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 2010-2011
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 are 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.

Class work 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.

Student Learning Outcomes: Upon completion of the course the student will:

Course Level Student Learning Outcomes | Assessment Measures
--- | ---
1. Integrate knowledge and skills from the biological, physical, and behavioral sciences when caring for the adult and family experiencing complex and/or long-term health alterations. | Course Exams, NCP, Clinical & College Lab Simulation
Students will successfully perform (75%) on course exams which will include imbedded questions that test students understanding of the biological, physical and behavioral sciences. Item analysis of all exam questions will evaluate the results. Students will formulate a submit satisfactory comprehensive nursing plan of care that incorporates the biological, physical, and behavioral sciences. Performance will be evaluated using the guidelines of the grading rubric. Students will successfully apply this knowledge in both clinical and simulations as identified on the skills check list and clinical evaluation tool.

2. Incorporate knowledge of the client’s culture in the delivery of nursing care. | Course Exams, NCP, Clinical & College Lab Simulation
Students will successfully perform (75%) on course exams which will include imbedded questions that test students understanding of cultural differences. Item analysis of all exam questions will evaluate the results. Students will formulate and submit a satisfactory, comprehensive nursing plan of care that addresses the client’s cultural needs. Performance will be evaluated using the guidelines of the grading rubric. Students will successfully apply this knowledge in both clinical and simulations as identified on the skills check list and clinical evaluation tool.
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<td>3. Analyze and incorporate adaptive responses of adult clients and their families experiencing complex and/or long term health alterations.</td>
<td>Course Exams, NCP, Clinical &amp; College Lab Simulation  Students will successfully perform (75%) on course exams which will include imbedded questions that test students understanding of adaptive responses. Item analysis of all exam questions will evaluate the results. Students will formulate and submit a satisfactory, comprehensive nursing plan of care that incorporates adaptive responses of adult clients and their families. Performance will be evaluated using the guidelines of the grading rubric. Students will successfully apply this knowledge in both clinical and simulations as identified on the skills check list and clinical evaluation tool.</td>
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<td>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.</td>
<td>Course Exams, NCP, Clinical &amp; College Lab Simulation  Students will successfully perform (75%) on course exams which will include imbedded questions that test students critical thinking skills. Item analysis of all exam questions will evaluate the results. Students will formulate and submit a satisfactory, comprehensive nursing plan of care that incorporates critical thinking skills. Performance will be evaluated using the guidelines of the grading rubric. Students will successfully apply this knowledge in both clinical and simulations as identified on the skills check list and clinical evaluation tool.</td>
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<tr>
<td>5. Apply the nursing process in assisting adult clients and their families experiencing complex and/or long term health alterations across the Health/Illness Continuum.</td>
<td>Course Exams, NCP, Clinical &amp; College Lab Simulation  Students will successfully perform (75%) on course exams which will include imbedded questions that test students understanding of the nursing process. Item analysis of all exam questions will evaluate the results. Students will formulate and submit a satisfactory, comprehensive nursing care plans incorporating all components of the nursing process. Performance will be evaluated using the NCP as identified within the guidelines of the grading rubric. Students will successfully apply this knowledge in both clinical and simulations as identified on the skills check list and clinical evaluation tool.</td>
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<td>6. Communicate therapeutically with adult clients, families, and other health team members.</td>
<td>Course Exams, NCP, Clinical &amp; College Lab Simulation  Students will successfully perform (75%) on course exams which will include imbedded questions that test students understanding of therapeutic communication. Item analysis of all exam questions will evaluate the results. Students will formulate and submit a satisfactory, comprehensive nursing care plan incorporating principals of therapeutic communication. Performance will be evaluated using the NCP as identified within the guidelines of the grading rubric. Students will successfully apply this knowledge in both clinical and simulations as identified on the skills check list and clinical evaluation tool.</td>
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<td>7. Collaborate with adult clients, families, and other healthcare team members when providing nursing care for the adult client and family with complex and/or long-term health alterations.</td>
<td>Course Exams, NCP, Clinical &amp; College Lab Simulation  Students will successfully perform (75%) on course exams which will include imbedded questions that test students ability to collaborate with adult clients, families and other healthcare team members. Item analysis of all exam questions will evaluate the results. Students will formulate and submit a satisfactory, comprehensive nursing care plan incorporating collaborative interventions, and health teaching. Performance will be evaluated using the NCP as identified within the guidelines of the grading rubric. Students will successfully apply this knowledge in both clinical and simulations as identified on the skills check list and clinical evaluation tool.</td>
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| **8.** Practice within legal regulations and ethical guidelines of nursing practice while providing nursing care for the adult client and family experiencing complex and/or long-term health alterations. | **Course Exams, NCP, Clinical & College Lab Simulation**  
Students will successfully perform (75%) on course exams which will include imbedded questions that test students understanding of legal / ethical principles. Item analysis of all exam questions will evaluate the results.  
Students will formulate and submit a satisfactory, comprehensive nursing care plan incorporating legal regulations and ethical guidelines. Performance will be evaluated using the NCP as identified within the guidelines of the grading rubric.  
Students will successfully apply this knowledge in both clinical and simulations as identified on the skills check list and clinical evaluation tool. |
| **9.** Apply principles of safety in caring for the adult client experiencing complex and/or long-term health alterations. | **Course Exams, NCP, Clinical & College Lab Simulation**  
Students will successfully perform (75%) on course exams which will include imbedded questions that test students understanding of safety principles. Item analysis of all exam questions will evaluate the results.  
Students will formulate and submit a satisfactory, comprehensive nursing care plan incorporating principals of safety. Performance will be evaluated using the NCP as identified within the guidelines of the grading rubric.  
Students will successfully apply this knowledge in both clinical and simulations as identified on the skills check list and clinical evaluation tool. |
| **10.** Demonstrate competency in performing psychomotor therapeutic nursing interventions. | **Course Exams, NCP, Clinical & College Lab Simulation**  
Students will successfully perform (75%) on course exams which will include imbedded questions that test psychomotor skills. Item analysis of all exam questions will evaluate the results.  
Students will formulate and submit a satisfactory, comprehensive nursing care plan incorporating principals of safety. Performance will be evaluated using the NCP as identified within the guidelines of the grading rubric.  
Students will successfully apply this knowledge in both clinical and simulations as identified on the skills check list and clinical evaluation tool. |
| **11.** Apply knowledge of pharmacological agents when administering medications to adult clients experiencing complex and/or long-term health alterations. | **Course Exams, NCP, Clinical & College Lab Simulation**  
Students will successfully perform (75%) on course exams which will include imbedded questions that test students knowledge of pharmacological agents. Item analysis of all exam questions will evaluate the results.  
Students will formulate and submit a satisfactory, comprehensive nursing care plan incorporating principals of pharmacology and pharmacological agents. Performance will be evaluated using the guidelines of the grading rubric.  
Students will successfully apply this knowledge in both clinical and simulations as identified on the skills check list and clinical evaluation tool. |
| **12.** Apply teaching-learning principles when caring for adult clients with complex and/or long-term health alterations. | **Course Exams, NCP, Clinical & College Lab Simulation**  
Students will successfully perform (75%) on course exams which will include imbedded questions that test students knowledge of teaching-learning principles and health teaching. Item analysis of all exam questions will evaluate the results.  
Students will formulate and submit a satisfactory, comprehensive nursing care plan incorporating principals of teaching and learning and health teaching. Performance will be evaluated using the guidelines of the grading rubric.  
Students will successfully apply this knowledge in both clinical and simulations as identified on the skills check list and clinical evaluation tool. |
| **13.** Integrates organizational skills in the management of nursing care for a group of clients. | **Course Exams, NCP, Clinical & College Lab Simulation**  
Students will successfully perform (75%) on course exams which will include imbedded questions that test students knowledge of organizational skills: time management, prioritization, and delegation. Item analysis of all exam questions will evaluate the results.  
Students will formulate and submit a satisfactory, comprehensive nursing care plan incorporating principals of organizational skills. Performance will be evaluated using the guidelines of the grading rubric.  
Students will successfully apply this knowledge in both clinical and simulations as identified on the skills check list and clinical evaluation tool. |
| Evaluate the results.  
Students will formulate and submit a satisfactory, comprehensive nursing care plan incorporating principals of organizational skills and the management of nursing care for a group of clients. Performance will be evaluated using the guidelines of the grading rubric.  
Students will successfully apply this knowledge in both clinical and simulations as identified on the skills check list and clinical evaluation tool. |
|---|
| 14. Identify available community resources for adult clients and their families experiencing complex and/or long-term health problems.  
Course Exams, NCP, Clinical & College Lab Simulation  
Students will successfully perform (75%) on course exams which will include imbedded questions that test students knowledge of community resources for adult clients and their families. Item analysis of all exam questions will evaluate the results.  
Students will formulate and submit a satisfactory, comprehensive nursing care plan incorporating available community resources. Performance will be evaluated using the guidelines of the grading rubric.  
Students will successfully apply this knowledge in both clinical and simulations as identified on the skills check list and clinical evaluation tool. |
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
NUR 22

