



Course Syllabus

Advanced Concepts of Adult Health 3
semester hours

Revision Date: August 15, 2016

Catalog Description: RNSG 2331

Lecture hours = 3 Lab hours = 0

Prerequisites: RNSG 1309, 1201, 1441, 2213, 1343, 1412

Semester Credit Hours: 3

Lecture Hours per Week: 3

Lab Hours per Week: 0

Contact Hours per Semester: 48

State Approval Code: CIP 513801

Instructional Goals and Purposes: Application of advanced concepts and skills for the development of the professional nurse's roles in complex nursing situations with adult clients/families in structured settings. Emphasis is given to judgment and professional values relating to the roles of provider of patient-centered care, patient safety advocate, and member of the health care team

The components of the nursing process will be taught enabling the students to provide care and for the development of the professional nurse's roles in complex nursing situations with adult clients/families in structured settings. Emphasis is given to judgment and professional values within a legal/ethical framework.

Course Requirements:

1. Regular class attendance within current attendance policies.
2. A minimum score of 75% course average.
3. Completion of assignments by due date.
4. Preparation and active participation in class.
5. Outside readings and assignments.
6. Compliance with all rules and regulations as outlined in the current Department of Nursing's Student Handbook, Panola College Catalog, and Pathfinder.

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Panola College

Associate Degree Nursing Program

Core Competencies:

Students are expected to demonstrate basic competency in reading, writing, oral communication, math, and computer skills. Students are expected to be an active learning participant by assuming accountability in preparing for each class by completing required readings and/or other learning activities as listed in the syllabus. All reading assignments, learning activities, learning discussions, and lecture are testable material. Proficiency will be measured by quizzes, examination, and assignments.

Course Requirements:

1. Regular class attendance within current attendance policies.
2. A minimum score of 75% course average. Absolutely NO rounding.
3. Completion of assignments by due date.
4. Preparation and active participation in class.
5. Outside individualized research in textbooks and professional nursing journals.
6. Compliance with all rules and regulations as outlined in the current Department of Nursing's Student Handbook, Panola College Catalog, and Pathfinder.
7. Demonstration of college-level skills following American Psychological Association (APA) guidelines.
8. Current American Red Cross or American Heart Association Health Care Provider Basic Life Support certification.

If any student in this class has special classroom or testing needs because of a physical, learning, or emotional condition the student is responsible for contacting the Americans with Disabilities Act (ADA) counselor in the Administrative Building, telephone 903-693-1123.

Withdrawing from a course is the student's responsibility. If you do not withdraw yourself and are not attending class you will receive an F. It is the student's responsibility if he/she has a name change, to change names with Admission/Records office, Financial Aid, and any other appropriate department.

COURSE OUTCOMES

THE NURSE AS A MEMBER OF THE PROFESSION

At the end of the course using classroom application, the student will be able to:

1. Describes the nurse's ethical/legal scope of practice while assuming responsibility for nursing care. (Scans 1Ai, ii, iv, v 1Bii, iii, iv 1Ci, v 2Ai 2Bi, iii, vi 1Ciii)	PO # 1 DEC I a,b
2. Demonstrates responsibility for continued competence in nursing practice. (Scans 1Ci,ii, iv, v 2Bi,)	PO # 2 DEC I c,d

THE NURSE AS A PROVIDER OF PATIENT-CENTERED CARE

At the end of the course using classroom application, the student will be able to:

3. Provides safe, caring, holistic nursing to patients and their families through competent use of the nursing process (Scans 1Ai,ii,iii,iv,v 1Bi,ii,iii,iv,v 2Ai, iii, iv 2Biii, vi 2Ci, ii)	PO # 3 DEC II a,b,d
4. Develop, implement, and evaluate teaching plans for patients and their families to address health promotion, maintenance, and restoration. (Scans 1Ai,ii,iii,iv,v 1B ii, iii, iv,v 1Ci 2Ai, iii, iv 2B i, iii 2Ci,ii,iii,)	PO #4 DEC II c, e, f, g
5. Integrate clinical reasoning and evidence-based decision-making in nursing practice while coordinating human, information, and material resources. (Scans 1Ai,ii,iii,iv,v 1Bi,ii,iii,iv,v 1C1,v 2Ai,iii,iv 2Bi,iii,iv,vi 2Ci,11,iii,iv,2Di,ii,iii2Ei,ii,iii)	PO # 5 DEC II a,h

THE NURSE AS A PATIENT SAFETY ADVOCATE

At the end of the course using classroom application, the student will be able to:

