Course Description
Nursing the adult patient with common recurring health problems includes nursing interventions based on physiological and psychological needs of adult patients. Laboratory sessions are on campus and in hospitals or other health agencies.

Course Overview
This course introduces the students to the nursing care of the adult patient who has common recurring health problems. The physiological and psychological needs of the adult patient are addressed through the concepts of patient centered care, teamwork and collaboration, evidence based practice, safety, quality improvement and informatics. It is expected that the students synthesize prior facts and principals from the biological, physical, and behavioral sciences when utilizing the nursing process. Classroom instruction and laboratory sessions, at the college and in selected health agencies, are held weekly throughout the semester. Learning is enhanced through simulations performed weekly in the college laboratory. Class work for typical week consists of: five (5) hours of classroom instruction, three (3) hours of college laboratory/simulation, and eight (8) hours of 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.

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 electronic 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. 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 in any course when he or she has been absent 15% of the number of contact hours a class meets during a semester. When a student is excessively absent, a grade of "W" or "WU" will be assigned as described in the college catalogue. Attendance at pre and post conference for laboratory experience is required. Absence from either pre or post conference constitutes an absence for the day’s experience.

Students with Disabilities
It is college policy to provide reasonable accommodations to students with disabilities. Any student with a documented disability who may need accommodations in this class is requested to speak directly to Access-Ability Services, D-205, (718) 368-5175, as early in the semester as possible. All discussions will remain confidential.
Evaluation
Grades will be calculated according to college and departmental policy as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97 – 100</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>93 – 96</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>83 – 86</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>78 – 79</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>75 – 77</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70 – 74</td>
<td></td>
</tr>
<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>D-</td>
<td>56 – 59</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td></td>
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<tr>
<td>WU</td>
<td></td>
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<tr>
<td>INC</td>
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</tbody>
</table>

W: Withdrew without penalty
WU: Unofficial withdrawal (counts as a failure)
INC: Term’s work is incomplete. Counts as an F grade

Nursing 21 grades will be calculated as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture examinations average (5 exams)</td>
<td>60%</td>
</tr>
<tr>
<td>Final examination</td>
<td>40%</td>
</tr>
<tr>
<td>Clinical competency</td>
<td>Satisfactory or Unsatisfactory</td>
</tr>
<tr>
<td>Nursing Care Plans</td>
<td>Satisfactory or Unsatisfactory</td>
</tr>
<tr>
<td>Teaching Plan</td>
<td>Satisfactory or Unsatisfactory</td>
</tr>
<tr>
<td>Reaction Papers</td>
<td>Satisfactory or Unsatisfactory</td>
</tr>
</tbody>
</table>

Students are expected to take all tests when scheduled. Exceptions to this rule will be for emergency situations and the faculty must know in advance. Students who do not take a test on the scheduled date are required to take a makeup test. All makeup tests may be given at the end of the semester. Students who fail to take the scheduled exams or makeup exams will receive a grade of zero for that test.

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 due. All assignments 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 "INC" for the course. Students must submit all assignments prior to the beginning of the next semester in order to progress in the program.

Clinical agency performance will be evaluated as Satisfactory (S) or Unsatisfactory (U). Performance that has been designated as "U" at the end of the course will result in failure of the course. A minimum average grade of "75%" is required on all clinical assignments to achieve a satisfactory clinical grade.

A conference with the 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 the instructor at other times.
Course Objectives and Student Learning Outcomes (SLOs)
The following objectives and outcomes apply when caring for the adult patient with common recurrent health problems. These objectives and outcomes will be achieved by the end of the semester.

Outcomes:
1. Applies knowledge of patient centered care.
2. Demonstrates principles of evidence based practice.
4. Interprets quality improvement data.
5. Employs principles of safety.
6. Uses informatics.

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Apply knowledge from the biological, physical and behavioral sciences in assessing the adult client experiencing acute and chronic health alterations</td>
<td>1</td>
</tr>
<tr>
<td>• Include the influence of culture on the delivery of nursing care</td>
<td>1, 2</td>
</tr>
<tr>
<td>• Demonstrate the ability to use the nursing process in assisting the adult client across the health-illness continuum</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>• Further develop critical thinking skills in the application of the nursing process</td>
<td>2</td>
</tr>
<tr>
<td>• Communicate accurately and effectively with adult clients and health team members</td>
<td>5</td>
</tr>
<tr>
<td>• Demonstrate appropriate behavior based on legal regulations and ethical guidelines of nursing practice</td>
<td>5</td>
</tr>
<tr>
<td>• Apply principles of safety when caring for the adult patient</td>
<td>4, 5</td>
</tr>
<tr>
<td>• Demonstrate competencies in performing therapeutic nursing interventions</td>
<td>1, 2, 5</td>
</tr>
<tr>
<td>• Apply knowledge of pharmacological agents in the administration of medications</td>
<td>1, 2, 4, 5</td>
</tr>
<tr>
<td>• Apply teaching learning principles to adult clients across the health-illness continuum</td>
<td>1, 2, 6</td>
</tr>
<tr>
<td>• Identify the need for community resources for adult clients</td>
<td>1, 3</td>
</tr>
<tr>
<td>• Utilize organizational skills in the management of nursing care</td>
<td>4, 5</td>
</tr>
</tbody>
</table>

Assessment Measure for Learning Outcomes
Students will perform satisfactorily in the classroom, lab / simulation and clinical setting as evidenced by achieving 75% or greater on written exam, comprehensive patient specific Nursing Care Plans, various course specific written assignments, and demonstration of satisfactory performance on course specific clinical competency and evaluation tools.

<table>
<thead>
<tr>
<th>Teaching Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lecture/Discussion</td>
</tr>
<tr>
<td>• Simulated Laboratory Experiences</td>
</tr>
<tr>
<td>• Demonstration/Return Demonstration</td>
</tr>
<tr>
<td>• Case Studies</td>
</tr>
<tr>
<td>• Multimedia</td>
</tr>
</tbody>
</table>
TEXTBOOKS

Required Textbooks for Nursing 21

Program Required Textbooks

Optional References

<table>
<thead>
<tr>
<th>All students are expected to have read and to adhere to the policies pertaining to the following, as outlined in the department’s Nursing Student Handbook:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
</tr>
<tr>
<td>Malpractice insurance, health clearance, and CPR training</td>
</tr>
<tr>
<td>Evaluation and grading</td>
</tr>
<tr>
<td>Clinical competencies</td>
</tr>
<tr>
<td>College laboratory practice requirements</td>
</tr>
<tr>
<td>Clinical Agency experience requirements (including appropriate dress)</td>
</tr>
</tbody>
</table>

(11/17/2011, Rev. 03/06/2012)
Topical Outline

**Unit 1 – Assessment & Management of the Patient who has a Fluid and Electrolyte Imbalance**
- Dehydration
- Shock
- Burns