Course Requirements

1. **TEXTBOOKS**
   
   A. **Required Textbooks**

   B. **Strongly Recommended**
         - Medical-Surgical Nursing
         - Pathophysiology
         - Pharmacology

   C. **Optional References**
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:**
   
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<tr>
<th>Grade Symbol</th>
<th>Percentage Range</th>
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<tr>
<td>A+</td>
<td>97 - 100%</td>
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<tr>
<td>A</td>
<td>93 - 96%</td>
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<tr>
<td>A-</td>
<td>90 - 92</td>
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<tr>
<td>B+</td>
<td>87 - 89%</td>
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<tr>
<td>B</td>
<td>83 - 86%</td>
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<tr>
<td>B-</td>
<td>80 - 82</td>
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<tr>
<td>C+</td>
<td>78 - 79%</td>
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<tr>
<td>C</td>
<td>75 - 77%</td>
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<tr>
<td>C-</td>
<td>70 - 74</td>
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<tr>
<td>D+</td>
<td>66 - 69%</td>
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<tr>
<td>D</td>
<td>60 - 65%</td>
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<tr>
<td>F</td>
<td>59% and below</td>
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<tr>
<td>INC</td>
<td>Incomplete (counts as an F unless work is completed within six months)</td>
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<tr>
<td>WU</td>
<td>Withdrew Unofficially (counts as failure)</td>
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<tr>
<td>W</td>
<td>Withdrew without penalty</td>
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   **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.
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)
**Learner Objectives**

Upon completion of this unit, the learner will be able to:

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.

