

KINGSBOROUGH COMMUNITY COLLEGE

of
The City University of New York
Department of Nursing

Nursing 22 – Nursing the Ill Adult II
Prerequisite: NUR 21
Pre- or Corequisite: PSY 32
Recommended: SOC 31, ENG 24

Course Syllabus 2009-2010
Credit Hours: 5 crs. 17 hrs.
(one half semester)

Catalog Description

During this continuation of NUR 21, the ways in which illness effects the individual and family is demonstrated. Concepts of chronic illness and rehabilitation are discussed. Laboratory sessions are on campus and in hospitals or other health agencies.

Course Overview

This course builds on concepts of commonly recurring health alterations presented in Nursing the Ill Adult (NUR 21) and Fundamentals of Nursing (NUR 18). It is expected that the student synthesize facts and principles from the biological, physical, and behavioral sciences utilizing the nursing processes. The effects of chronic and long-term health problems on the client and family area addressed in the areas of oncology, neurology, neuro-sensory musculoskeletal, and rehabilitation. Students are introduced to the principles of management for the nursing care of groups of clients.

Classroom instruction at the college and clinical experiences in the community of selected agencies are held weekly throughout the semester. Each clinical experience is preceded and followed by a conference where the objectives for that learning experience are discussed and evaluated. Individual and group assignments are utilized for group experiences. The health agency experience assignments consist of clients requiring more complex nursing interventions.

Classwork for the typical week consists of six (6) hours of classroom instruction, three (3) hours of on-campus lab/simulation, and (8) hours of community and health agency experiences. It is essential for students to engage in additional practice for further development of skills. Provisions are available for additional time in the college laboratory for practice.

Course Objectives: Upon completion of this course the student will:

1. Integrate knowledge from the biological, physical, and behavioral sciences when caring for the adult and family experiencing complex and/or long-term health alterations.
2. Demonstrate knowledge of the influence of culture in the delivery of nursing care.
3. Demonstrate knowledge of adaptive responses of adult clients and their families experiencing complex and/or long-term health alterations.
4. Use critical thinking skills in the application of the nursing process for adult clients and families experiencing complex and/or long-term health alterations across the Health/Illness Continuum.
5. Use the nursing process in assisting adult clients and their families experiencing complex and/or long-term health alterations across the Health/Illness Continuum.
6. Communicate therapeutically with adult clients, families, and other health team members.
7. Collaborate with the healthcare team when providing nursing care for the adult client and family with complex and/or long-term health alterations.
8. Maintain legal and ethical standards while providing nursing care for the adult client and family experiencing complex and/or long-term health alterations.
9. Apply the principles of safety when caring for the adult client experiencing complex and/or long-term health alterations.
10. Demonstrate competency in therapeutic nursing interventions.
11. Apply knowledge of pharmacological agents when caring for the adult clients experiencing complex and/or long-term health alterations.
12. Incorporate teaching-learning principles while caring for adult clients with complex and/or long-term health alterations.
13. Utilize organizational skills in the management of nursing care for a group of clients.
14. Identify available community resources for adult clients and their families experiencing complex and/or long-term health problems.

NUR 22

Topical Outline

UNIT 1 – ONCOLOGY OVERVIEW – Orientation to Nursing the Ill Adult II

UNIT 2 – Assessment & Management of the client who has an oncological disorder: Hematology

UNIT 3 – Assessment & Management of the client who has an oncological disorder: Respiratory

UNIT 4 - Assessment & Management of the client who has an oncological disorder: Gastrointestinal

UNIT 5 - Assessment & Management of the client who has an oncological disorder: Reproductive

UNIT 6 – NEUROLOGY OVERVIEW

UNIT 7 - Assessment & Management of the client who has a neurological disorder: Acute

UNIT 8 - Assessment & Management of the client who has a neurological disorder: Chronic

UNIT 9 - Assessment & Management of the client who has a sensory perceptual disorder

UNIT 10 - Assessment & Management of the client who has a rehabilitative disorder

Teaching strategies

Lecture – Discussion

Weekly on-campus labs/simulation

Computer Assisted Instruction

Multimedia

Health Agency Experience

Pre and Post Conferences

Case Studies

Community Experiences

Course Requirements

1. **TEXTBOOKS**

A. Required Textbooks

1. Ignatavicius and Workman (2006). Medical Surgical Nursing. 3rd Edition. Elsevier Saunders.
2. LaCharity, Kumagai, and Bartz (2006). Prioritization, Delegation & Assignment. Mosby.
3. Kozier et al. (2008). Fundamental of Nursing 8th Edition. Pearson/Prentice Hall.
4. Abrams, A.C. (2008). Clinical Drug Therapy 9th Edition. Lippincott Williams & Wilkins.
5. Carpenito, Linda (2007). Nursing Diagnoses Handbook 12th Edition. Lippincott Williams & Wilkins.
6. Dudek, Susan G. (2009). Nutrition Handbook for Nursing Practice 6th Edition. Lippincott Williams & Wilkins.
7. Thomas, C. L. (2009). Taber's Cyclopedic Medical Dictionary 21st Edition. F. A. Davis Co.

B. Strongly Recommended

1. Hogan, M.A. (2005). Prentice Hall Nursing Reviews and Rationales. NJ: Pearson/Prentice Hall.
 - Medical-Surgical Nursing
 - Pathophysiology
 - Pharmacology

2. Wilson, Shannon, Stang (2006). Prentice Hall Nurse's Guide 2006 NJ: Pearson/Prentice Hall.

C. Optional References

1. Shelton, Ziegfeld, Olsen (2004). Manual of Cancer Nursing. Lippincott Williams & Wilkins.
2. Wilkes & Burke (2009). 2009 Oncology Nursing Drug Handbook. Boston: Jones and Bartlett.
3. Yarbrow, et al. (2005). Cancer Nursing: Principles and Practice 6th Edition. Boston: Jones and Bartlett.
4. Yarbrow, et al. (2007). Oncology Nursing Review 4th Edition. Boston: Jones and Bartlett.
5. Yarbrow, et al. (2002). Clinical Guide to Cancer Nursing. 5th Edition. Boston: Jones and Bartlett.

NUR 22

2. ATTENDANCE

Complete participation in class is possible only when students are able to focus attention on the class, therefore entering class after it has begun is disrespectful to Faculty and classmates. Talking out of turn or exhibiting other disruptive behaviors is not tolerated and students will be asked to leave the classroom or lab. All pagers, wireless phones, electronic games, radios, tape or CD players or other devices that generate sound must be turned off when any member of the academic community enters a classroom. Cellular devices are allowed to be on in the classroom only if the owner is using the caller ID, voice messages or a vibrating battery or universal clip mechanism. **NO TEXTING IS ALLOWED AT ANY TIME DURING CLASS AND/OR LABS.** Members of the academic community must exit the classroom to make or receive calls.

A student is deemed excessively absent when absent 15% of the number of contact hours a class meets during a semester. **More than one college laboratory experience, five hours of lecture, or one-half clinical agency experience constitutes excessive absence in nursing 22.** When a student is excessively absent, a grade of "WU": will be assigned as described in the college catalog.

Attendance at pre and post-conferences for agency laboratory experiences is required. Absence from these conferences constitutes an absence for that agency laboratory experience.

Fatigue can certainly impair a health care worker's ability to provide safe, professional nursing care. Thus KCC 's Nursing Department states : All students need to carefully assess his/her level of fatigue, school requirements in terms of lecture, on-campus labs and clinical experiences and own work schedules. This assessment should carefully consider the potential impact of excessive employment on his/her ability to provide safe, professional nursing care. Each student has an ethical responsibility to ensure that fatigue does not negatively impact student nurse responsibilities.

3. Malpractice Insurance – Health Clearance – CPR Certification

Students are required to have malpractice insurance, health clearance, and CPR training prior to registration. During the semester, any change in the student's health clearance (e.g. serious illness, accident, pregnancy, etc.) necessitates evaluation by the student health service. Student responsibility includes notification of the clinical instructor and course coordinator. Health clearance must be maintained to continue enrollment.