**Unit 2 – Assessment & Management of the Patient who has a Respiratory Disorder**
- **2a – Respiratory Disorders**
  - Pulmonary Embolus
  - Acute Respiratory Distress Syndrome (ARDS)
  - Respiratory Failure
- **2b – Infectious Respiratory Disorders**
  - Acute Bronchitis
  - Pneumonia
  - Tuberculosis
- **2c – Constrictive Respiratory Disorders**
  - Asthma
- **2d – Traumatic Respiratory Disorders**
  - Pulmonary Contusion
  - Fractured Rib
  - Tension Pneumothorax
  - Flail Chest

**Unit 3 – Assessment & Management of the Patient who has a Cardiovascular Disorder**
- **3a – Peripheral Vascular Disease**
  - Peripheral Arterial Disease
    - Atherosclerosis / Arteriosclerosis
    - Acute Arterial Occlusion
    - Aneurysm
    - Raynaud’s Disease
  - Peripheral Venous Disease
    - Venous Thrombosis
    - Venous Insufficiency / Varicose Veins
- **3b – Hypertension**
- **3c – Coronary Artery Disease (CAD)**
  - Stable Angina
  - Unstable Angina
  - Myocardial Infarction
  - Heart Failure
- **3d – Cardiac Dysrhythmias**
  - Arterial Dysrhythmia
  - Ventricular Dysrhythmia
  - Heart Blocks

**Unit 4 – Assessment & Management of the Patient who has a Gastrointestinal Disorder**
- **4a – Gastric Disorders**
  - Hiatal Hernia
  - Gastroesophageal Reflux Disease (GERD)
  - Peptic Ulcer Diseases (PUD)
- **4b – Intestinal Disorders**
  - Irritable Bowel Disease
  - Intestinal Obstruction
  - Inflammatory Bowel Diseases
    - Crohn’s Disease
    - Ulcerative Colitis
  - Diverticular Diseases
    - Diverticulosis
    - Diverticulitis
  - Peritonitis
- **4c – Biliary Disorders**
  - Cholecystitis
  - Hepatitis
  - Cirrhosis
  - Pancreatitis

(11/17/2011, Rev. 03/06/2012)
Unit 5 – Assessment & Management of the Patient who has a Endocrine Disorder
  • 5a – Diabetes Mellitus
    - Causes and development
    - Microvascular/macrovascular changes
    - Complications
      o Hypoglycemia
      o Hyperglycemia
        ▪ DKA/HHNK
        ▪ Diabetic neuropathy, nephropathy, retinopathy
  • 5b – Other Endocrine Disorders
    - Pituitary
    - Thyroid
    - Parathyroid
    - Adrenal cortex

Unit 6 – Assessment & Management of the Perioperative Patient
  - Preoperative
  - Intraoperative
  - Postoperative

Unit 7 – Assessment & Management of the Patient who has a Musculoskeletal Disorder
  - Osteoporosis
  - Fracture
    o Compartment Syndrome
    o Fat embolism
    o Infection
    o Venous thrombosis/pulmonary embolism

Unit 8 – Assessment & Management of the Patient who has an Immune Response Disorder
  - HIV/AIDS
    o Opportunistic infections/cancers
  - Latex allergies

Unit 9 – Assessment & Management of the Patient who has a Genitorinary Disorder
  • 10a – Genitorinary Disorders
    - Urinary Tract Infection (UTI)
    - Renal Calculi
  • 10b – Renal Disorders
    - Nephrotic Syndrome
    - Acute Renal Failure
    - Chronic Renal Failure
# Unit 1 – Assessment & Management of the Patient who has a Fluid and Electrolyte Imbalance

## Content/Lecture Discussion

- **The structure and function of fluid and electrolyte imbalances**
  - Dehydration
  - Shock
  - Burns
- **Strategies to involve the adult patient and family in reaching successful outcomes for the adult patient with fluid and electrolyte imbalances**
  - Health teaching related to preventing dehydration, electrolyte imbalances, and burns
- **Strategies for identifying and managing care of the adult patient with fluid and electrolyte imbalances utilizing a team approach**
  - Coordination of care utilizing collaboration and priority setting in meeting the needs of the adult patient who has fluid and electrolyte imbalances.
    - Use of SBAR
  - Team functioning on safety & quality of care when meeting the needs of the adult patient who has fluid & electrolyte deficits
- **Strategies relevant to the outcomes of care for the adult patient with a need for fluid and electrolyte balance.**
  - Provision of care with sensitivity and respect for the adult patient with fluid and electrolyte imbalances.
    - Health promotion
    - Fluid management, medications, electrolyte replacement
    - Nutritional support, burn care
- **Application of critical thinking processes when practicing safely in the delivery of care to the adult patient with fluid and electrolyte imbalances**
  - Use of the Nursing Process throughout the mutually designed plan of care for the adult patient with fluid and electrolyte imbalances
- **Utilization of technology in the care of the adult patient with fluid and electrolyte imbalances**
  - Communication & documentation of care rendered via electronic medical record
  - Uses the EMR for medication reconciliation.

## Related Learner Experiences

**Review:** NUR 18, PSY11 & 32, BIO 11 & 12

**Required Reading Prior to 1st Day of Class**
- *Ignatavicius & Workman*: Ch.1-5 pp. 2-44; Ch. 13 pp. 170-197; Ch. 14 pp. 199-211; Ch. 15 pp. 213-238

**Required Reading**
- *Ignatavicius and Workman*: Ch. 39 pp. 826-845; Ch. 28 pp. 519-547
- *Dudek*, pp. 347-370; Ch. 16, pp. 465-468
- *Abrams*, Chs. 51, 57

**Clinical Experiences**
Provide patient-centered care with sensitivity and respect preferences and expressed needs for patients with fluid/electrolyte imbalances. Communicate/document assessed findings to all members of the health team.

**Laboratory/Simulation Experiences**
- IV Lab
- Simulation on fluid and electrolyte imbalance
  - Case study
- Computer Assisted Instruction
  - Clinical
    - Nursing Concepts
  - Fluid & Electrolyte Balance Module
    - Rusty Jackson (Dehydration & F & E Imbalances)
    - Mary Richards (Decreased Na & Water Intoxication)
### Unit 1 – Assessment & Management of the Patient who has a Fluid and Electrolyte Imbalance

- Simulation on shock
  - All Programs/All Labs/Nursing
    - MSD I – Shock
    - MSD II – Septic Shock

### Unit 2 – Assessment and Management of the Patient who has a Respiratory Disorder

#### Unit 2a – General Respiratory Disorders

**Content/Lecture Discussion**

- The structure and function of respiratory system and the development of respiratory disorders and related complications
  - Pulmonary Embolus
  - Acute Respiratory Distress Syndrome (ARDS)
  - Respiratory Failure
- Strategies to involve the adult patient and family in reaching successful outcomes for the adult patient with respiratory disorders
  - Health teaching related to preventing pulmonary embolus, ARDS, and respiratory failure.
- Strategies for identifying and managing care of the adult patient with respiratory disorders utilizing a team approach.
  - Coordination of care utilizing collaboration and priority setting in meeting the needs of the adult patient who has pulmonary embolus, ARDS or respiratory failure
    - Use of SBAR
  - Team functioning on safety & quality of care when meeting the needs of the adult patient who has pulmonary embolus, ARDS or respiratory failure
- Strategies relevant to the outcomes of care for the adult patient with respiratory disorders
  - Provision of care with sensitivity and respect for the adult patient with pulmonary embolus, ARDS or respiratory failure.
    - Health promotion & discharge planning
    - Oxygenation, mechanical ventilation, (ABG’s)
    - Medication
- Application of critical thinking processes when practicing safely in the delivery of care to the adult patient with respiratory disorders
  - Use of the Nursing Process throughout the mutually designed plan of care for the adult patient with pulmonary embolus, ARDS or respiratory failure
- Utilization of technology in the care of the adult patient with respiratory disorders
  - Communication & documentation of care rendered via electronic medical record
    - Uses the EMR for medication reconciliation