### 1. COURSE ORIENTATION

1.1 Syllabus Review
1.2 Course Requirements

### 2. PRINCIPLES OF DELEGATION

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

3.1 Why nurses need to delegate
3.2 What may & may not be delegated

### 4. ONCOLOGICAL DISORDERS: OVERVIEW

4.1 Definitions
4.2 Pathophysiology
   - Role of the Immune System
   - Cell Cycle Review
   - Abnormal cellular growth
   - Classifications of Tumors
     1. Anatomic Classification
     2. TNM Classification
     3. Other Tumor Classification
4.3 Etiological Factors
   - Genetic
   - Environmental
   - Prevention and detection of cancer
4.4 Complications
   Oncological Emergencies
   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

### Review

- Bio 11 & 12; NUR 18 & 21 Nursing 22 syllabus
- Nursing 22 Glossaries
- Articles as assigned
- Case studies as assigned
- Ignatavicius (2010) Chapters 1, 2, 4, 5, 6, 8, 9, 15.
- On-campus lab # 1 Management and Delegation
- Video: Preventing Nursing Negligence in the 21st Century

### Clinical Objectives

**Lab #1 Leadership/ delegation**

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.

**Clinical #1**

Under the direction and supervision of the clinical instructor, the student will:

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.
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<th>Learner Objectives</th>
<th>Content Outline</th>
<th>Related Learner Experiences</th>
<th>Clinical Objectives</th>
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</table>
| 5. Identify adaptive responses for a client who has an oncological disorder | 5. RELATED FACTORS  
A. Age  
B. Lifestyle/habits  
C. Genetics  
D. Sex  
E. Nutritional status  
F. Environmental Factors  
   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 | Review:  
BIO 11 & 12; NUR 18 & 21 | |
| 6. Describe the nursing assessment of the client who has an Oncological disorder. | 6. ASSESSMENT  
A. Nursing History  
   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  
   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  
      a. CEA  
      b. AFP  
   8. Bone marrow examination  
   9. Biopsies  
D. Transcultural considerations | Required Readings:  
Ignatavicius (2010)  
Chapter 23, 24  
Dudek (2006)  
Chapter 15, 21  
Nursing 22 Glossary  
Case studies as assigned  
Articles as assigned | |
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<td>7. Identify nursing diagnoses for the client who has an oncological disorder.</td>
<td><strong>7. NURSING DIAGNOSES</strong>&lt;br&gt;A. Fear&lt;br&gt;B. Death-anxiety&lt;br&gt;C. Deficient knowledge&lt;br&gt;D. Pain acute/ chronic&lt;br&gt;E. Imbalanced Nutrition: less than body requirements&lt;br&gt;F. Fatigue&lt;br&gt;G. Nausea&lt;br&gt;H. Impaired oral mucus membrane&lt;br&gt;I. Impaired skin integrity&lt;br&gt;J. Disturbed body image&lt;br&gt;K. Anticipatory grieving&lt;br&gt;L. Caregiver role strain&lt;br&gt;M. Ineffective therapeutic regimen management&lt;br&gt;N. Ineffective coping&lt;br&gt;O. Risk for Spiritual distress</td>
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<td>8. Develop a plan of care for a client who has an Oncological disorder.</td>
<td><strong>8. PLANNING</strong>&lt;br&gt;A. Expected Outcomes Criteria&lt;br&gt;B. Health Promotion Activities&lt;br&gt;C. Therapeutic Interventions&lt;br&gt;D. Legal/Ethical considerations&lt;br&gt;1. Patient self determination acts&lt;br&gt;2. Clinical trials: consideration for cancer research</td>
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NUR 22  Unit 2 – Assessment and Management of the client who has an oncological disorder: Hematology

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<th>Related Learner Experiences</th>
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<tr>
<td>Upon completion of this unit, the learner will be able to:</td>
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<tr>
<td>1. Describe/discuss Leukemia, Lymphomas, and Multiple Myeloma</td>
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<td>2. Identify adaptive responses for a client who has an hematological oncology disorder</td>
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<td>3. Describe the nursing assessment of the client who has an hematological oncology disorder</td>
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1. REVIEW BIO 11/12
   A & P content

1.2 OVERVIEW
   A. Definition
   B. Pathophysiology
   C. Etiological factors
   D. Classifications
   1. Acute
      - myelogenous
      - lymphocytic
   2. Chronic
      - myelogenous
      - 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

2. RELATED FACTORS
   A. Age
   B. Sex
   C. Genetic Influences
   D. Environmental Influences
   E. Chemical agents
   F. Viral agents
   G. Transcultural considerations

3. ASSESSMENT
   A. Nursing History
   B. Physical Assessment
   C. Diagnostic/Lab Tests
   1. CBC
   2. Bone marrow aspiration

Lab # 2 PICCs/ Ports/ Ostomy management
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.

Clinical #2
The student will:
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:
   A. Preventative healthcare strategies
   B. Health maintenance
      1. Dietary
      2. Medications
      3. Lifestyle modifications

Review:
Biology 11 & 12; Nur 18 & 21

Required readings:
Ignatavicius (2010)
Chapter 41 pp. 876-890
Chapter 42 pp. 893-894
Chapter 43 pp. 902-916
Chapter 44 pp. 943-949

On-campus lab #2
### NUR 22  UNIT 2 – Assessment and Management of the client who has an oncological disorder: Hematology

<table>
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<tr>
<th>Learner Objectives</th>
<th>Content Outline</th>
<th>Related Learner Experiences</th>
<th>Clinical Objectives</th>
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</thead>
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<tr>
<td>3. cont’</td>
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</table>
| 4. Identify nursing diagnoses for a client who has an hematological oncology | 3. Lumbar puncture  
4. Computed tomography (CT) Scan  
5. Lymph Node Biopsy  
D. Transcultural considerations |                            |                     |
| 5. Develop a plan of care to meet the needs of a client who has an hematological oncology | 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 mucous membrane  
F. Fatigue |                     |                     |
| 6. Implement a plan of care for a client who has an hematological oncology | 5. PLANNING  
A. Expected outcome criteria  
B. Health promotion activities  
C. Therapeutic interventions  
D. Legal/Ethical considerations | Required reading  
Chapters 24, 44, 45, 64 |                     |
| 7. Evaluate the plan of care | 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 | 7.1 Evaluation of outcome criteria  
7.2 Revision of plan |                     |