4. Evaluation

Grades will be calculated according to college policy as follows:

A+ 97 - 100%	A 93 - 96%	A- 90 - 92
B+ 87 - 89%	B 83 - 86%	B- 80 - 82
C+ 78 - 79%	C 75 - 77%	C- 70 - 74
D+ 66 - 69%	D 60 - 65%	

F 59% and below

INC -Incomplete (counts as an F unless work is completed within six months)

WU -Withdrew Unofficially (counts as failure)

W -Withdrew without penalty

Nursing 22 grades will be determined as described below:

Quizzes – 60%

Final Examination – 40%

Nursing Care Plans Satisfactory

Written Clinical Assignments Satisfactory

Clinical Competency

Students must demonstrate the following skills:

- I. Client assessment and Nursing Plan of Care for a complex oncological client and a complex neurological client.
- II. Perform a Neurological Assessment following NUR 22 Guidelines.
- III. Documentation of client care.

Academic Integrity

The Department of Nursing adheres to the policy and procedures on academic integrity put forth by the City University of New York. For details, refer to KCC Nursing Handbook, KCC catalogue, and/or CUNY website.

- All students must use the Test Taking Strategies Program located in M220 within the first two weeks of the course.
- **Note Well** - Completion of the Mandatory NLN examination as scheduled is required to pass the course. Failure to take the exam will result in a grade of incomplete for the course.
- Students' performance in the clinical agency laboratory will be evaluated as satisfactory or unsatisfactory. Laboratory performance that has been designated as unsatisfactory at the end of the course will result in failure of the course.
- Written assignments, i.e. Nursing Assignments, Nursing Care Plans, and Narrative Notes, must be submitted weekly. The student must have two satisfactory care plans (one oncological and one neurological client) to meet course requirements.
- Students are expected to take all examinations on the scheduled dates. Students who do not take an exam on the scheduled date are required to take a makeup. All makeup exams will be given at the end of the semester. Students who fail to take the scheduled makeup exam will receive a grade of zero for that exam.
- All written assignments must comply with college standards for written work. Written assignments are to be turned in during the class period on the date that they are scheduled.
- All assignments numerically or "U/S" graded must be handed in by the end of the course to complete the requirements of the course. A late assignment will meet the requirements of the course but will not receive full credit. If written assignments are not submitted by the end of the course, the student will receive a grade of "F" for the course.
- A conference with the clinical instructor is required at mid-semester, and at the end of the course at which time the student's progress in the course will be discussed. In addition, students may initiate conferences with instructor at other times.

5. Clinical Agency Experience Requirements:

To fulfill the clinical agency experience requirements, the student will:

- a. be on time for the scheduled pre-conferences in full uniform.
- b. have a written nursing care plan for the assigned client as designated.
- c. have drug information for the assigned client's medication needs.
- d. participate in pre- and post-conferences.
- e. attend a practice laboratory at the college when requested to do so by the clinical instructor.

6. Dress requirements: Students must present themselves as professional role models. "In Uniform" refers to standard uniform of KCC, Department of Nursing:

1. Men – white surgical shirt, matching trousers, hose, and shoes.
2. Women – knee length dress or pantsuit, plain white or sheer opaque hose and closed white nursing shoes.
3. The uniform is to be properly fitted, clean, pressed and in good repair.
4. Name pin must be worn.
5. Watch with second hand.
6. Bandage scissors.
7. Stethoscope.

8. Penlight.
9. No jewelry other than plain wedding ring.
10. Nails should not extend beyond the fingertips and should be rounded and clean.
11. Hair to be clean, neat, off the face, and above the collar line. Decorative and painted hair ornaments are not permitted.
12. Subdued makeup.
13. Uniform is not to be worn to classes on campus.
14. No cell phones, beepers, or tape recorders are to be brought into the clinical agency.

Dress requirements must be met prior to leaving the locker area and maintained until returning to locker area.

Effective Fall 2009 Criteria for retention in the Nursing Program mandates that students:

1. Earn a minimum of a “C” grade in every required Nursing and co-requisite course. **Students who achieve a C- grade in a required nursing course may apply to repeat the course one time only in the semester immediately following, subject to space availability. The online “Intent to Return to Nursing Course” form”** must be completed and include a plan for success that demonstrates significant changes in how they will approach the course when repeated. Only one required nursing course may be repeated.
2. Students who enter Nursing 18 **MUST** complete the Nursing Program within four years from the date of entry into this course. Any student who has not attended required nursing courses for two or more consecutive semesters cannot be readmitted into the Nursing Program unless qualifying examinations have been passed in the required nursing courses previously successfully completed. Qualifying examinations may be taken only once.

(Required nursing courses: nursing 17, 18, 19, 20, 21, 22, 23, 24.

Co-requisite courses: biology 12, biology 51, English 24, psychology 32, sociology 31)

(1993; revised 2003; revised 2008; revised 2009)

NUR 22 UNIT 1 – Orientation to Nursing the Ill Adult II

Learner Objectives	Content Outline	Related Learner Experiences	Clinical Objectives
<p>Upon completion of this unit, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Discuss the factors necessary for completion of the course. 2. Identify principles of management. 3. Describe the legal principles of delegation. 4. Discuss concepts relevant to all types of Oncological disorders. 	<ol style="list-style-type: none"> 1. COURSE ORIENTATION <ol style="list-style-type: none"> 1.1 Syllabus Review 1.2 Course Requirements 2. PRINCIPLES OF DELEGATION <ol style="list-style-type: none"> 2.1 “5” rights of delegation 2.2 Methods to assess UAP Competency 2.3 Strategies to decrease liability 2.4 Communicating effectively 2.5 Managing conflicts 3. LEGAL PRINCIPLES <ol style="list-style-type: none"> 3.1 Why nurses need to delegate 3.2 What may & may not be delegated 4. ONCOLOGICAL DISORDERS: OVERVIEW <ol style="list-style-type: none"> 4.1 Definitions 4.2 Pathophysiology <ul style="list-style-type: none"> • Role of the Immune System • Cell Cycle Review • Abnormal cellular growth • Classifications of Tumors <ol style="list-style-type: none"> 1. Anatomic Classification 2. TNM Classification 3. Other Tumor Classification 4.3 Etiological Factors <ul style="list-style-type: none"> • Genetic • Environmental • Prevention and detection of cancer 4.4 Complications <p><u>Oncological Emergencies</u></p> <ol style="list-style-type: none"> a. Hypocalcaemia b. Pathological Fractures c. Syndrome of Inappropriate Antidiuretic Hormone (SIADH) d. Intractable pain e. Spinal Cord Compression f. Pleural/Cardiac Effusions g. Superior Vena Cava Syndrome h. Tumor Lysis Syndrome 	<p><u>Required Readings:</u> Review NUR 18/21 readings on health concepts Nursing 22 syllabus Nursing 22 Glossaries Nursing 22 On Campus Clinical Day Handout</p> <p>Articles as assigned Case studies as assigned</p> <p>Review Ignatavicius (2006) Chapters 1,2, 4, 6, 7, 9, 10, 11, 17</p> <p>On-campus lab # 1</p> <p>Management and Delegation</p> <p>Video: Preventing Nursing Negligence in the 21st Century</p>	<p>Lab #1 Leadership/ delegation</p> <ol style="list-style-type: none"> 1. Students will identify leadership styles. 2. Students will apply principles of prioritization to nurse’s role as leader. 3. Students will identify principles of delegation. 4. Students will describe barriers to delegation. 5. Students will differentiate between delegation and assignment. 6. Students will successfully complete the delegation activities. <p>Clinical #1 Under the direction and supervision of the clinical instructor, the student will:</p> <ol style="list-style-type: none"> 1. Report to assigned unit and take report-collaborate with NCC/primary nurse for districts/patients and team member assignments. 2. Determine a comprehensive patient assignment and delegate same to peers. 3. Prioritize and oversee patient services and tasks which require completion by the end of the shift. 4. Report and collaborate patient needs to physician as necessary. 5. Manage and track time appropriately. 6. Trouble-shoot and problem solve for peers if indicated. 7. Assure assigned tasks are completed and report off to the primary nurse. 8. Revise individual patient care plans in collaboration with primary nurse. 9. Oversee team member’s documentation of assigned patient charts. 10. Discuss experiences in post-conference with focus on student’s individual leadership and management style.