**Related Learner Experiences**

**Required Reading**
- *Ignatavicius & Workman*: Ch. 29 pp. 552-570; Ch. 30 pp. 571-580; Ch. 34 pp. 677-697
- *Le Fever- Kee*: pp. 65-67

**Computer Assisted Instruction**
- Physical assessment of the lungs, thorax, and heart sounds (CD)

**Videos to be Viewed in the Media Center by the Student**
- Physical Assessment: Thorax and Lungs # 809
- Mechanical Ventilation Part I: Essentials in Nursing Care # 845

**Clinical Experiences**
- Provide patient centered care with sensitivity and respect preferences and expressed needs for patients with...
## Unit 2 – Assessment and Management of the Patient who has a Respiratory Disorder

### Unit 2a – General Respiratory Disorders

- Communicate & document assessed findings to all members of the health team

### Laboratory/Simulation Experiences

- Oxygenation lab
- Computer Assisted Instruction
  - All Programs/All Labs/Nursing
    - Arterial Blood Gases Made Easy
  - Critical Care Concepts/Respiratory
    - W. Bennett – ARDS
    - M. Marrotta – Pulmonary Embolism

## Unit 2 – Assessment and Management of the Patient who has a Respiratory Disorder

### Unit 2b – Infectious Respiratory Disorders

### Content/Lecture Discussion

- The structure and function of respiratory system and the development of infectious respiratory disorders and related complications
  - Acute Bronchitis
  - Pneumonia
  - Tuberculosis
- Strategies to involve the adult patient and family in reaching successful outcomes for the adult patient with infectious respiratory disorders
  - Health teaching related to preventing infectious respiratory disorders
- Strategies for identifying and managing care of the adult patient with infectious respiratory disorders utilizing a team approach
  - Coordination of care utilizing collaboration and priority setting in meeting the needs of the adult patient who has infectious respiratory disorders.
  - Use of SBAR
  - Team functioning on safety & quality of care when meeting the needs of the adult patient who has infectious respiratory disorders
- Strategies relevant to the outcomes of care for the adult patient with infectious respiratory disorders
  - Provision of care with sensitivity and respect for the adult patient with infectious respiratory disorders
    - Health promotion & discharge planning
    - Oxygenation
    - Isolation
    - Medications
- Application of critical thinking processes when practicing safely in the delivery of care to the adult patient infectious respiratory disorders
  - Use of the Nursing Process throughout the mutually designed plan of care for the adult patient with infectious respiratory disorders
- Utilization of technology in the care of the adult patient with infectious respiratory disorders
  - Communication & documentation of care rendered via electronic medical record.
  - Uses the EMR for medication reconciliation

### Related Learner Experiences

### Required Reading

- *Ignatavicius & Workman: Ch. 33 pp. 659-666, 668-672*
### Unit 2 – Assessment and Management of the Patient who has a Respiratory Disorder

#### Unit 2b – Infectious Respiratory Disorders

- **Abrams**: Chs. 29-33

**Computer Assisted Instruction**
- Physical assessment of the lungs, thorax, and heart sounds (CD)

**Videos to be Viewed in the Media Center by the Student**
- # 866 TB or Not TB
- # 785 Tracheostomy care

**Clinical Experiences**
- Provide patient centered care with sensitivity and respect preferences and expressed needs for patients with respiratory disorders
- Communicate & document assessed findings to all members of the health team

### Unit 2 – Assessment and Management of the Patient who has a Respiratory Disorder

#### Unit 2c – Constrictive Respiratory Disorders

**Content/Lecture Discussion**
- The structure and function of respiratory system and the development of constrictive respiratory disorders and related complications
  - Asthma
  - Chronic Obstructive Pulmonary Disease (COPD)
    - Chronic Bronchitis
    - Emphysema
- Strategies to involve the adult patient and family in reaching successful outcomes for the adult patient with constrictive respiratory disorders
  - Health teaching related to preventing constrictive respiratory disorders
- Strategies for identifying and managing care of the adult patient with constrictive respiratory disorders utilizing a team approach
  - Coordination of care utilizing collaboration and priority setting in meeting the needs of the adult patient who has constrictive respiratory disorders.
    - Use of SBAR
  - Team functioning on safety & quality of care when meeting the needs of the adult patient who has constrictive respiratory disorders
- Strategies relevant to the outcomes of care for the adult patient with constrictive respiratory disorders.
  - Provision of care with sensitivity and respect for the adult patient with constrictive respiratory disorders
    - Health promotion & discharge planning
    - Oxygenation, ABG’s, pulmonary function testing
    - Medications
- Application of critical thinking processes when practicing safely in the delivery of care to the adult patient with constrictive respiratory disorders
  - Use of the Nursing Process throughout the mutually designed plan of care for the adult patient with constrictive respiratory disorders
- Utilization of technology in the care of the adult patient with constrictive respiratory disorders
  - Communication & documentation of care rendered via electronic medical record.
  - Uses the EMR for medication reconciliation

**Related Learner Experiences**

**Required Reading**
- *Ignatavicius & Workman*: Ch. 32 pp. 610-635
- *Dudek*: Ch. 16, pp. 468 – 474
- *Abrams*: Ch. 44
## Unit 2 – Assessment and Management of the Patient who has a Respiratory Disorder

### Unit 2c – Constrictive Respiratory Disorders

#### Computer Assisted Instruction
- Nursing Care of Elderly Patients with COPD (CD)
- Clinical Simulations in Med-Surg III Nursing Management of the Adult Asthmatic

#### Videos to be Viewed in the Media Center by the Student
- Caring for Patients with Chronic Obstructive Pulmonary Disease. # 835
- Asthma, Emphysema, and Chronic Bronchitis. #1180

#### Clinical Experiences
- Provide patient centered care with sensitivity and respect preferences and expressed needs for patients with respiratory disorders.
- Communicate & document assessed findings to all members of the health team