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**Required reading**

Chapters 24, 44, 45, 64
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<tbody>
<tr>
<td>Upon completion of this course, the learner will be able to:</td>
<td></td>
<td>Review: Biology 11 &amp; 12; Nur 18 &amp; 21</td>
<td>Lab # 3 Oncological emergencies</td>
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<td></td>
<td></td>
<td>Video:</td>
<td>3. Describe clinical manifestations of hypercalcemia.</td>
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<tr>
<td></td>
<td>2. Identify adaptive responses for a client who has cancer of the respiratory system.</td>
<td></td>
<td>5. Discuss the pharmacological management of hypercalcemia.</td>
</tr>
<tr>
<td></td>
<td>3. Describe the nursing assessment of the client who has cancer of the respiratory system</td>
<td></td>
<td>6. Formulate priority nursing diagnoses for hypercalcemia.</td>
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<td>Clinical # 3 The student will:</td>
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<td></td>
<td></td>
<td></td>
<td>1. Perform a nursing assessment of a client diagnosed with cancer.</td>
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<td>2. Analyze data of a client diagnosed with cancer.</td>
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<td>3. Formulate nursing diagnoses for a client diagnosed with cancer.</td>
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<td>4. Prioritize nursing diagnoses.</td>
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<td>5. Formulate a plan of care to achieve client outcome.</td>
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<td>6. Implement the plan.</td>
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<td>7. Evaluate the client outcomes.</td>
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<td>8. Communicate &amp; collaborate with the client, family and healthcare providers.</td>
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<td>Learner Objectives</td>
<td>Content Outline</td>
<td>Related Learner Experiences</td>
<td>Clinical Objectives</td>
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</tbody>
</table>
| 4. Identify nursing diagnoses for a client who has cancer of the respiratory system | 4. **NURSING DIAGNOSES**  
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 | | |
| 5. Develop a plan of care for a client who has cancer of the respiratory system. | 5. **PLANNING**  
A. Expected outcome criteria  
B. Health promotion activities  
C. Therapeutic interventions  
D. Legal/Ethical considerations | | |
| 6. Implement a plan of care for a client with lung cancer | 6. **IMPLEMENTATION**  
6.1 Independent Activities  
A. Health Promotion  
1. Smoking cessation  
6.2 Collaborative Activities  
A. Medications  
1. Chemotherapy  
2. Biologic Therapies  
B. Procedures/Treatments  
1. Pain Management  
2. Surgical Therapy  
a. Wedge Resection  
b. Segmental Resection  
c. Pneumonecetomy  
d. Lobectomy  
e. Laryngectomy  
3. Radiation therapy  
4. Phototherapy  
5. Respiratory therapy  
C. Referrals/Community Resources  
D. Discharge Planning | | |
| 7. Evaluate the plan of care | 7 **EVALUATION**  
7.1 Evaluation of the outcome criteria  
7.2 Revision of plan | | |