NUR 22 UNIT 1 – Orientation to Nursing the Ill Adult II

Learner Objectives	Content Outline	Related Learner Experiences	Clinical Objectives
<p>5. Identify adaptive responses for a client who has an oncological disorder</p> <p>6. Describe the nursing assessment of the client who has an Oncological disorder.</p>	<p>5. RELATED FACTORS</p> <ul style="list-style-type: none"> A. Age B. Lifestyle/habits C. Genetics D. Sex E. Nutritional status <ul style="list-style-type: none"> F. Environmental Factors <ul style="list-style-type: none"> 1. Geographic area 2. Chemical exposures 3. Radiation exposures 4. Mechanical irritants 5. Cigarette smoking-primary/secondary 6. Radiation exposures G. Occupational risk factors H. Pharmacological agents I. Chronic inflammatory disease. J. Immune system status K. Transcultural considerations <p>6. ASSESSMENT</p> <ul style="list-style-type: none"> A. Nursing History <ul style="list-style-type: none"> 1. 7 cancer warning signs “CAUTION QUESTIONS” 2. family history of cancer 3. carcinogen exposures 4. Dietary habits 5. Lifestyle-activity level 6. ETOH exposure 7. Previous cancer diagnoses and/or treatments B. Physical Assessment C. Diagnostic/Lab tests <ul style="list-style-type: none"> 1. Cytology studies 2. Radiographic studies 3. Radioisotope scans 4. Cat Scans (CT) 5. Magnetic Resonance Imaging (MRI) 6. Upper/Lower gastrointestinal scoping exams 7. Oncofetal antigen testing <ul style="list-style-type: none"> a. CEA b. AFP 8. Bone marrow examination 9. Biopsies D. Transcultural considerations 	<p><u>Required Readings:</u></p> <p>Review: BIO 11, 12 NUR 21</p> <p>Iggy (2006) Chapter 27, 28</p> <p>Dudek (2006) Chapter 15, 21</p> <p>Nursing 22 Glossary</p> <p>Case studies as assigned</p> <p>Articles as assigned</p>	

NUR 22 UNIT I – Orientation to Nursing the Ill Adult II

Learner Objectives	Content Outline	Related Learner Experiences	Clinical Objectives
7. Identify nursing diagnoses for the client who has an oncological disorder.	7. NURSING DIAGNOSES A. Fear B. Death-anxiety C. Deficient knowledge D. Pain acute/ chronic E. Imbalanced Nutrition: less than body requirements F. Fatigue G. Nausea H. Impaired oral mucus membrane I. Impaired skin integrity J. Disturbed body image K. Anticipatory grieving L. Caregiver role strain M. Ineffective therapeutic regimen management N. Ineffective coping O. Risk for Spiritual distress		
8. Develop a plan of care for a client who has an Oncological disorder.	8. PLANNING A. Expected Outcomes Criteria B. Health Promotion Activities C. Therapeutic Interventions D. Legal/Ethical considerations 1. Patient self determination acts 2. Clinical trials: consideration for cancer research		
9. Implement a plan of care for the client who has an Oncological disorder.	9. IMPLEMENTATION A. Independent Activities 1. Health Promotion a. Risk factor screening b. Health education for cancer prevention c. Support group B. Collaborative Activities 1. <u>Medication</u> a. Analgesics b. Chemotherapy i. cell cycle specific drugs ii. cell cycle non-specific drugs iii. Steroids iv. Antibiotics v. Hormones c. Biological therapy d. Anti-emetics 2. <u>Radiation therapy</u> 3. <u>Venous Access device</u> 4. <u>Nutritional supplements</u> 5. <u>Surgical interventions</u> 6. <u>Stem cell/ Bone Marrow transplants</u>	Review <u>CAI</u> : 1. Pain Management, Vol. I 2. Pain Management, Vol. II Iggy (2006) Chapter 17 Abrams (2004) Chapter 6,7, 24, 44, 45, 63, 64	

NUR 22 Unit 2 – Assessment and Management of the client who has an oncological disorder: Hematology

Learner Objectives	Content Outline	Related Learner Experiences	Clinical Objectives
<p>Upon completion of this unit, the learner will be able to:</p> <p>1. Describe/discuss Leukemia, Lymphomas, and Multiple Myeloma</p> <p>2. Identify adaptive responses for a client who has an hematological oncology disorder</p> <p>3. Describe the nursing assessment of the client who has an hematological oncology</p>	<p>1. REVIEW BIO 11/12 A & P content</p> <p>1.2 OVERVIEW A. Definition B. Pathophysiology C. Etiological factors D. Classifications 1. Acute - myleogenous - lymphocytic 2. Chronic - myleogenous - lymphocytic 3. Hairy cell 4. Unclassified 5. Hodgkin’s 6. Non-Hodgkin’s 7. Multiple myeloma E. Complications 1. Splenomegaly 2. Hepatomegaly 3. Lymphadenopathy 4. Bone pain 5. Meningeal irritation 6. Oral lesions 7. Chloromas 8. Metastasis</p> <p>2. RELATED FACTORS A. Age B. Sex C. Genetic Influences D. Environmental Influences E. Chemical agents F. Viral agents G. Transcultural considerations</p> <p>3. ASSESSMENT A. Nursing History B. Physical Assessment C. Diagnostic/Lab Tests 1. CBC 2. Bone marrow aspiration</p>	<p><u>Review:</u> Biology 11 & 12</p> <p><u>Required readings:</u> Iggly (2006) Chapters 42, 43 pp. 887-888 897-923 914-918</p> <p>On-campus lab #3</p>	<p>Lab # PICCs/ Ports/ Ostomy management</p> <ol style="list-style-type: none"> 1. Identify the purpose and types of PICC/ ports for chemotherapy. 2. Prioritize nursing interventions for maintaining an infusion system. 3. Assess, prevent and manage complications related to infusion therapy. 4. Identify types and purpose of ostomies. 5. Prioritize nursing interventions for maintaining an ostomy. 6. Assess, prevent and manage complications of ostomies. <p>Clinical #2 The student will:</p> <ol style="list-style-type: none"> 1. Perform a nursing assessment of a client receiving chemotherapy. 2. Analyze data of a client receiving chemotherapy. 3. Formulate nursing diagnoses for a client receiving chemotherapy. 4. Prioritize nursing diagnoses for a client receiving chemotherapy. 5. Formulate a plan of care to achieve client outcomes . 6. Implement the plan. 7. Evaluate the client outcomes. 8. Communicate & collaborate with the client, family and healthcare providers. 9. Teach clients: <ol style="list-style-type: none"> A. Preventative healthcare strategies B. Health maintenance <ol style="list-style-type: none"> 1. Dietary 2. Medications 3. Lifestyle modifications

NUR 22 UNIT 2 – Assessment and Management of the client who has an oncological disorder: Hematology