## Unit 2 – Assessment and Management of the Patient who has a Respiratory Disorder

### Unit 2d – Traumatic Respiratory Disorders

#### Content/Lecture Discussion
- The structure and function of respiratory system and the development of traumatic respiratory disorders and related complications
  - Pulmonary Contusion
  - Fractured Rib
  - Pneumothorax/Hemothorax
  - Tension Pneumothorax
  - Flail Chest
- Strategies to involve the adult patient and family in reaching successful outcomes for the adult patient with traumatic respiratory disorders
  - Health teaching related to preventing traumatic respiratory disorders
- Strategies for identifying and managing care of the adult patient with traumatic respiratory disorders utilizing a team approach.
  - Coordination of care utilizing collaboration and priority setting in meeting the needs of the adult patient who has traumatic respiratory disorders.
    - Use of SBAR
    - Team functioning on safety & quality of care when meeting the needs of the adult patient who has traumatic respiratory disorders
- Strategies relevant to the outcomes of care for the adult patient with traumatic respiratory disorders.
  - Provision of care with sensitivity and respect for the adult patient with constrictive respiratory disorders
    - Health promotion & discharge planning
    - Oxygenation, mechanical ventilation, ABG’s, chest tube therapy
    - Medication
- Application of critical thinking processes when practicing safely in the delivery of care to the adult patient with traumatic respiratory disorders
  - Use of the Nursing Process throughout the mutually designed plan of care for the adult patient with traumatic respiratory disorders
- Utilization of technology in the care of the adult patient with traumatic respiratory disorders
  - Communication & documentation of care rendered via electronic medical record.
  - Uses the EMR for medication reconciliation

#### Related Learner Experiences

#### Required Reading
- *Ignatavicius & Workman*: Ch. 34 pp. 697-699

#### Clinical Experiences
### Unit 2 – Assessment and Management of the Patient who has a Respiratory Disorder

#### Unit 2d – Traumatic Respiratory Disorders

- Provide patient centered care with sensitivity and respect preferences and expressed needs for patients with respiratory disorders.
- Communicate & document assessed findings to all members of the health team

**Laboratory / Simulation Experience**

- Simulation on chest tubes
- Case study
- Computer Assisted Instruction
  - Critical Care Concepts/Respiratory
  - T. Smythe – Hemothorax

### Unit 3 – Assessment and Management of the Patient who has a Cardiovascular Disorder

#### Unit 3a – Peripheral Vascular Disease

**Content/Lecture Discussion**

- The structure and function of the peripheral vascular system & the development of peripheral vascular disease and related complications.
  - Peripheral Arterial Disease
    - Atherosclerosis/Arteriosclerosis
    - Acute Arterial Occlusion
    - Aneurysm
    - Raynaud’s Disease
  - Peripheral Venous Disease
    - Venous Thrombosis
    - Venous Insufficiency/ Varicose Veins
- Strategies to involve the adult patient and family in reaching successful outcomes for the adult patient with peripheral vascular disease
  - Health teaching related to preventing peripheral vascular disease
- Strategies for identifying and managing care of the adult patient with peripheral vascular disease utilizing a team approach.
  - Coordination of care utilizing collaboration and priority setting in meeting the needs of the adult patient who has peripheral vascular disease.
    - Use of SBAR
  - Team functioning on safety & quality of care when meeting the needs of the adult patient who has peripheral vascular disease
- Strategies relevant to the outcomes of care for the adult patient with peripheral vascular disease.
  - Provision of care with sensitivity and respect for the adult patient with peripheral vascular disease.
    - Health promotion & discharge planning
    - Medications and or surgical interventions
- Application of critical thinking processes when practicing safely in the delivery of care to the adult patient with peripheral vascular disease
  - Use of the Nursing Process throughout the mutually designed plan of care for the adult patient with peripheral vascular disease
- Utilization of technology in the care of the adult patient with traumatic respiratory disorders
  - Communication & documentation of care rendered via electronic medical record.
  - Uses the EMR for medication reconciliation

**Related Learner Experiences**

**Review:** Bio 11/12 - Cardiovascular System

(11/17/2011, Rev. 03/06/2012)
# Unit 3 – Assessment and Management of the Patient who has a Cardiovascular Disorder

## Unit 3a – Peripheral Vascular Disease

### Required Reading
- *Ignatavicius & Workman*: Ch. 35 pp. 704-729; Ch. 38 pp. 793-796, 804-824

### Clinical Experiences
- Provide patient centered care with sensitivity and respect preferences and expressed needs for patients with cardiac disorders.
- Communicate/document assessed findings to all members of the health team.

## Unit 3 – Assessment and Management of the Patient who has a Cardiovascular Disorder

### Unit 3b – Hypertension

#### Content/Lecture Discussion
- The structure and function of the arterial system and the development of hypertension and related complications.
- Strategies to involve the adult patient and family in reaching successful outcomes for the adult patient with hypertension
  - Health teaching related to preventing hypertension.
- Strategies for identifying and managing care of the adult patient with hypertension utilizing a team approach.
  - Coordination of care utilizing collaboration and priority setting in meeting the needs of the adult patient who has hypertension.
    - Use of SBAR
  - Team functioning on safety & quality of care when meeting the needs of the hypertension.
- Strategies relevant to the outcomes of care for the adult patient with hypertension.
  - Provision of care with sensitivity and respect for the adult patient with hypertension.
    - Health promotion & discharge planning
    - Nutritional modifications
    - Medications
- Application of critical thinking processes when practicing safely in the delivery of care to the adult patient with hypertension
  - Use of the Nursing Process throughout the mutually designed plan of care for the adult patient with hypertension
- Utilization of technology in the care of the adult patient with hypertension
  - Communication & documentation of care rendered via electronic medical record.
  - Uses the EMR for medication reconciliation

#### Related Learner Experiences

**Review**: Bio 11/12  
**Required Reading**
- *Ignatavicius & Workman*: Ch. 38 pp. 796-804  
- *LaFever Kee*: pp. 290-292, 415-416  
- *Abrams*: Chs. 47-50; Chs. 52-55  
- *Dudek*: Ch. 18 pp. 529-567  

**Videos be viewed by students in Media Center**  
Hypertension #1187

**Clinical Experiences**
- Provide patient centered care with sensitivity and respect preferences and expressed needs for patients with cardiac disorders.
- Communicate/document assessed findings to all members of the health team.
### Content/Lecture Discussion

- The structure and function of the cardiovascular system and the development of coronary artery disease (CAD) and related complications
  - Stable Angina
  - Unstable Angina
  - Myocardial Infarction
  - Heart Failure
- Strategies to involve the adult patient and family in reaching successful outcomes for the adult patient with CAD
  - Health teaching related to preventing CAD
- Strategies for identifying and managing care of the adult patient with CAD utilizing a team approach.
  - Coordination of care utilizing collaboration and priority setting in meeting the needs of the adult patient who has CAD
    - Use of SBAR
    - Team functioning on safety & quality of care when meeting the needs of the CAD
- Strategies relevant to the outcomes of care for the adult patient with CAD
  - Provision of care with sensitivity and respect for the adult patient with CAD
    - Health promotion & discharge planning
    - Oxygenation
    - Medications
    - Telemetry/EKG
    - Surgical Interventions
      - PTCA
      - Stents
      - CABG
- Application of critical thinking processes when practicing safely in the delivery of care to the adult patient with CAD
  - Use of the Nursing Process throughout the mutually designed plan of care for the adult patient with CAD
- Utilization of technology in the care of the adult patient with CAD
  - Communication & documentation of care rendered via electronic medical record.
  - Uses the EMR for medication reconciliation