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<tr>
<th>Learner Objectives</th>
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<tbody>
<tr>
<td>Upon completion of this unit, the learner will be able to:</td>
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<tr>
<td>1. Discuss/review the gastrointestinal system.</td>
<td></td>
<td>Review:</td>
<td>Bio 11 &amp; 12; Nur 18 &amp; 21</td>
</tr>
<tr>
<td>2. Identify adaptive responses for a client who has a gastrointestinal cancer.</td>
<td></td>
<td>Required Readings</td>
<td>Ignatavicius (2010)</td>
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<tr>
<td>3. Describe the nursing assessment of the client who has a gastrointestinal cancer.</td>
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<td>4. Identify nursing diagnoses for a client who has a gastrointestinal cancer.</td>
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<tr>
<td>1.1 <strong>REVIEW BIO 11/12</strong></td>
<td>A &amp; P Content</td>
<td></td>
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<tr>
<td>1.2 <strong>OVERVIEW</strong></td>
<td>A. Definition</td>
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<tr>
<td></td>
<td>B. Pathophysiology</td>
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<td></td>
<td>C. Etiological factors</td>
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<td>D. Classification:</td>
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<tr>
<td></td>
<td>1. Gastric</td>
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<td>2. Pancreatic</td>
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<td>3. Liver</td>
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<td>4. Colon and Rectal</td>
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<td></td>
<td>E. Complications</td>
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<tr>
<td></td>
<td>1. Obstruction</td>
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<td>2. Perforation</td>
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<td>3. Metastasis</td>
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<td>4. Dumping syndrome</td>
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<td>2.1 <strong>RELATED FACTORS</strong></td>
<td>A. Age</td>
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<td>B. Nutritional status</td>
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<td></td>
<td>C. Gender</td>
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<td></td>
<td>D. Genetics</td>
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<td></td>
<td>E. Medical conditions</td>
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<td></td>
<td>F. Transcultural considerations</td>
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<tr>
<td>3. <strong>ASSESSMENT</strong></td>
<td>A. Nursing history</td>
<td>Video:</td>
<td>1. Ostomy care #943</td>
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<tr>
<td></td>
<td>B. Physical assessment</td>
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<td></td>
<td>C. Diagnostic lab/tests</td>
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<td></td>
<td>1. Digital rectal exam</td>
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<td>2. Fecal occult blood testing</td>
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<td>3. Sigmoidoscopy: gastroscopy; Colonoscopy</td>
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<td>4. CEA test (Carcinoembryonicantigen)</td>
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<td>D. Transcultural considerations</td>
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<tr>
<td>4. <strong>NURSING DIAGNOSES</strong></td>
<td>A. Impaired skin integrity</td>
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<td></td>
<td>B. Disturbed body image</td>
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<td>C. Imbalanced nutrition: less than body requirements</td>
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<td>D. Ineffective sexuality patterns</td>
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<td></td>
<td>E. Pain</td>
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<td></td>
<td>F. Risk for deficient fluid volume</td>
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<td>Learner Objectives</td>
<td>Content Outline</td>
<td>Related Learner Experiences</td>
<td>Clinical Objectives</td>
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<tr>
<td>5. Develop a plan of care for a client who has a gastrointestinal cancer.</td>
<td><strong>5. PLANNING</strong>&lt;br&gt;A. Expected outcome criteria&lt;br&gt;B. Health promotion activities&lt;br&gt;C. Therapeutic interventions&lt;br&gt;D. Legal/Ethical considerations</td>
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<tr>
<td>6. Implement a plan of care for a client who has a gastrointestinal cancer.</td>
<td><strong>6. IMPLEMENTATION</strong>&lt;br&gt;6.1 Independent Activities&lt;br&gt;A. Health Promotion&lt;br&gt;6.2 Collaborative Activities&lt;br&gt;A. Medications&lt;br&gt;1. Chemotherapy&lt;br&gt;B. Procedures/Treatments&lt;br&gt;1. Surgery&lt;br&gt;a. gastrectomy&lt;br&gt;b. hemicolecetomy&lt;br&gt;c. low anterior resection&lt;br&gt;d. A-P resection&lt;br&gt;2. Ostomy Types&lt;br&gt;a. end stoma&lt;br&gt;b. loop stoma&lt;br&gt;c. double barrel stoma&lt;br&gt;d. Kochpouch&lt;br&gt;e. ileoanal reservoir&lt;br&gt;3. Colostomy care&lt;br&gt;C. Referral/Community resources&lt;br&gt;D. Discharge planning</td>
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<tr>
<td>7. Evaluate the plan of care</td>
<td><strong>7 EVALUATION</strong>&lt;br&gt;7.1 Evaluation of the outcome criteria&lt;br&gt;7.2 Revision of plan</td>
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</table>
Upon completion of this unit, the learner will be able to:
1. Discuss cancer of the female reproductive system.
2. Identify adaptive responses for a client who has cancer of the female reproductive system.
3. Describe the nursing assessment of the client who has cancer of the female reproductive system.

### Learner Objectives

1. **Relate Learner Experiences**

2. **Clinical Objectives**

### Content Outline

1. **REVIEW BIO 11/12**
   - A & P Content
2. **OVERVIEW**
   - A. Definition
     1. cancer of the breast
     2. cancer of the cervix
     3. cancer of the uterus, vulva
     4. cancer of the ovaries
   - B. Pathophysiology
   - C. Etiological factors
   - D. Prevention
   - E. Complications
     1. Metastasis
3. **RELATED FACTORS**
   - A. Gender
   - B. Age
   - C. Family history
   - D. Onset of menarche
   - E. Environmental factors
   - F. STD’s
   - G. Obesity
   - H. Transcultural considerations