Learner Objectives	Content Outline	Related Learner Experiences	Clinical Objectives
<p>3. cont'</p> <p>4. Identify nursing diagnoses for a client who has an hematological oncology</p> <p>5. Develop a plan of care to meet the needs of a client who has an hematological oncology</p> <p>6. Implement a plan of care for a client who has an hematological oncology</p> <p>7. Evaluate the plan of care</p>	<p>3. Lumbar puncture 4. Computed tomography (CT) Scan 5. Lymph Node Biopsy D. Transcultural considerations</p> <p>4. NURSING DIAGNOSES A. Risk for infection B. Imbalanced nutrition: less than body requirement C. Activity intolerance D. Ineffective therapeutic regimen management E. Risk for impaired oral mucosus membrane F. Fatigue</p> <p>5. PLANNING A. Expected outcome criteria B. Health promotion activities C. Therapeutic interventions D. Legal/Ethical considerations</p> <p>6. IMPLEMENTATION 6.1 Independent Activities A. Health Promotion 6.2 Collaborative Activities A. Medications B. Procedures/Treatments 1. Bone marrow and stem cell transplantation 2. Radiation C. Referrals/Community Resources D. Discharge Planning</p> <p>7. EVALUATION 7.1 Evaluation of outcome criteria 7.2 Revision of plan</p>	<p><u>Required reading</u> Abrams (2004) Chapters 24, 44, 45, 64</p>	

NUR 22 UNIT 3 – Assessment and Management of the client who has an oncological disorder: Respiratory

Learner Objectives	Content Outline	Related Learner Experiences	Clinical Objectives
<p>Upon completion of this course, the learner will be able to:</p> <p>1. Discuss cancer of the respiratory system</p> <p>2. Identify adaptive responses for a client who has cancer of the respiratory system.</p> <p>3. Describe the nursing assessment of the client who has cancer of the respiratory system</p>	<p>1.1 REVIEW BIO 11/12 A&P Content</p> <p>1.2 OVERVIEW</p> <p>A. Definition</p> <p>B. Pathophysiology</p> <p>C. Etiological factors</p> <p>D. Classifications</p> <p>1. Lung</p> <p>a. Non-small cell</p> <p>b. Small cell</p> <p>2. Head and Neck</p> <p>a. oral</p> <p>b. pharynx</p> <p>c. larynx</p> <p>E. Complications</p> <p>1. Metastasis</p> <p>2. Respiratory failure</p> <p>2. RELATED FACTORS</p> <p>A. Age</p> <p>B. Sex</p> <p>C. Nutritional Status</p> <p>D. Genetics</p> <p>E. Risk factors</p> <p>F. Transcultural considerations</p> <p>3. ASSESSMENT</p> <p>A. Nursing History</p> <p>B. Physical Assessment</p> <p>C. Diagnostic/ Lab tests</p> <p>1. Chest X-ray</p> <p>2. bronchoscopy</p> <p>3. pulmonary angiography</p> <p>4. lung scan</p> <p>5. sputum considerations</p> <p>D. Transcultural considerations</p>	<p><u>Review</u> Biology 11 & 12</p> <p><u>Required Readings</u> Iggy (2006) Chapter 31 32, pp.571-583 33, pp. 613-626</p> <p>Nursing 2 Glossary</p> <p>Video (available in the Media Center) to be viewed by students:</p> <p>1. Caring for patients undergoing laryngectomy #938</p>	<p>Lab # 3 Oncological emergencies</p> <ol style="list-style-type: none"> 1. Define hypercalcemia of malignancy 2. Identify clients at risk for hypercalcemia. 3. Describe clinical manifestations of hypercalcemia. 4. Identify client assessment and management of hypercalcemia. 5. Discuss the pharmacological management of hypercalcemia. 6. Formulate priority nursing diagnoses for hypercalcemia. 7. Develop a plan of care for a client who has hypercalcemia. <p>Clinical # 3 The student will:</p> <ol style="list-style-type: none"> 1. Perform a nursing assessment of a client diagnosed with cancer. 2. Analyze data of a client diagnosed with cancer. 3. Formulate nursing diagnoses for a client diagnosed with cancer. 4. Prioritize nursing diagnoses. 5. Formulate a plan of care to achieve client outcome. 6. Implement the plan. 7. Evaluate the client outcomes. 8. Communicate & collaborate with the client, family and healthcare providers. 9. Teach clients: <ol style="list-style-type: none"> A. Preventative healthcare strategies B. Health maintenance <ol style="list-style-type: none"> 1. Dietary 2. Medications 3. Lifestyle modifications

NUR 22 UNIT 3 – Assessment and Management of the client who has an oncological disorder: Respiratory

Learner Objectives	Content Outline	Related Learner Experiences	Clinical Objectives
<p>4. Identify nursing diagnoses for a client who has cancer of the respiratory system</p> <p>5. Develop a plan of care for a client who has cancer of the respiratory system.</p> <p>6. Implement a plan of care for a client with lung cancer</p> <p>7. Evaluate the plan of care</p>	<p>4. NURSING DIAGNOSES</p> <ul style="list-style-type: none"> A. Impaired gas exchange B. Ineffective breathing pattern C. Ineffective airway clearance D Impaired spontaneous ventilation E. Anxiety F. Acute Pain G. Ineffective therapeutic regimen management H. Imbalanced nutrition: less than body requirements <p>5. PLANNING</p> <ul style="list-style-type: none"> A. Expected outcome criteria B. Health promotion activities C. Therapeutic interventions D. Legal/Ethical considerations <p>6. IMPLEMENTATION</p> <ul style="list-style-type: none"> 6.1 Independent Activities <ul style="list-style-type: none"> A. Health Promotion <ul style="list-style-type: none"> 1. Smoking cessation 6.2 Collaborative Activities <ul style="list-style-type: none"> A. Medications <ul style="list-style-type: none"> 1. Chemotherapy 2. Biologic Therapies B. Procedures/Treatments <ul style="list-style-type: none"> 1. Pain Management 2. Surgical Therapy <ul style="list-style-type: none"> a. Wedge Resection b. Segmental Resection c. Pneumonectomy d. Lobectomy e. Laryngectomy 3. Radiation therapy 4. Phototherapy 5. Respiratory therapy C. Referrals/Community Resources D. Discharge Planning <p>7 EVALUATION</p> <ul style="list-style-type: none"> 7.1 Evaluation of the outcome criteria 7.2 Revision of plan 		

NUR 22 UNIT 4 – Assessment and Management of the client who has an oncological disorder: Gastrointestinal

Learner Objectives	Content Outline	Related Learner Experiences	Clinical Objectives
<p>Upon completion of this unit, the learner will be able to:</p> <p>1. Discuss/review the gastrointestinal system.</p> <p>2. Identify adaptive responses for a client who has a gastrointestinal cancer.</p> <p>3. Describe the nursing assessment of the client who has a gastrointestinal cancer.</p> <p>4. Identify nursing diagnoses for a client who has a gastrointestinal cancer.</p>	<p>1.1 REVIEW BIO 11/12 A & P Content</p> <p>1.2 OVERVIEW A. Definition B. Pathophysiology C. Etiological factors D. Classifications: 1. Gastric 2. Pancreatic 3. Liver 4. Colon and Rectal E. Complications 1. Obstruction 2. Perforation 3. Metastasis 4. Dumping syndrome</p> <p>2.1 RELATED FACTORS A. Age B. Nutritional status C. Gender D. Genetics E. Medical conditions F. Transcultural considerations</p> <p>3. ASSESSMENT A. Nursing history B. Physical assessment C. Diagnostic lab/tests 1. Digital rectal exam 2. Fecal occult blood testing 3. Sigmoidoscopy: gastroscopy; Colonoscopy 4. CEA test (Carcinoembryonic antigen) D. Transcultural considerations</p> <p>4. NURSING DIAGNOSES A. Impaired skin integrity B. Disturbed body image C. Imbalanced nutrition: less than body requirements D. Ineffective sexuality patterns E. Pain F. Risk for deficient fluid volume</p>	<p>Review Bio 11/12</p> <p><u>Required Readings</u> Iggy (2006) Chapter 57, pp. 1248-1257 Chapter 58, pp. 1274-1280 Chapter 59, pp. 1306-1311 Chapter 60, pp. 1316-1326 Chapter 62, pp. 1392-1394 Chapter 63, pp. 1413-1418</p> <p>Video to be viewed by student in Media Center</p> <p>1. Ostomy care #943</p>	