### Related Learner Experiences

**Review:** Bio 11/12

**Required Reading**
- *Ignatavicius & Workman*: Ch. 37 pp. 765-779, 786; Ch. 40 pp. 847-874
- *Abrams*: Ch. 53

**Videos be viewed by students in Media Center**
- Coronary Artery Disease #1115
- Bypass Surgery #1116
- Cardiac Rehabilitation #1117
- Hemodynamic Monitoring #295

**Computer Assisted Instructions**
- Clinical Simulations in Med Surg I (CD) Cardio Pulmonary Diseases

**Clinical Experiences**
- Provide patient centered care with sensitivity and respect preferences and expressed needs for patients with cardiac disorders.
- Communicate & document assessed findings to all members of the health team

**Laboratory/Simulation Experiences**
- Simulation on heart failure
### Unit 3 – Assessment and Management of the Patient who has a Cardiovascular Disorder

#### Unit 3c – Coronary Artery Disease (CAD)

- Case study
- Computer Assisted Instruction
  - Adult Health Nursing Concepts
    - Mrs. Chris – MI who develops Heart Failure
- Critical Care, Concepts/Cardiovascular
  - Mrs. Whiting #2 – MI/Heart Failure/Intra Aortic Balloon Pump
  - Mr. Erikson – Cardiac Cath & Angioplasty
  - Mr. Lutz – Post CABG Surgery

#### Unit 3 – Assessment and Management of the Patient who has a Cardiovascular Disorder

#### Unit 3d – Cardiac Dysrhythmias

**Content/Lecture Discussion**

- The structure and function of the cardiac electrical system and the development of cardiac dysrhythmias and related complications
  - Atrial Dysrhythmias
  - Ventricular Dysrhythmias
  - Heart Blocks
- Strategies to involve the adult patient and family in reaching successful outcomes for the adult patient with cardiac dysrhythmias
  - Health teaching related to preventing cardiac dysrhythmias
- Strategies for identifying and managing care of the adult patient with cardiac dysrhythmias utilizing a team approach.
  - Coordination of care utilizing collaboration and priority setting in meeting the needs of the adult patient who has cardiac dysrhythmias.
    - Use of SBAR
  - Team functioning on safety & quality of care when meeting the needs of the patient who has cardiac dysrhythmias
- Strategies relevant to the outcomes of care for the adult patient with cardiac dysrhythmias.
  - Provision of care with sensitivity and respect for the adult patient with cardiac dysrhythmias.
    - Health promotion & discharge planning
    - Dysrhythmia recognition
    - Oxygenation
    - Medications
    - Pacemaker/Implantable defibrillator
- Application of critical thinking processes when practicing safely in the delivery of care to the adult patient with cardiac dysrhythmias
  - Use of the Nursing Process throughout the mutually designed plan of care for the adult patient with cardiac dysrhythmias
- Utilization of technology in the care of the adult patient with cardiac dysrhythmias
  - Communication & documentation of care rendered via electronic medical record.
  - Uses the EMR for medication reconciliation

**Related Learner Experiences**

**Review:** Bio 11/12. Anatomy, physiology, and electro-physiology of the heart

**Required Reading**

- Ignatavicius & Workman: Ch. 36 pp. 730-762
- Abrams: Ch. 49

(11/17/2011, Rev. 03/06/2012)
Unit 3 – Assessment and Management of the Patient who has a Cardiovascular Disorder

Unit 3d – Cardiac Dysrhythmias

Clinical Experiences
- Provide patient centered care with sensitivity and respect preferences and expressed needs for patients with cardiac disorders.
- Communicate/document assessed findings to all members of the health team

Laboratory/Simulation Experiences
- DVD
  - Arrhythmias-Pathophysiology for Nurses

Unit 4 – Assessment and Management of the Patient who has a Gastrointestinal Disorder

Unit 4a – Gastric Disorders

Content/Lecture Discussion
- The structure and function of gastrointestinal system and the development of gastric disorders and related complications
  - Hiatal Hernia
  - Gastroesophageal Reflux Disease (GERD)
  - Peptic Ulcer Disease (PUD)
- Strategies to involve the adult patient and family in reaching successful outcomes for the adult patient with gastric disorders
  - Health teaching related care of patient who has gastric disorders
- Strategies for identifying and managing care of the adult patient with gastric disorders utilizing a team approach
  - Coordination of care utilizing collaboration and priority setting in meeting the needs of the adult patient who has gastric disorders.
    - Use of SBAR
  - Team functioning on safety & quality of care when meeting the needs of the patient who has gastric disorders
- Strategies relevant to the outcomes of care for the adult patient with gastric disorders
  - Provision of care with sensitivity and respect for the adult patient who has gastric disorders.
    - Health promotion & discharge planning
    - Enteral tubes
    - TPN/PPN
    - Medications
    - Surgical interventions
- Application of critical thinking processes when practicing safely in the delivery of care to the adult patient with gastric disorders
  - Use of the Nursing process throughout the mutually designed plan of care for the adult patient with gastric disorders
- Utilization of technology in the care of the adult patient with gastric disorders
  - Communication & documentation of care rendered via electronic medical record.
  - Uses the EMR for medication reconciliation

Related Learner Experiences

Required Reading
- Ignatavicius & Workman: Ch. 57 pp. 1243-1254; Ch. 58 pp. 1265-1279
- LeFever-Kee: pp. 216-17
- Dudek: Ch. 17 pp. 477-528
- Abrams: Chs. 56-57, 59, 62

Clinical Experiences
- Provide patient centered care with sensitivity and respect preferences and expressed needs for patients with...
### Unit 4 – Assessment and Management of the Patient who has a Gastrointestinal Disorder

#### Unit 4a – Gastric Disorders

- Gastrintestinal disorders.
  - Communicate & document assessed findings to all members of the health team

**Laboratory/Simulation Experiences**

- Computer Assisted Instruction
  - Adult Health Nursing Concepts/GI
    - Mr. Lewis – Peptic Ulcer with Sub-total Gastrectomy

#### Unit 4b – Intestinal Disorders

**Content/Lecture Discussion**

- The structure and function of gastrointestinal system and the development of intestinal disorders & related complications
  - Irritable Bowel Disease
  - Intestinal Obstruction
  - Inflammatory Bowel Disease
    - Crohn’s Disease/Ulcerative Colitis
    - Diverticulosis/Diverticulitis/Peritonitis
- Strategies to involve the adult patient and family in reaching successful outcomes for the adult patient with inflammatory intestinal disorders
  - Health teaching related care of patient who has inflammatory intestinal disorders
- Strategies for identifying and managing care of the adult patient with inflammatory intestinal disorders utilizing a team approach
  - Coordination of care utilizing collaboration and priority setting in meeting the needs of the adult patient who has gastric disorders
    - Use of SBAR
  - Team functioning on safety & quality of care when meeting the needs of the patient who has inflammatory intestinal disorders
- Strategies relevant to the outcomes of care for the adult patient with inflammatory intestinal disorders
  - Provision of care with sensitivity and respect for the adult patient who has inflammatory intestinal disorders.
    - Health promotion & discharge planning
    - Nutritional modification
    - Medications and/or surgical interventions
- Application of critical thinking processes when practicing safely in the delivery of care to the adult patient with inflammatory intestinal disorders
  - Use of the Nursing process throughout the mutually designed plan of care for the adult patient with inflammatory intestinal disorders
- Utilization of technology in the care of the adult patient with inflammatory intestinal disorders
  - Communication & documentation of care rendered via electronic medical record.
  - Uses the EMR for medication reconciliation