4. **ASSESSMENT**
   - A. Nursing history
   - B. Physical assessment
   - C. Diagnostic lab/tests
     1. **Breast**
        - Mammography
        - Ultrasound
        - Biopsy
        - Estrogen Progesterone receptor assays
     2. **Cervix**
        - PAP test (classification)
        - Schiller Iodine test
        - Colposcopy
        - Biopsy (punch, cone)
     3. **Ovary**
        - CA-125
        - Ultrasound
        - Annual pelvic exam
   - D. Transcultural considerations
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</table>
| 4. Identify nursing diagnoses for a client who has cancer of the female reproductive system. | **4. NURSING DIAGNOSES**  
A. Disturbed body image  
B. Ineffective sexuality patterns  
C. Anticipatory grieving  
D. Ineffective coping  
E. Ineffective therapeutic regimen management.  
F. Anxiety | **Videos:**  
1. Assessing Your Risk for Breast Cancer | |
| 5. Develop a plan of care for a client who has cancer of the female reproductive system. | **5. PLANNING**  
A. Expected outcome criteria  
B. Health Promotion Activities  
C. Therapeutic Interventions  
D. Legal/Ethical considerations | 2. A Guide for Breast Self-Examination | |
| 6. Implement plan of care for a client who has cancer of the female reproductive system. | **6. IMPLEMENTATION**  
6.1 Independent Activities  
A. Health promotion  
1. age-related health screening  
2. self breast exam  
6.2 Collaborative Activities  
A. Medication  
1. chemotherapy  
2. hormones  
B. Procedures/ Treatments  
1. Breast  
a. Surgery (breast-conserving; modified radical mastectomy; reconstruction)  
b. Radiation therapy  
c. Chemotherapy  
d. Hormonal therapy (Tamoxifen)  
2. Cervix  
a. Conization  
b. Cryotherapy  
c. Laser treatment  
d. Cautery  
e. Surgical procedures  
3. Ovarian  
a. Total abdominal hysterectomy & bilateral salpingo-oophorectomy (TAH-BSO)  
b. Instillation of radioisotopes  
C. Referral/Community Resources  
D. Discharge Planning | **CAI:**  
1. Clinical Simulation in Medical-surgical nursing III (CD)  
IV-Nursing Roles in Promoting Breast Health | |
| 7. Evaluate the plan of care. | **7. EVALUATION**  
7.1 Evaluation of Outcome Criteria  
7.2 Revision of Plan | | |
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</thead>
</table>
| 8. Discuss cancer of the male reproductive system. | **8.1 REVIEW BIO 11/12**  
A&P Content | | REVIEW  
Biology 11 & 12; Nur 18 & 21 |
| 8. | **8.2 OVERVIEW**  
A. Definition  
1. Cancer of the Prostate  
2. Testicular cancer  
3. Bladder cancer  
B. Pathophysiology  
C. Etiological factors  
D. Prevention  
E. Complications  
1. Metastasis  
2. Incontinence  
3. Impotence  
4. Hydronephrosis | **Required Readings:**  
Ignatavicius (2010)  
Chapter 75, pp. 1712-1730  
pp. 1732  
pp. 1734-1735  
Chapter 69, pp. 1575-1578 | |
| 9. Identify adaptive responses for a client who has cancer of the male reproductive system. | **9.1 RELATED FACTORS**  
A. Age  
B. Nutritional Status  
C. Environmental factors  
D. Family history  
E. STD  
F. Transcultural considerations | | |
| 10. Describe the nursing assessment of a male client with oncological reproductive disorder. | **10 ASSESSMENT**  
A. Nursing History  
B. Physical Assessment  
C. Diagnostic/ Lab Tests  
1. Prostate  
a. Physical Exam  
b. Digital Rectal Exam (DRE)  
c. Prostate Specific Antigen (PSA)  
d. Serum Prostatic Acid Phosphatase (PAP)  
2. Testes  
a. Palpation  
b. Testicular sonogram  
c. AFP  
d. hCG  
3. Renal/bladder cancer  
D. Transcultural considerations | | |
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</thead>
</table>
| 11. Identify nursing diagnoses for a client who has cancer of the male reproductive system. | 11. **NURSING DIAGNOSES**  
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 | | |
| 12. Develop a plan for a client who has cancer of the male reproductive system. | 12. **PLANNING**  
A. Expected outcome criteria  
B. Health Promotion Activities  
1. age related health screening  
C. Therapeutic interventions  
D. Legal/Ethical considerations | | |
| 13. Implement a plan of care for a client who has cancer of the male reproductive system. | 13. **IMPLEMENTATION**  
13.1 Independent Activities  
A. Health Promotion  
13.2 Collaborative Activities  
A. Medications  
1. Hormone therapy  
2. Chemotherapy  
B. Procedures/ Treatments  
1. Radiation Therapy  
2. Surgery  
a. Prostatectomy  
b. Radical Resection of Prostate  
c. Radical Orchiectomy  
C. Referral/ Community Resources  
D. Discharge Planning | | |
| 14. Evaluate the plan of care. | 14. **EVALUATION**  
14.1 Evaluation of Outcome Criteria  
14.2 Revision of Plan | | |
Upon completion of this unit, the learner will be able to:

1. Describe predisposing and/or causative factors of common neurological disorder.

2. Identify adaptive responses for a client who has a neurological disorder.

3. Describe the nursing assessment of the client who has a neurological disorder.

### Learner Objectives

#### 1.1 REVIEW BIO 11/12

A&P content

#### 1.2 OVERVIEW

A. Definition
B. Pathophysiology
C. Etiological factors
D. Types
   1. Intracranial problems
   2. Acute
   3. Chronic
   4. Sensory – perceptual
E. Complications
   1. Infection
      a. encephalitis
      b. opportunistic (HIV)
   2. Increased intracranial pressure
   3. Sensory motor deficits
   4. Brain death

#### 2.1 RELATED FACTORS

A. Age
B. Traumatic injury
C. Genetics
D. Lifestyle
E. Transcultural considerations

#### 3. ASSESSMENT

A. Nursing history
B. Physical assessment
   1. Neurological assessment.
C. Diagnostic lab/tests
   1. cerebrospinal fluid analysis
   2. Radiologic
      a. skull & spine X-rays
      b. Cerebral angiography
      c. Computed tomography (CT) scan
      d. Myleography
      e. Magnetic Resonance Imaging (MRI)
      f. Positron emission Tomography (PET)
   3. Electrographic
      a. Electroencephalography (EEG)
      b. Electromyography Nerve Conduction (EMG)
      c. Evoked potentials

### Related Learner Experiences

Review
Biology 11 & 12; Nur 18 & 21

Required Readings
Ignatavicius (2010)
Chapter 43, pp. 928-949
Chapter 47, pp. 1051-1058

Videos:

1. Neurological Assessment:
   Cerebellar function and reflexes
   #853
2. Acute head injury #942
3. Increased intracranial pressure
   #855
4. Glasgow Coma Scale #831
### Learner Objectives

