from immediate trauma admission through the rehabilitation phase.</li> <li>Discuss the ER nurse's assessment for an unconscious patient involved in a MVA; prioritize potential nursing diagnosis and collaborative problems.</li> </ul>	<p><b>TEXT: Brunner, 11th Ed.</b> Chapter 15</p> <p>General Trauma Blunt abdominal Chest Crush Injuries Definition Emergency Care Fractures in Injury prevention Intra-abdominal Multiple Musculoskeletal injuries Neurological Ocular Orbital Pelvic fractures Penetrating abdomen Pulmonary contusions Renal trauma</p> <p>Anaphalytic Cardiogenic Hypovolemic Septic</p> <p><b>Handout:</b> Shock: A Clinical Syndrome by Vee Rice</p>	<p><b>REVIEW</b> Prior knowledge base (1) acute brain injury (2) skeletal fractures (3) care of the patient re-quiring chest tubes, NG tubes, mechanical ventilation, trachs. (4) transfusions: crystalloids vs colloid</p> <p><b>WEBSITES:</b> American Trauma Society <a href="http://www.amtrauma.org">www.amtrauma.org</a></p>
FINAL	Leadership and Delegation Lab	3	<ul style="list-style-type: none"> <li>Discussion of leadership and management styles used in the clinical facility.</li> <li>Participate in team leadership activities.</li> <li>Group discussion, participation, and presentation of various case scenarios.</li> </ul>	<p><b>TEXT: Essentials of Nursing Leadership and Management, 2<sup>nd</sup> Ed.</b> Chapter 4, pp. 43-55 Chapter 13, pp. 175-187 Chapter 17, pp. 243-265</p> <p>Handouts</p>	<p><b>VIDEOCASSETTES:</b> Review Delegation Videos: <b>#BN-174 V thru #BN-177 V</b></p>