NUR 22 – Unit 4 – Assessment and Management of the client who has an oncological disorder: Gastrointestinal

Learner Objectives	Content Outline	Related Learner Experiences	Clinical Objectives
<p>5. Develop a plan of care for a client who has a gastrointestinal cancer.</p> <p>6. Implement a plan of care for a client who has a gastrointestinal cancer.</p> <p>7. Evaluate the plan of care</p>	<p>5. PLANNING</p> <ul style="list-style-type: none"> A. Expected outcome criteria B. Health promotion activities C. Therapeutic interventions D. Legal/Ethical considerations <p>6. IMPLEMENTATION</p> <ul style="list-style-type: none"> 6.1 Independent Activities <ul style="list-style-type: none"> A. Health Promotion 6.2 Collaborative Activities <ul style="list-style-type: none"> A. Medications <ul style="list-style-type: none"> 1. Chemotherapy B. Procedures/Treatments <ul style="list-style-type: none"> 1. Surgery <ul style="list-style-type: none"> a. gastrectomy b. hemicolectomy c. low anterior resection d. A-P resection 2. Ostomy Types <ul style="list-style-type: none"> a. end stoma b. loop stoma c. double barrel stoma d. Kochpouch e. ileoanal reservoir 3. Colostomy care C. Referral/ Community resources D. Discharge planning <p>7 EVALUATION</p> <ul style="list-style-type: none"> 7.1 Evaluation of the outcome criteria 7.2 Revision of plan 		

NUR 22 UNIT 5A – Assessment and management of the client who has an oncological disorder: Reproductive

Learner Objectives	Content Outline	Related Learner Experiences	Clinical Objectives
<p>Upon completion of this unit, the learner will be able to:</p> <p>1. Discuss cancer of the female reproductive system.</p> <p>2. Identify adaptive responses for a client who has cancer of the female reproductive system.</p> <p>3. Describe the nursing assessment of the client who has cancer of the female reproductive system.</p>	<p>1.1 REVIEW BIO 11/12 A & P Content</p> <p>1.2 OVERVIEW</p> <p>A. Definition</p> <ol style="list-style-type: none"> 1. cancer of the breast 2. cancer of the cervix 3. cancer of the uterus, vulva 4. cancer of the ovaries <p>B. Pathophysiology</p> <p>C. Etiological factors</p> <p>D. Prevention</p> <p>E. Complications</p> <ol style="list-style-type: none"> 1. Metastasis <p>2.1 RELATED FACTORS</p> <ol style="list-style-type: none"> A. Gender B. Age C. Family history D. Onset of menarche E. Environmental factors F. STD's G. Obesity H. Transcultural considerations <p>3. ASSESSMENT</p> <ol style="list-style-type: none"> A. Nursing history B. Physical assessment C. Diagnostic lab/tests <ol style="list-style-type: none"> 1. <u>Breast</u> <ul style="list-style-type: none"> • Mammography • Ultrasound • Biopsy • Estrogen Progesterone receptor assays 2. <u>Cervix</u> <ul style="list-style-type: none"> • PAP test (classification) • Schiller Iodine test • Colposcopy • Biopsy (punch, cone) 3. <u>Ovary</u> <ul style="list-style-type: none"> • CA-125 • Ultrasound • Annual pelvic exam D. Transcultural considerations 	<p>Review Bio 11/12</p> <p><u>Required Readings</u></p> <p>Iggy (2006) Chapter 77, pp. 1793-1821 Chapter 78, pp. 1842-1854 Chapter 79, pp. 1864-1870 pp. 1871-1876 pp. 1878</p>	

NUR 22 UNIT 5A – Assessment and Management of the client who has an oncological disorder: Reproductive

Learner Objectives	Content Outline	Related Learner Experiences	Clinical Objectives
<p>4. Identify nursing diagnoses for a client who has cancer of the female reproductive system.</p> <p>5. Develop a plan of care for a client who has cancer of the female reproductive system.</p> <p>6. Implement plan of care for a client who has cancer of the female reproductive system.</p> <p>7. Evaluate the plan of care.</p>	<p>4. NURSING DIAGNOSES</p> <ul style="list-style-type: none"> A. Disturbed body image B. Ineffective sexuality patterns C. Anticipatory grieving D. Ineffective coping E. Ineffective therapeutic regimen management. F. Anxiety <p>5. PLANNING</p> <ul style="list-style-type: none"> A. Expected outcome criteria B. Health Promotion Activities C. Therapeutic Interventions D. Legal/Ethical considerations <p>6. IMPLEMENTATION</p> <ul style="list-style-type: none"> 6.1 Independent Activities <ul style="list-style-type: none"> A. Health promotion <ul style="list-style-type: none"> 1. age-related health screening 2. self breast exam 6.2 Collaborative Activities <ul style="list-style-type: none"> A. Medication <ul style="list-style-type: none"> 1. chemotherapy 2. hormones B. Procedures/ Treatments <ul style="list-style-type: none"> 1. Breast <ul style="list-style-type: none"> a. Surgery (breast-conserving; modified radical mastectomy; reconstruction) b. Radiation therapy c. Chemotherapy d. Hormonal therapy (Tamoxifen) 2. Cervix <ul style="list-style-type: none"> a. Conization b. Cryotherapy c. Laser treatment d. Cautery e. Surgical procedures 3. Ovarian <ul style="list-style-type: none"> a. Total abdominal hysterectomy & bilateral salpingo-oophorectomy (TAH-BSO) b. Instillation of radioisotopes C. Referral/Community Resources D. Discharge Planning <p>7. EVALUATION</p> <ul style="list-style-type: none"> 7.1 Evaluation of Outcome Criteria 7.2 Revision of Plan 	<p><u>Videos:</u></p> <ul style="list-style-type: none"> 1. Assessing Your Risk for Breast Cancer 2. A Guide for Breast Self-Examination <p><u>CAI:</u></p> <ul style="list-style-type: none"> 1. Clinical Simulation in Medical-surgical nursing III (CD) <p>IV-Nursing Roles in Promoting Breast Health</p>	

NUR 22 UNIT 5B – Assessment and Management of the client who has an oncological disorder: Reproductive

Learner Objectives	Content Outline	Related Learner Experiences	Clinical Objectives
<p>8. Discuss cancer of the male reproductive system.</p>	<p>8.1 REVIEW BIO 11/12 A&P Content</p> <p>8.2 OVERVIEW</p> <p>A. Definition</p> <ol style="list-style-type: none"> 1. Cancer of the Prostate 2. Testicular cancer 3. Bladder cancer <p>B. Pathophysiology</p> <p>C. Etiological factors</p> <p>D. Prevention</p> <p>E. Complications</p> <ol style="list-style-type: none"> 1. Metastasis 2. Incontinence 3. Impotence 4. Hydronephrosis 	<p><u>REVIEW</u> Biology 11 & 12</p> <p><u>Required Readings:</u> LeMone (2004) pp. 1543-1549, 1631 pp. 1534-1536 pp. 722-729</p>	
<p>9. Identify adaptive responses for a client who has cancer of the male reproductive system.</p>	<p>9.1 RELATED FACTORS</p> <ol style="list-style-type: none"> A. Age B. Nutritional Status C. Environmental factors D. Family history E. STD F. Transcultural considerations 		
<p>10. Describe the nursing assessment of a male client with oncological reproductive disorder.</p>	<p>10 ASSESSMENT</p> <ol style="list-style-type: none"> A. Nursing History B. Physical Assessment C. Diagnostic/ Lab Tests <ol style="list-style-type: none"> 1. Prostate <ol style="list-style-type: none"> a. Physical Exam b. Digital Rectal Exam (DRE) c. Prostate Specific Antigen (PSA) d. Serum Prostatic Acid Phosphatase (PAP) 2. Testes <ol style="list-style-type: none"> a. Palpation b. Testicular sonogram c. AFP d. hCG 3. Renal/bladder cancer D. Transcultural considerations 		