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<td>3. cont’</td>
<td>4. Ultrasound</td>
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<td>a. carotid duplex studies</td>
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<td>b. Transcranial Doppler</td>
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<td>D. Transcultural considerations</td>
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<tr>
<td>4. Identify nursing diagnoses for a client who has a neurological disorder.</td>
<td>4. <strong>NURSING DIAGNOSES</strong></td>
<td>A. Risk for injury.</td>
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<td></td>
<td>B. Activity intolerance.</td>
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<td></td>
<td>C. Disturbed sensory perception.</td>
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<td>D. Pain.</td>
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<td>E. Bathing-hygiene self care deficit.</td>
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<td>F. Risk for infection.</td>
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<td></td>
<td>G. Ineffective therapeutic regimen management.</td>
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<td></td>
<td>H. Altered tissue perfusion: cerebral</td>
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<tr>
<td>5. Develop a plan of care to meet the needs of a client who has a neurological disorder.</td>
<td>5. <strong>PLANNING</strong></td>
<td>A. Expected outcome criteria.</td>
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<td></td>
<td>B. health promotion activities.</td>
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<tr>
<td></td>
<td>C. Therapeutic interventions.</td>
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<td>D. Legal/ethical considerations.</td>
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<tr>
<td>6. Implement a plan of care for a client who has a neurological disorder.</td>
<td>6. <strong>IMPLEMENTATION</strong></td>
<td>6.1 Independent Activities</td>
<td>Abrams, Chapter 24, 56</td>
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<tr>
<td></td>
<td>A. Health promotion</td>
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Upon completion of this unit, the learner will be able to:

1. Describe/Discuss predisposing and/or causative factors of intracranial disorders:
   - Head Trauma
   - Unconsciousness
   - Increased intracranial pressure (ICP)
   - Brain tumors
   - Cerebrovascular accident (CVA)
   - Inflammatory conditions (encephalitis)

2. Identify adaptive responses for a client who has acute neurological disorder.

3. Describe the nursing assessment of the client who has an acute neurological disorder.

### Learner Objectives

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</table>
| 1. Describe/Discuss predisposing and/or causative factors of intracranial disorders: | 1. **REVIEW BIO 11/12**  
   A&P content                                                                                                           | Review                                                                                           | Lab #4 Acute neurological disorders  
   After viewing the DVD entitled “Neuro Assessment” the student will:                                                   |                                                                                                       |
| 2. Identify adaptive responses for a client who has acute neurological disorder.   | 1.2 **OVERVIEW**  
   A. Definition  
   B. Pathophysiology  
   C. Etiological factors  
   D. Complications  
   1. Inadequate cerebral perfusion  
   2. cerebral herniation  
   3. Epidural hematoma  
   4. Subdural hematoma  
   5. Intracerebral hematoma  
   3. ASSESSMENT  
   A. Nursing history  
   B. Physical assessment  
   1. Glasgow Coma Scale (GCS)  
   C. Diagnostic lab/tests  
   1. CT Scan  
   2. MRI  
   3. PET Scan  
   4. Lumbar puncture  
   D. Transcultural considerations                                                                 | Required Readings                                                                                   |                                                                                                       |
| 3. Describe the nursing assessment of the client who has an acute neurological disorder. |                                                                                                       | Ignatavicius (2010)  
   Chapter 47, pp. 1029-1067  
   Chapter 44, pp. 961-965 |                                                                                                       |
|                                                                                   | Videos:                                                                                             | 1. When the Brain Goes Wrong  
   (Head, Injury, Stroke)                                                                                                   |                                                                                                       |
|                                                                                   | CAI:                                                                                                |                                                                                                       |
|                                                                                   | 1. Clinical Simulation:  
   I. Neurological System (CD)  
   II. Cerebral Aneurysm/ Subarachnoid Hemorrhage  
   III. Increased Intracranial pressure  
   IV. Stroke  
   V. Brain tumor                                                                                                           |                                                                                                       |
<p>|                                                                                   |                                                                                                       | 4. Explain the pathophysiology of any abnormal results.                                               |                                                                                                       |
|                                                                                   |                                                                                                       | 5. Identify causes of Increased Intracranial Pressure.                                                |                                                                                                       |
|                                                                                   |                                                                                                       | 6. Discuss the management of the client with increased intracranial pressure.                           |                                                                                                       |
|                                                                                   |                                                                                                       | 7. Complete a critical analysis of the case study entitled: “Acute Head Trauma.”                      |                                                                                                       |
|                                                                                   |                                                                                                       | Clinical #4                                                                                          |                                                                                                       |
|                                                                                   |                                                                                                       | The student will:                                                                                   |                                                                                                       |
|                                                                                   |                                                                                                       | 1. Perform a nursing assessment.                                                                     |                                                                                                       |
|                                                                                   |                                                                                                       | 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 &amp; 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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<td>G. Decreased intracranial adaptive capacity</td>
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<td>H. Ineffective role performance</td>
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#### Learner Objectives

Upon completion of this unit, the learner will be able to:

1. Describe/Discuss chronic neurological disorders:
   - Headaches (migraine)
   - Seizure disorders
   - Parkinson’s disease (PD)
   - Multiple sclerosis (MS)
   - Myasthenia gravis (MG)
   - Guillain-Barre syndrome (GBS)

2. Identify adaptive responses for a client who has acute neurological disorder.

3. Describe the nursing assessment of the client who has a chronic neurological disorder.

#### Content Outline

1. REVIEW BIO 11/12
   - A&P content

2. OVERVIEW
   - A. Definition
   - B. Pathophysiology
   - C. Etiological factors
   - D. Classifications
     - 1. Generalized seizures
     - 2. Partial seizures
     - 3. Unclassified epileptic seizures
   - E. Headaches
     - 1. Cluster
     - 2. Migraine
   - F. Parkinson’s
   - G. Multiple sclerosis
   - H. Myasthenia gravis
   - I. Complications
     - 1. Status epilepticus
     - 2. Contractures

2. RELATED FACTORS
   - A. Age
   - B. Genetics
   - C. Systemic & metabolic disturbances
   - D. Cerebrovascular lesions
   - E. Head Trauma
   - F. Infectious processes
   - G. Transcultural considerations