**Related Learner Experiences**

**Required Reading**

- *Ignatavicius & Workman*: Ch. 59 pp. 1289-1291, 1302-1306; Ch. 60 pp. 1317-1337
- *LeFever-Kee*: pp. 16-19, 365-366
- *Dudek*: Ch. 17
- *Abrams*: Ch. 60-61

**Clinical Experiences**

(11/17/2011, Rev. 03/06/2012)
Unit 4 – Assessment and Management of the Patient who has a Gastrointestinal Disorder

Unit 4b – Intestinal Disorders

- Provide patient centered care with sensitivity and respect preferences and expressed needs for patients with gastrointestinal disorders.
- Communicate & document assessed findings to all members of the health team

Laboratory/Simulation Experiences

- Computer Assisted Instruction
  - Adult Health Nursing Concepts/GI
    - Mr. Gold – Intestinal Obstruction Secondary to Diverticulitis

Unit 4 – Assessment and Management of the Patient who has a Gastrointestinal Disorder

Unit 4c – Biliary Disorders

Content/Lecture Discussion

- The structure and function of the biliary system and the development of biliary disorders and related complications
  - Cholecystitis
  - Hepatitis
  - Cirrhosis
  - Pancreatitis
- Strategies to involve the adult patient and family in reaching successful outcomes for the adult patient with biliary disorders
  - Health teaching related care of patient who has inflammatory intestinal disorders
- Strategies for identifying and managing care of the adult patient with biliary disorders utilizing a team approach
  - Coordination of care utilizing collaboration and priority setting in meeting the needs of the adult patient who has biliary disorders.
    - Use of SBAR
  - Team functioning on safety & quality of care when meeting the needs of the patient who has biliary disorders
- Strategies relevant to the outcomes of care for the adult patient with biliary disorders
  - Provision of care with sensitivity and respect for the adult patient who has biliary disorders.
    - Health promotion & discharge planning
    - Medications
    - Nutritional modifications
    - Surgical interventions
- Application of critical thinking processes when practicing safely in the delivery of care to the adult patient biliary disorders
  - Use of the Nursing process throughout the mutually designed plan of care for the adult patient with biliary disorders
- Utilization of technology in the care of the adult patient with biliary disorders
  - Communication & documentation of care rendered via electronic medical record.
  - Uses the EMR for medication reconciliation

Related Learner Experiences

Required Reading

- Ignatavicius & Workman: Ch. 61 pp. 1344-1360; Ch. 62 pp. 1366-1379
- Dudek: Ch. 17
- Abrams: Chs. 56-57

Clinical Experiences

- Provide patient centered care with sensitivity and respect preferences and expressed needs for patients with
### Unit 4 – Assessment and Management of the Patient who has a Gastrointestinal Disorder

#### Unit 4c – Biliary Disorders

- **biliary disorders.**
- Communicate/document assessed findings to all members of the health team

#### Laboratory/Simulation Experiences

- Simulation on esophageal varices
- Case study
- Computer Assisted Instruction
  - PDS Scenarios/Critical Care Concepts
    - Mr. Stone – Cirrhosis with Esophageal Varices
  - Adult Health Nursing Concepts/GI
    - Mrs. Banks – Acute Pancreatitis

### Unit 5 – Assessment and Management of the Patient who has an Endocrine Disorder

#### Unit 5a – Diabetes Mellitus

**Content/Lecture Discussion**

- The structure and function of endocrine system and the development of diabetes mellitus and related complications
- Microvascular/macrovascular changes
- Complications
  - Hypoglycemia
  - Hyperglycemia
    - DKA/HHNK
    - Diabetic Neuropathy/Nephropathy/Retinopathy
- Strategies to involve the adult patient and family in reaching successful outcomes for the adult patient with diabetes mellitus.
  - Health teaching related care of patient who has diabetes mellitus
- Strategies for identifying and managing care of the adult patient with diabetes mellitus utilizing a team approach.
  - Coordination of care utilizing collaboration and priority setting in meeting the needs of the adult patient who has diabetes mellitus
    - Use of SBAR
    - Team functioning on safety & quality of care when meeting the needs of the patient who has diabetes mellitus
- Strategies relevant to the outcomes of care for the adult patient with diabetes mellitus
  - Provision of care with sensitivity and respect for the adult patient who is scheduled for has diabetes mellitus
    - Health promotion & discharge planning
    - Nutritional modifications
    - Medication
- Application of critical thinking processes when practicing safely in the delivery of care to the adult patient with diabetes mellitus
  - Use of the Nursing process throughout the mutually designed plan of care for the adult patient with diabetes mellitus
- Utilization of technology in the care of the adult patient with diabetes mellitus
  - Communication & documentation of care rendered via electronic medical record.
  - Uses the EMR for medication reconciliation

**Required Reading**

- *Ignatavicius & Workman*: Ch. 67 pp. 1465-1518
**Unit 5 – Assessment and Management of the Patient who has an Endocrine Disorder**

**Unit 5a – Diabetes Mellitus**

- **Dudek**: Ch. 19 pp. 570-603
- **Abrams**: Ch. 26

**Computer Assisted Instruction**
- Clinical Simulation in Med-Surg 111 (CD)
- Diabetic Foot Care

**Videos to be viewed by students in Media Center**
- Diabetes Mellitus # 1183
- Expert Drug Therapy: DM # 1182

**Clinical Experiences**
- Provide patient centered care with sensitivity and respect preferences and expressed needs for patients with diabetes mellitus.
- Communicate/document assessed findings to all members of the health team

**Laboratory/Simulation Experiences**
- Simulation on DKA
- Case study
- Computer Assisted Instruction
  - Adult Health Nursing Concepts
    - Susan Smith - DKA
  - Critical Care Concepts
    - Louise Miller – ICU/DKA
    - Joseph Selin – ICU/ Decreased Blood Sugar after recovering from DKA
    - Mrs. Wilson – ICU/HHS
- Video: Hypoglycemia, Hyperglycemia and Monitoring (1299)