NUR 22 UNIT 5B – Assessment and Management of the client who has an oncological disorder: Reproductive

Learner Objectives	Content Outline	Related Learner Experiences	Clinical Objectives
<p>11. Identify nursing diagnoses for a client who has cancer of the male reproductive system.</p> <p>12. Develop a plan for a client who has cancer of the male reproductive system.</p> <p>13. Implement a plan of care for a client who has cancer of the male reproductive system.</p> <p>14. Evaluate the plan of care.</p>	<p>11. NURSING DIAGNOSES</p> <ul style="list-style-type: none"> A. Impaired Urinary elimination. B. Ineffective sexuality patterns C. Anxiety D. Acute pain E. Ineffective health maintenance F. Compromised family coping G. Total urinary incontinence <p>12. PLANNING</p> <ul style="list-style-type: none"> A. Expected outcome criteria B. Health Promotion Activities <ul style="list-style-type: none"> 1. age related health screening C. Therapeutic interventions D. Legal/Ethical considerations <p>13. IMPLEMENTATION</p> <ul style="list-style-type: none"> 13.1 Independent Activities <ul style="list-style-type: none"> A. Health Promotion 13.2 Collaborative Activities <ul style="list-style-type: none"> A. Medications <ul style="list-style-type: none"> 1. Hormone therapy 2. Chemotherapy B. Procedures/ Treatments <ul style="list-style-type: none"> 1. Radiation Therapy 2. Surgery <ul style="list-style-type: none"> a. Prostatectomy b. Radical Resection of Prostate c. Radical Orchiectomy C. Referral/ Community Resources D. Discharge Planning <p>14. EVALUATION</p> <ul style="list-style-type: none"> 14.1 Evaluation of Outcome Criteria 14.2 Revision of Plan 		

NUR 22 UNIT 6 – Neurology Overview

Learner Objectives	Content Outline	Related Learner Experiences	Clinical Objectives
<p>Upon completion of this unit, the learner will be able to:</p> <ol style="list-style-type: none"> Describe predisposing and/or causative factors of common neurological disorder. Identify adaptive responses for a client who has a neurological disorder. Describe the nursing assessment of the client who has a neurological disorder. 	<ol style="list-style-type: none"> 1.1 REVIEW BIO 11/12 A&P content 1.2 OVERVIEW <ol style="list-style-type: none"> Definition Pathophysiology Etiological factors Types <ol style="list-style-type: none"> Intracranial problems Acute Chronic Sensory – perceptual Complications <ol style="list-style-type: none"> Infection <ol style="list-style-type: none"> encephalitis opportunistic (HIV) Increased intracranial pressure Sensory motor deficits Brain death 2.1 RELATED FACTORS <ol style="list-style-type: none"> Age Traumatic injury Genetics Lifestyle Transcultural considerations 3. ASSESSMENT <ol style="list-style-type: none"> Nursing history Physical assessment <ol style="list-style-type: none"> Neurological assessment. Diagnostic lab/tests <ol style="list-style-type: none"> cerebrospinal fluid analysis Radiologic <ol style="list-style-type: none"> skull & spine X-rays Cerebral angiography Computed tomography (CT) scan Myelography Magnetic Resonance Imaging (MRI) Positron emission Tomography (PET) Electrographic <ol style="list-style-type: none"> Electroencephalography (EEG) Electromyography Nerve Conduction (EMG) Evoked potentials 	<p><u>Review</u> Biology 11 & 12</p> <p><u>Required Readings</u> Ignatavicius (2006) Chapter 44, pp. 923-945</p> <p>Videos (available in Media Center) to be viewed by students:</p> <ol style="list-style-type: none"> Neurological Assessment: Cerebellar function and reflexes #853 Acute head injury #942 Increased intracranial pressure #855 Glasgow Coma Scale #831 	

NUR 22 UNIT 6 – Neurology Overview

Learner Objectives	Content Outline	Related Learner Experiences	Clinical Objectives
<p>3. cont'</p> <p>4. Identify nursing diagnoses for a client who has a neurological disorder.</p> <p>5. Develop a plan of care to meet the needs of a client who has a neurological disorder.</p> <p>6. Implement a plan of care for a client who has a neurological disorder.</p> <p>7. Evaluate the plan of care.</p>	<p>4. Ultrasound a. carotid duplex studies b. Transcranial Doppler D. Transcultural considerations</p> <p>4. NURSING DIAGNOSES A. Risk for injury. B. Activity intolerance. C. Disturbed sensory perception. D. Pain. E. Bathing-hygiene self care deficit. F. Risk for infection. G. Ineffective therapeutic regimen management. H. Altered tissue perfusion: cerebral</p> <p>5. PLANNING A. Expected outcome criteria. B. health promotion activities. C. Therapeutic interventions. D. Legal/ethical considerations.</p> <p>6. IMPLEMENTATION 6.1 Independent Activities A. Health promotion</p> <p>6.2 Collaborative Activities A. Medications 1. Antimicrobials 2. Steroids 3. Diuretics</p> <p>B. Procedures/ Treatments 1. Prevention of increased intracranial pressure. 2. Maintenance of respiratory function 3. Surgical therapy 4. Radiation 5. Chemotherapy 6. Nutritional therapy 7. Rehabilitation</p> <p>C. Referral/Community Resources D. Discharge Planning</p> <p>7. EVALUATION 7.1 Evaluation of Outcome Criteria 7.2 Revision of Plan</p>	<p>Abrams, Chapter 24, 56</p>	

NUR 22 UNIT 7 – Assessment and Management of the client with a Neurological Disorder: Acute

Learner Objectives	Content Outline	Related Learner Experiences	Clinical Objectives
<p>Upon completion of this unit, the learner will be able to:</p> <ol style="list-style-type: none"> Describe/Discuss predisposing and/or causative factors of intracranial disorders: <ul style="list-style-type: none"> Head Trauma Unconsciousness Increased intracranial pressure (ICP) Brain tumors Cerebrovascular accident (CVA) 1027-1044 Inflammatory conditions (encephalitis) 955-959 Identify adaptive responses for a client who has acute neurological disorder. Describe the nursing assessment of the client who has an acute neurological disorder. 	<ol style="list-style-type: none"> REVIEW BIO 11/12 A&P content OVERVIEW <ol style="list-style-type: none"> Definition Pathophysiology Etiological factors Complications <ol style="list-style-type: none"> Inadequate cerebral perfusion cerebral herniation Epidural hematoma Subdural hematoma Intracerebral hematoma RELATED FACTORS <ol style="list-style-type: none"> Age Supratentorial mass lesions Subtentorial lesions Metabolic & Diffuse cerebral disorders Chronic diseases: <ol style="list-style-type: none"> hypertension diabetes mellitus Lifestyle Genetics Transcultural considerations ASSESSMENT <ol style="list-style-type: none"> Nursing history Physical assessment <ol style="list-style-type: none"> Glasgow Coma Scale (GCS) Diagnostic lab/tests <ol style="list-style-type: none"> CT Scan MRI PET Scan Lumbar puncture Transcultural considerations 	<p><u>Review</u> Biology 11 & 12</p> <p><u>Required Readings</u> Ignatavicius (2006) Chapter 48, pp. 1044-1055 pp. 939 pp. 1037-1038 pp. 1055-1066 pp. 1027-1044 Chapter 45, pp. 955-959</p> <p><u>Videos:</u> (to be viewed in the Media Center):</p> <ol style="list-style-type: none"> When the Brain Goes Wrong (Head, Injury, Stroke) <p><u>CAI:</u></p> <ol style="list-style-type: none"> Clinical Simulation: <ol style="list-style-type: none"> Neurological System (CD) Cerebral Aneurysm/ Subarachnoid Hemorrhage Increased Intracranial pressure Stroke Brain tumor 	<p>Lab #4 Acute neurological disorders After viewing the DVD entitled “Neuro Assessment” the student will:</p> <ol style="list-style-type: none"> Complete a health history as it relates to the neurological system. Perform a mental status assessment and document the results. Assess the neurological system in a systematic manner and document the results. Explain the pathophysiology of any abnormal results. Identify causes of Increased Intracranial Pressure. Discuss the management of the client with increased intracranial pressure. Complete a critical analysis of the case study entitled: “Acute Head Trauma.” <p>Clinical #4 The student will:</p> <ol style="list-style-type: none"> Perform a nursing assessment. Analyze data. Formulate nursing diagnoses. Prioritize nursing diagnoses. Formulate a plan of care to achieve client outcome. Implement the plan. Evaluate the client outcome. Communicate & collaborate with the client, family and healthcare providers. Teach clients: <ol style="list-style-type: none"> Preventative healthcare strategies Health maintenance <ol style="list-style-type: none"> Dietary Medications Lifestyle modifications