3. ASSESSMENT
   - A. Nursing history
   - B. Physical assessment
   - C. Diagnostic lab/tests
   - D. Transcultural considerations

#### Related Learner Experiences

Required Readings
- Ignatavicius (2010)
- Chapter 44, pp. 950-982
- Chapter 45, pp. 1002-1007
- Chapter 46, pp. 1016-1022

Videos:
- 1. When the Brain Goes Wrong (Epilepsy, Headaches)

#### Clinical Objectives

Lab #5 CVA
The student will:
1. Identify the different types of stroke.
2. Discuss the risk factors that increase the likelihood of stroke.
3. Describe the typical manifestations of stroke.
4. Analyze assessment data to determine appropriate nursing diagnosis for clients with stroke.
5. Prioritize the interventions for a client who has a stroke.
6. Use laboratory data and clinical manifestations that will determine the effectiveness of interventions for clients with a stroke.
7. Describe the mechanisms of action, side effects and nursing implications for the pharmacologic management of thrombotic stroke.
8. Evaluate the effectiveness of the nursing interventions.
Clinical #5
The student will:
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:
   A. Preventative healthcare strategies
   B. Health maintenance
      1. Dietary
      2. Medications
      3. Lifestyle modifications
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Upon completion of this unit, the learner will be able to:

1. Describe/Discuss predisposing and/or causative factors of commonly recurring sensory perceptual disorder:
   - Cataracts
   - Glaucoma
   - Macular degeneration
   - Retinal detachment
   - Meniere’s disease

2. Identify adaptive responses for a client who has a sensory perceptual disorder.

3. Describe the nursing assessment of the client who has a sensory perceptual disorder.

4. Identify nursing diagnoses for a client who a sensory perceptual disorder.

5. Develop a plan of care for a client who has a sensory perceptual disorder.

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<td><strong>1.1 REVIEW BIO 11/12</strong>  A&amp;P content</td>
<td>Review:  Bio 11 &amp; 12; NUR 18 &amp; 21; PSY 11 &amp; 32</td>
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<td><strong>3. ASSESSMENT</strong>  A. Nursing history  B. Physical assessment  C. Diagnostic lab/tests  D. Transcultural considerations</td>
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<td>1. Cataracts</td>
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<td>Lens removal; intraocular lens implant</td>
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<td>2. Glaucoma: open angle-Argon laser trabeculoplasty (ALT); closed angle-laser Peripheral iridotomy</td>
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<td>3. Retinal detachment; laser photocoagulation, cryopexy, scleral buckling</td>
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<td>4. Meniere’s disease, endolymphatic shunt</td>
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<td></td>
<td>C. Referral/ Community resources</td>
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<td>D. Discharge planning, follow-up care</td>
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<td>7. Evaluate the plan of care.</td>
<td>7. EVALUATION</td>
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<td>7.1 Evaluation of Outcome Criteria</td>
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<td>7.2 Revision of Plan</td>
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## NUR 22 - UNIT 10 – Assessment and Management of the client who has a Rehabilitative Disorder

<table>
<thead>
<tr>
<th>Learner Objectives</th>
<th>Content Outline</th>
<th>Related Learner Experiences</th>
<th>Clinical Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of this unit, the learner will be able to:</td>
<td></td>
<td>Review: Bio 11 &amp; 12; NUR 18 &amp; 21</td>
<td>Lab #6: Spinal cord injury</td>
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<td>- Spinal cord injury (SCI)</td>
<td>1.2 OVERVIEW A. Definition B. Pathophysiology C. Etiological factors D. Complications</td>
<td></td>
<td>2. Discuss the various classification system for spinal cord injuries.</td>
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<td>- Arthritis: Osteoarthritis (OA) Degenerative Joint Disease (DJD) Rheumatoid arthritis (RA)</td>
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<td>3. Differentiate between the following syndromes: Brown-Sequard syndrome, central cord syndrome, anterior cord syndrome, and posterior cord syndrome.</td>
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<td>4. Identify nursing diagnoses for a client who has a rehabilitative disorder.</td>
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<td>6. Differentiate between spinal shock and neurogenic shock.</td>
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<td>5. Develop a plan of care to meet the needs of a client who has a rehabilitative disorder.</td>
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<td>7. Describe immediate nursing actions to take after autonomic dysreflexia is recognized.</td>
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### Lab # 6: Spinal cord injury
- 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.
- 5. Describe typical complications that occur after a spinal cord injury.
- 6. Differentiate between spinal shock and neurogenic shock.
- 7. Describe immediate nursing actions to take after autonomic dysreflexia is recognized.

### 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
  - 1. Dietary
  - 2. Medications
  - 3. Lifestyle modifications
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</thead>
</table>
| 6. Implement a plan of care for a client who has a rehabilitative disorder. | **6. IMPLEMENTATION**  
6.1 Independent Activities  
A. Health promotion  
6.2 Collaborative Activities  
A. Medications  
1. Nonsteroidal Anti-inflammatories  
2. Steroidal Anti-inflammatories  
3. Skeletal Muscle Relaxants  
4. Topical Analgesics  
5. Biological Response Modifiers  
6. Antimalarial Agents  
7. Immunosuppressive Drugs  
B. Procedures/Treatments  
C. Rehabilitation therapies  
D. Referral/Community Resources  
E. Discharge Planning | Abrams  
Chapter 7  
Chapter 13 | |
| 7. Evaluate the plan of care. | **7. EVALUATION**  
7.1 Evaluation of Outcome Criteria  
7.2 Revision of Plan | |

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Abrams  
Chapter 7  
Chapter 13