**Unit 5b – Other Endocrine Disorders**

**Content/Lecture Discussion**

- The structure and function of endocrine system and the development of endocrine disorders and related complications
  - Pituitary Disorders
  - Thyroid Disorders
  - Parathyroid Disorders
  - Adrenal Cortex Disorders
- Strategies to involve the adult patient and family in reaching successful outcomes for the adult patient with endocrine disorders
  - Health teaching related care of patient who has endocrine disorders
- Strategies for identifying and managing care of the adult patient with endocrine disorders utilizing a team approach.
  - Coordination of care utilizing collaboration and priority setting in meeting the needs of the adult patient who has endocrine disorders.
    - Use of SBAR
  - Team functioning on safety & quality of care when meeting the needs of the patient who has endocrine disorders
- Strategies relevant to the outcomes of care for the adult patient with endocrine disorders
  - Provision of care with sensitivity and respect for the adult patient who has endocrine disorders.
    - Health promotion & discharge planning
    - Nutritional modifications
    - Medication
Unit 5 – Assessment and Management of the Patient who has an Endocrine Disorder

Unit 5b – Other Endocrine Disorders

- Radiation/Surgical interventions
- Application of critical thinking processes when practicing safely in the delivery of care to the adult patient who has diabetes mellitus.
  - Use of the Nursing process throughout the mutually designed plan of care for the adult patient with endocrine disorders
- Utilization of technology in the care of the adult patient with endocrine disorders
  - Communication & documentation of care rendered via electronic medical record.
  - Uses the EMR for medication reconciliation

Related Learner Experiences

Review: Bio 11&12

Required Reading
- Ignatavicius & Workman: Ch. 64 pp 1412-1424; Ch. 65 pp. 1425-1447; Ch. 66 pp. 1448-1464
- Abrams: Chs. 21-26, Chs. 27-28

Clinical Experiences
- Provide patient centered care with sensitivity and respect preferences and expressed needs for patients with endocrine disorders.
- Communicate/document assessed findings to all members of the health team

Unit 6 – Assessment and Management of the Perioperative Patient

Content/Lecture Discussion

- The structure and function of the perioperative experience
  - Preoperative
  - Intraoperative
  - Postoperative
- Strategies to involve the adult patient and family in reaching successful outcomes for the adult patient undergoing surgery
  - Health teaching related care of patient who is scheduled for surgery
- Strategies for identifying and managing care of the adult patient undergoing surgery utilizing a team approach
  - Coordination of care utilizing collaboration and priority setting in meeting the needs of the adult patient who is scheduled for surgery
    - Use of SBAR
    - Team functioning on safety & quality of care when meeting the needs of the patient who is scheduled for surgery
      - Use of side-site verification
- Strategies relevant to the outcomes of care for the adult patient undergoing surgery
  - Provision of care with sensitivity and respect for the adult patient who is scheduled for surgery.
    - Health promotion & discharge planning
    - Pre-op/post-op teaching
    - Medications/anesthesia/conscious sedation
    - Pain management
    - Tubes/drains
- Application of critical thinking processes when practicing safely in the delivery of care to the adult patient undergoing surgery
  - Use of the Nursing process throughout the mutually designed plan of care for the patient undergoing surgery
- Utilization of technology in the care of the adult patient undergoing surgery
### Unit 6 – Assessment and Management of the Perioperative Patient

- Communication & documentation of care rendered via electronic medical record.
- Uses the EMR for medication reconciliation

### Related Learner Experiences

#### Required Reading
- Ignatavicius & Workman: Ch. 16 pp. 242-263; Ch. 17 pp. 264-283; Ch. 18, pp. 285-301; Ch. 39, pp. 826-846,
- Abrams: Chs. 6, 8, 20
- Dudek: Ch. 16 pp. 477-486

#### Computer Assisted Instruction
- Pre and post operative surgical care

#### Video to be viewed by student in the Media Center
- Patient Controlled Analgesia # 858
- Preoperative and Postoperative Care # 405

#### Clinical Experiences
- Provide patient centered care with sensitivity and respect preferences and expressed needs for perioperative patients.
- Communicate/document assessed findings to all members of the health team

#### Laboratory/Simulation Experiences
- Simulation on perioperative care
- Case study

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### Unit 7 – Assessment and Management of the Patient who has a Musculoskeletal Disorder

#### Content/Lecture Discussion

- The structure and function of musculoskeletal system and the development of musculoskeletal disorders and related complications
  - Osteoporosis
  - Fractures
    - Compartment Syndrome
    - Fat Embolism
    - Infections
    - Venous Thrombosis/Pulmonary Embolism
- Strategies to involve the adult patient and family in reaching successful outcomes for the adult patient with musculoskeletal disorders
  - Health teaching related care of patient who has musculoskeletal disorders
- Strategies for identifying and managing care of the adult patient with musculoskeletal disorders utilizing a team approach.
  - Coordination of care utilizing collaboration and priority setting in meeting the needs of the adult patient who has musculoskeletal disorders
    - Use of SBAR
  - Team functioning on safety & quality of care when meeting the needs of the patient who has musculoskeletal disorders
    - Implementation of fall prevention strategies
- Strategies relevant to the outcomes of care for the adult patient with musculoskeletal disorders.
  - Provision of care with sensitivity and respect for the adult patient who has musculoskeletal disorder
    - Health promotion & discharge planning
    - Medications/cast/traction
    - Surgical intervention/rehabilitation
- Application of critical thinking processes when practicing safely in the delivery of care to the adult patient with musculoskeletal disorders
  - Use of the Nursing process throughout the mutually designed plan of care for the adult patient with
### Unit 7 – Assessment and Management of the Patient who has a Musculoskeletal Disorder

- **Musculoskeletal disorders**
  - Utilization of technology in the care of the adult patient with musculoskeletal disorders
    - Communication & documentation of care rendered via electronic medical record
    - Uses the EMR for medication reconciliation

### Related Learner Experiences

**Review:** Bio 11/12 Musculoskeletal system

**Required Reading**
- *Ignatavicius & Workman:* Ch. 20 pp. 328-335; Ch. 52 pp. 1153-1160, 1164-1167, Ch. 54 pp. 1178-1209
- *LeFever-Kee:* pp 675-678
- *Dudek:* Ch. 21
- *Abrams:* Chs. 6, 7, 13, 57
- Communicate/document assessed findings to all members of the health team

**Video to be viewed by student in the Media Center**
- Nursing care of the Orthopedic Patient Part I - Casts #812
- Nursing care of the Orthopedic Patient Part II – Traction

**Clinical Experiences**
- Provide patient centered care with sensitivity and respect for patients with musculoskeletal disorders.