NUR 22 UNIT 7 – Assessment and Management of the client with a Neurological disorder: Acute

Learner Objectives	Content Outline	Related Learner Experiences	Clinical Objectives
<p>4. Identify nursing diagnoses for a client who has an acute neurological disorder.</p> <p>5. Develop a plan of care to meet the needs of a client who has an acute neurological disorder.</p> <p>6. Implement a plan of care for a client who has an acute neurological disorder.</p> <p>7. Evaluate the plan of care.</p>	<p>4. NURSING DIAGNOSES</p> <ul style="list-style-type: none"> A. Risk for injury. B. Ineffective tissue perfusion: cerebral C. Ineffective airway clearance D. Risk for impaired gas exchange E. Risk for impaired tissue integrity F. Pain G. Decreased intracranial adaptive capacity H. Ineffective role performance I. Impaired environmental interpretation syndrome. <p>5. PLANNING</p> <ul style="list-style-type: none"> A. Expected outcome criteria. B. Health promotion activities. C. Therapeutic interventions. D. Legal/ethical considerations. <p>6. IMPLEMENTATION</p> <ul style="list-style-type: none"> 6.1 Independent Activities <ul style="list-style-type: none"> A. Health promotion 6.2 Collaborative Activities <ul style="list-style-type: none"> A. Medications <ul style="list-style-type: none"> 1. Diuretics: Osmotic: loop 2. Corticosteroids 3. Barbiturates 4. Antibiotics 5. Anti-hypertensives B. Procedures/ Treatments <ul style="list-style-type: none"> 1. Maintenance of respiratory function 2. Fluid & electrolyte balance 3. Monitoring of intracranial pressure 4. Cranial surgery <ul style="list-style-type: none"> a. Burr hole b. Craniotomy c. Craniectomy d. Cranioplasty e. Stereotaxis f. Shunt procedures C. Referral/Community Resources D. Discharge Planning <p>7. EVALUATION</p> <ul style="list-style-type: none"> 7.1 Evaluation of Outcome Criteria 		

NUR 22 UNIT 8 – Assessment and Management of the client with a Neurological Disorder: Chronic

Learner Objectives	Content Outline	Related Learner Experiences	Clinical Objectives
<p>Upon completion of this unit, the learner will be able to:</p> <ol style="list-style-type: none"> Describe/Discuss chronic neurological disorders: <ul style="list-style-type: none"> Headaches (migraine) Seizure disorders Parkinson's disease (PD) Multiple sclerosis (MS) Myasthenia gravis (MG) Guillain-Barre syndrome (GBS) Identify adaptive responses for a client who has acute neurological disorder. Describe the nursing assessment of the client who has a chronic neurological disorder. 	<ol style="list-style-type: none"> REVIEW BIO 11/12 A&P content OVERVIEW <ol style="list-style-type: none"> Definition Pathophysiology Etiological factors Classifications <ol style="list-style-type: none"> Generalized seizures Partial seizures Unclassified epileptic seizures Headaches <ol style="list-style-type: none"> Cluster Migraine Parkinson's Multiple sclerosis Myasthenia gravis Complications <ol style="list-style-type: none"> Status epilepticus Contractures RELATED FACTORS <ol style="list-style-type: none"> Age Genetics Systemic & metabolic disturbances Cerebrovascular lesions Head Trauma Infectious processes Transcultural considerations ASSESSMENT <ol style="list-style-type: none"> Nursing history Physical assessment Diagnostic lab/tests Transcultural considerations 	<p><u>Required Readings</u> Ignatavicius (2006) Chapter 45, pp. 947-949 pp. 950-955 pp. 959-964 pp. 998-1003 pp. 1006-1018</p> <p><u>Videos:</u> (to be viewed in the Media Center):</p> <ol style="list-style-type: none"> When the Brain Goes Wrong (Epilepsy, Headaches) 	<p>Lab #5 CVA The student will:</p> <ol style="list-style-type: none"> Identify the different types of stroke. Discuss the risk factors that increase the likelihood of stroke. Describe the typical manifestations of stroke. Analyze assessment data to determine appropriate nursing diagnosis for clients with stroke. Prioritize the interventions for a client who has a stroke. Use laboratory data and clinical manifestations that will determine the effectiveness of interventions for clients with a stroke. Describe the mechanisms of action, side effects and nursing implications for the pharmacologic management of thrombotic stroke. Evaluate the effectiveness of the nursing interventions.

			<p>Clinical #5 The student will:</p> <ol style="list-style-type: none"> 1. Perform a nursing assessment of a client who has a CVA. 2. Analyze data. 3. Formulate nursing diagnoses. 4. Prioritize nursing diagnoses. 5. Formulate a plan of care to achieve client outcome 6. Implement the plan. 7. Evaluate the client outcome. 8. Communicate & collaborate with the client, family and healthcare providers. 9. Teach clients: <ol style="list-style-type: none"> A. Preventative healthcare strategies B. Health maintenance <ol style="list-style-type: none"> 1. Dietary 2. Medications 3. Lifestyle modifications
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NUR 22 UNIT 8 – Assessment and Management of the client with a Neurological Disorder: Chronic

Learner Objectives	Content Outline	Related Learner Experiences	Clinical Objectives
<p>4. Identify nursing diagnoses for a client who has a chronic neurological disorder.</p> <p>5. Develop a plan of care to meet the needs of a client who has</p>	<p>4. NURSING DIAGNOSES</p> <ol style="list-style-type: none"> A. Risk for trauma B. Ineffective breathing patterns C. Ineffective airway clearance D. Disturbed body image E. Impaired walking F. Ineffective therapeutic regimen management G. Impaired physical mobility H. Ineffective sexual patterns I. Disturbed sensory perception <p>5. PLANNING</p> <ol style="list-style-type: none"> A. Expected outcome criteria. 		

<p>a chronic neurological disorder.</p> <p>6. Implement a plan of care for a client who has a chronic neurological disorder.</p> <p>7. Evaluate the plan of care.</p>	<p>B. Health promotion activities. C. Therapeutic interventions. D. Legal/ethical considerations.</p> <p>6. IMPLEMENTATION</p> <p>6.1 Independent Activities A. Health promotion</p> <p>6.2 Collaborative Activities A. Medications</p> <ol style="list-style-type: none"> 1. Anti-convulsants 2. Benzodiazepines 3. Dopaminergics 4. Anticholinergic 5. Muscle Relaxant 6. Cholinergic 7. Migraine therapy <p>B. Procedures/ Treatments</p> <ol style="list-style-type: none"> 1. Surgery 2. Physical Therapy 3. Occupational Therapy 4. Nutritional Therapy <p>C. Alternative therapies</p> <ol style="list-style-type: none"> 1. Biofeedback 2. Vagal nerve stimulation <p>7. EVALUATION</p> <p>7.1 Evaluation of Outcome Criteria 7.2 Revision of Plan</p>	<p>Abrams Chapter 7, 11, 12, 20</p>	
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NUR 22 UNIT 9 – Assessment and Management of the client who has a Sensory Perceptual Disorder

Learner Objectives	Content Outline	Related Learner Experiences	Clinical Objectives
<p>Upon completion of this unit, the learner will be able to:</p> <p>1. Describe/Discuss predisposing and/or causative factors of commonly recurring sensory perceptual disorder:</p> <ul style="list-style-type: none"> • Cataracts • Glaucoma • Macular degeneration • Retinal detachment • Meniere’s disease <p>2. Identify adaptive responses for a client who has a sensory</p>	<p>1.1 REVIEW BIO 11/12 A&P content</p> <p>1.2 OVERVIEW</p> <ol style="list-style-type: none"> A. Definition B. Pathophysiology C. Etiological factors D. Complications <p>2.1 RELATED FACTORS</p> <ol style="list-style-type: none"> A. Age 	<p>Review aging issues presented in NUR 18, 21: PSY 11, 32</p> <p><u>Required Readings</u> Ignatavicius (2006) Chapter 50, pp. 1092-1099 pp. 1102-1103</p> <p>Chapter 52, pp. 1132-1133</p>	

<p>perceptual disorder.</p> <p>3. Describe the nursing assessment of the client who has a sensory perceptual disorder.</p> <p>4. Identify nursing diagnoses for a client who has a sensory perceptual disorder.</p> <p>5. Develop a plan of care for a client who has a sensory perceptual disorder.</p>	<p>B. Traumatic injury C. Transcultural considerations</p> <p>3. ASSESSMENT A. Nursing history B. Physical assessment C. Diagnostic lab/tests D. Transcultural considerations</p> <p>4. NURSING DIAGNOSES A. Risk for injury B. Disturbed sensory perception C. Ineffective health maintenance D. Pain E. Anxiety F. Dressing/grooming self-care deficit G. Risk for falls H. Risk for disuse syndrome</p> <p>5. PLANNING A. Expected outcome criteria B. Health promotion activities C. Therapeutic interventions D. Legal/ Ethical considerations</p>		
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NUR 22 UNIT 9 – Assessment and Management of the client who has a Sensory Perceptual Disorder

Learner Objectives	Content Outline	Related Learner Experiences	Clinical Objectives
<p>6. Implement a plan of care for a client who has a sensory perceptual disorder.</p>	<p>6. IMPLEMENTATION 6.1 Independent Activities A. Health promotion 6.2 Collaborative Activities A. Medications 1. Cataract a. Mydriatics b. Topical corticosteroids c. Topical antibiotics 2. Glaucoma a. Miotics b. Adrenergic Agents 3. Meniere’s disease a. Diuretics</p>	<p>Abrams Chapter 65</p>	

<p>7. Evaluate the plan of care.</p>	<p>b. Antihistamines c. Vasodilators d. Neuroleptics B. Procedures/ Treatments 1. Cataracts Lens removal; intraocular lens implant 2. Glaucoma: open angle-Argon laser trabuculoplasty (ALT); closed angle-laser Peripheral iridotomy 3. Retinal detachment; laser photocoagulation, cryopexy, scleral buckling 4. Meniere's disease, endolymphatic shunt C. Referral/ Community resources D. Discharge planning, follow-up care</p> <p>7. EVALUATION 7.1 Evaluation of Outcome Criteria 7.2 Revision of Plan</p>		
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NUR 22 UNIT 10 – Assessment and Management of the client who has a Rehabilitative Disorder

Learner Objectives	Content Outline	Related Learner Experiences	Clinical Objectives
<p>Upon completion of this unit, the learner will be able to:</p> <p>1. Describe/Discuss predisposing and/or causative factors of commonly recurring rehabilitative disorders:</p> <ul style="list-style-type: none"> • Spinal cord injury (SCI) • Arthritis <ul style="list-style-type: none"> - Osteoarthritis (OA)/ Degenerative Joint Disease (DJD) • Rheumatoid arthritis (RA) <p>2. Identify adaptive responses for a client who has a rehabilitative</p>	<p>1.1 REVIEW BIO 11/12 A&P content</p> <p>1.2 OVERVIEW A. Definition B. Pathophysiology C. Etiological factors D. Complications</p> <p>2.1 RELATED FACTORS A. Age</p>	<p>Review related issues presented in NUR 18, 21</p> <p><u>Required Readings</u> Ignatavicius (2006)</p> <p><u>SCI</u> Chapter 46, pp. 977-995</p> <p><u>Arthritis</u> Chapter 24, pp. 381-401</p> <p><u>CAI</u></p>	<p>Lab # 6: Spinal cord injury</p> <ol style="list-style-type: none"> 1. Describe the mechanism of spinal cord injury. 2. Discuss the various classification system for spinal cord injuries. 3. Differentiate between the following syndromes: Brown-Sequard syndrome, central cord syndrome, anterior cord syndrome, and posterior cord syndrome. 4. Perform an assessment of a patient with a spinal cord injury. 5. Describe typical complications that occur after a spinal cord injury. 6. Differentiate between spinal shock and neurogenic shock.

<p>disorder.</p> <p>3. Describe the nursing assessment of the client who has a rehabilitative disorder.</p> <p>4. Identify nursing diagnoses for a client who has a rehabilitative disorder.</p> <p>5. Develop a plan of care to meet the needs of a client who has a rehabilitative disorder.</p>	<p>B. Traumatic injury C. Stress D. Lifestyle E. Transcultural considerations</p> <p>3. ASSESSMENT A. Nursing history B. Physical assessment C. Diagnostic lab/tests D. Transcultural considerations</p> <p>4. NURSING DIAGNOSES A. Risk for peripheral neurovascular dysfunction B. Impaired physical mobility C. Ineffective health maintenance D. Ineffective sexuality patterns E. Disturbed body image F. Impaired walking G. Risk for autonomic dysreflexia</p> <p>5. PLANNING A. Expected outcome criteria. B. Health promotion activities. C. Therapeutic interventions. D. Legal/ethical considerations.</p>	<p>Clinical simulation: Neurological System (CD) 1. Spinal Cord Injury</p> <p><u>Videos:</u> (to be viewed by students in the Media Center)</p> <p>1. Complications of the Spinal Cord Impairment #839</p>	<p>7. Describe immediate nursing actions to take after autonomic dysreflexia is recognized. 8. Develop a collaborative plan of care for a patient with an acute spinal cord injury.</p> <p>Clinical #6: The student will: 1. Perform a nursing assessment of a client who had a spinal cord injury. 2. Analyze data. 3. Formulate nursing diagnoses. 4. Prioritize nursing diagnoses. 5. Formulate a plan of care to achieve client outcome 6. Implement the plan 7. Evaluate the client outcome 8. Communicate & collaborate with the client, family and healthcare providers. 9. Teach clients: A. Preventative healthcare strategies B. Health maintenance 1. Dietary 2. Medications 3. Lifestyle modifications</p>
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NUR 22 UNIT 10 – Assessment and Management of the client who has a Rehabilitative Disorder

Learner Objectives	Content Outline	Related Learner Experiences	Clinical Objectives
<p>6. Implement a plan of care for a client who has a rehabilitative disorder.</p>	<p>6. IMPLEMENTATION 6.1 Independent Activities A. Health promotion 6.2 Collaborative Activities A. Medications 1. Miotics 2. Mydriatics 3. Adrenergic Agents 4. Diuretics 5. Vasodilators B. Procedures/ Treatments C. Rehabilitation therapies D. Referral/Community Resources</p>	<p>Abrams Chapter 7</p>	

7. Evaluate the plan of care.	E. Discharge Planning 7. EVALUATION 7.1 Evaluation of Outcome Criteria 7.2 Revision of Plan		
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