**Laboratory/Simulation Experiences**
- Simulation on Fractured Hip
- Case study
- Computer Assisted Instruction
  - Adult Health Nursing Concepts
    - Musculoskeletal Health Problems
      - Kevin Flynn – Fx femur with skeletal traction
      - Mrs. Morgan – Total Hip arthroplasty
  - All Programs, all labs, Nursing
    - Elderly patient with osteoporosis
- Video – Pre and Post-op care of the Orthopedic Patient: Fractured Hip 1107

### Unit 8 – Assessment and Management of the Patient who has a Immune Response Disorder

**Content/Lecture Discussion**
- The structure and function of the immune system and the development of HIV/AIDS and/or latex allergies and related complications
  - Opportunistic Infections/Cancers
  - Latex Allergies
- Strategies to involve the adult patient and family in reaching successful outcomes for the adult patient with HIV and/or AIDS and latex allergies
  - Health teaching related care of patient who has HIV/AIDS or latex allergies
- Strategies for identifying and managing care of the adult patient with HIV and/or AIDS or latex allergies utilizing a team approach.
  - Coordination of care utilizing collaboration and priority setting in meeting the needs of the adult patient who has HIV/AIDS or latex allergies
    - Use of SBAR
    - Team functioning on safety & quality of care when meeting the needs of the patient who has HIV/AIDS or latex allergies
- Strategies relevant to the outcomes of care for the adult patient with HIV and/or AIDS.
  - Provision of care with sensitivity and respect for the adult patient who has HIV/AIDS or latex allergies
    - Health promotion & discharge planning

(11/17/2011, Rev. 03/06/2012)
### Unit 8 – Assessment and Management of the Patient who has a Immune Response Disorder

- Nutritional modifications
- TPN/TPN
- Medications
  - Application of critical thinking processes when practicing safely in the delivery of care to the adult patient with HIV and/or AIDS or latex allergies
    - Use of the Nursing process throughout the mutually designed plan of care for the adult patient with HIV and/or AIDS. Or latex allergies
  - Utilization of technology in the care of the adult patient with HIV and/or AIDS or latex allergies.
    - Communication & documentation of care rendered via electronic medical record.
    - Uses the EMR for medication reconciliation

### Related Learner Experiences

**Review**
- Bio 11&12
- *Ignatavicius & Workman*: Ch.19 pp 306-321; Ch.22 pp 387-394; Ch.25 pp.440-456

**Required Reading**
- *Ignatavicius & Workman*: Ch. 21 pp. 362-386
- *LeFever-Kee*: pp. 240-249, 730-731
- *Dudek*: Ch. 21
- *Abrams*: Chs. 34-37

**Clinical Experiences**
- Provide patient centered care with sensitivity and respect preferences and expressed needs for patients with HIV/AIDS
- Communicate/document assessed findings to all members of the health team

**Computer Assisted Instruction**
- Clinical Simulations in Med Surg III (CD) I – Nursing Management in HIV Testing and Counseling
- Nursing Care of the Patient with Comprised Immunity Series (CD)

### Unit 9 – Assessment and Management of the Patient who has a Genitourinary Disorder

#### Unit 9a – Genitourinary Disorders

**Content/Lecture Discussion**

- The structure and function of genitourinary system and the development of genitourinary disorders and related complications
  - Urinary Tract Infections
  - Renal Calculi
- Strategies to involve the adult patient and family in reaching successful outcomes for the adult patient with genitourinary disorders
  - Health teaching related care of patient who has genitourinary disorders
- Strategies for identifying and managing care of the adult patient with genitourinary disorders utilizing a team approach.
  - Coordination of care utilizing collaboration and priority setting in meeting the needs of the adult patient who has genitourinary disorders
    - SBAR
  - Team functioning on safety & quality of care when meeting the needs of the patient who has genitourinary disorders.
    - Prevention of CAUTI
- Strategies relevant to the outcomes of care for the adult patient with genitourinary disorders
  - Provision of care with sensitivity and respect for the adult patient who has genitourinary disorders
    - Health promotion & discharge planning
    - Nutritional modification
# Unit 9 – Assessment and Management of the Patient who has a Genitourinary Disorder

## Unit 9a – Genitourinary Disorders

- **Medications**
- **Surgical interventions**
- Application of critical thinking processes when practicing safely in the delivery of care to the adult patient with genitourinary disorders
  - Use of the Nursing process throughout the mutually designed plan of care for the adult patient with genitourinary disorders
- Utilization of technology in the care of the adult patient with genitourinary disorders
  - Communication & documentation of care rendered via electronic medical record.
  - Uses the EMR for medication reconciliation

## Related Learner Experiences

**Review:** Bio 11 & 12

**Required Reading**
- *Ignatavicius & Workman*: Ch. 68 pp. 1526-1549; Ch. 69 pp. 1550-1579; Ch. 70 pp. 1586-1590
- *Dudek*: Chap. 20 pp. 605-633

**Clinical Experiences**
- Provide patient centered care with sensitivity and respect preferences and expressed needs for patients with genitourinary disorders
- Communicate/document assessed findings to all members of the health team

**Laboratory/Simulation Experiences**
- Computer Assisted Instruction
  - Adult Health Nursing Concepts
    - Genitourinary Health Problems
      - Mr. Young – Renal Colic/Lithotripsy
      - Sarah – UTI

# Unit 9 – Assessment and Management of the Patient who has a Genitourinary Disorder

## Unit 9b – Renal Disorders

**Content/Lecture Discussion**

- The structure and function of the renal system and the development of renal failure or nephrotic syndrome and related complications
  - Nephrotic Syndrome
  - Acute Renal Failure
  - Chronic Renal Failure
- Strategies to involve the adult patient and family in reaching successful outcomes for the adult patient with renal failure or nephrotic syndrome
  - Health teaching related care of patient who has renal failure and/or nephrotic syndrome
- Strategies for identifying and managing care of the adult patient with renal failure or nephrotic syndrome utilizing a team approach
  - Coordination of care utilizing collaboration and priority setting in meeting the needs of the adult patient who has renal failure or nephrotic syndrome
    - SBAR
  - Team functioning on safety & quality of care when meeting the needs of the patient who has renal failure or nephrotic syndrome
- Strategies relevant to the outcomes of care for the adult patient with renal failure or nephrotic syndrome
  - Provision of care with sensitivity and respect for the adult patient who has renal failure or nephrotic
### Unit 9 – Assessment and Management of the Patient who has a Genitourinary Disorder

#### Unit 9b – Renal Disorders

<table>
<thead>
<tr>
<th>Syndrome</th>
<th>o Health promotions &amp; discharge planning</th>
<th>o Nutritional modification</th>
<th>o Medication</th>
<th>o Dialysis</th>
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- Application of critical thinking processes when practicing safely in the delivery of care to the adult patient with renal failure or nephrotic syndrome
  - Use of the Nursing process throughout the mutually designed plan of care for the adult patient with renal failure or nephrotic syndrome

- Utilization of technology in the care of the adult patient with renal failure or nephrotic syndrome
  - Communication & documentation of care rendered via electronic medical record
  - Uses the EMR for medication reconciliation

### Related Learner Experiences

#### Required Reading
- *Ignatavicius & Workman*: Ch 70 pp 1592-93; Ch 71 pp. 1600-1636

**Video to be viewed by students in the Media Center**: Acute and Chronic Renal Failure #1178

#### Clinical Experiences
- Provide patient centered care with sensitivity and respect preferences and expressed needs for patients with renal disorders.
- Communicate/document assessed findings to all members of the health team

**Laboratory/Simulation Experiences**
- Simulation on renal failure
- Case study
- Computer Assisted Instruction
  - All Programs, all labs, nursing
    - Patient with CRF
- Video – Acute & Chronic Renal Failure – Pathophysiology for Nurses (1178)