6. Assumes accountability and responsibility for the quality of nursing care provided to clients and families. (Scans 1Ai,ii,iii,iv,v 1Bi,ii,iii,iv,v 1Ci,iii,v 2Ai,iii,iv 2Bi,ii,iii,iv,v,vi 2Ci,ii,iii2Di,ii,iii2Ei,ii,iii)	PO #6 DEC III b,d,f
7. Accept and make assignments and delegate tasks that take into consideration patient safety and organizational policy. (Scans 1Ai,ii,iii,iv,v 1Bi,ii,iii,iv,v1Ci,ii,iii,iv,v 2Ai,ii,iii,iv,2Bi,ii,iii,iv,v,vi 2Ci,ii,iii2Di 2Eii,iii)	PO# 7 DEC III a,b, c, e, f

THE AS A MEMBER OF THE HEALTH CARE TEAM

At the end of the course using classroom application, the student will be able to:

8. Coordinate, collaborate, and communicate with patients, their families, and the interdisciplinary health care team to plan, implement, and evaluate patient-centered care while ensuring confidentiality. (Scans 1Ai,ii,iii,iv,v 1Bi,ii,iii,v 1Ci,ii,iii,iv 2Bi,iii,iv,v,vi 2Ci,ii,iii,iv2Dii 2Eii)	PO # 8 DEC IV a,d,e
9. Serve as a health care advocate in mentoring and promoting quality healthcare and access for patients and their families. (Scans 1Ai,ii,iii,iv,v 1Bi,ii,iii,v 1C i,v 2A iii,iv 2B i,ii,iii,iv,vi 2Ci,ii,iii,iv 2D ii, iii 2Ei, ii)	PO # 9 DEC IV b, c
10. Synthesize information using technology to support decision making to improve patient care. (Scans 1Ai,ii,iii,iv,v 1Bi,ii,iii,iv,v 1Ci,v 2Aiii, iv 2Bi, iii, vi 2C I,ii,iii,iv 2D I,ii,iii 2Ei,ii,iii)	PO #10 DEC IV d,e
11. Delegate and supervise evidence-base nursing care using Scope of Practice. (Scans 1Ai,ii,iii,iv,v 1Bii,iii,v 1Ci,ii,iii,iv,v2Ai, ,iv 2Bi,ii,iii,iv,v,vi 2Ci,ii,iii,2Di 2Ei,ii,)	PO # 11 DEC IV f,g

Assignment/Participation

Each student will be required to complete assignments/case studies . Each assignment will be a percentage of the final grade as outlined in the grading criteria. Most of the assignments have a grading rubric that should be followed for achieving maximum points. Assignments are due on the assignment date on the semester calendar. Failure to submit on the due date will result in a ten (10) point deduction

Grading

The student must have an average grade of 75 or above on all graded material in order to successfully pass the course. The ADN Nursing Program in accordance with policy uses the following numerical scale in computing test scores and written work (Policy 5.1)

A = 90-100

B = 80- 90

C = 75-79

F = 74.99 or below

Major exams will be constructed from a random sample of materials for each unit and will be presented in the form of a multiple choice and alternative format questions. Alternative format items may include fill-in-the-blank, select all that apply (no partial credit will be given), and/or identification of a location on a picture or graph.

Refer to the National Council of State Boards of Nursing (NCSBN) www.ncsbn.org for more information regarding the National Council Licensing Exam (NCLEX) item format. Students are responsible for learning objectives in the course syllabus. Major exam items will reflect the learning objectives. The final exam will be comprehensive over all material covered in the course.

- a. The instructor designs tests for an individual course or section of a course. Testing procedures such as seating arrangements, rules for leaving the room, etc are developed at the discretion of the instructor.
- b. Major exams are proctored in person. Exams are given at the same time when offered at different locations.
- c. Students must follow the directions of the instructor for either computer or paper tests. No hats or caps may be worn during testing.
- d. No cell phones or other electronic devices will be allowed on the student's person during testing.

Final Grades

Exams (4 X 15%)	60%
Pharmacology HESI	15%
Pop Quizzes (covers reading assignments)	5%
Arrhythmia Worksheet	2.5%
Presentation	2.5%
Comprehensive Final Exam	<u>15%</u>
Total	100%

Exam Blueprint

Itemized blueprints for exams will not be given. Each examination will approximate 100% Application/Analysis. Make-up exams may be given at the discretion of the instructor *if prior arrangements have been made*. Any make examination must be made up the first day the student returns to class. All make-up exams will be a separate examination and may include essay questions. **Class work, group projects, or quizzes cannot be made up.**

Test scores will be posted **within 48 hours** of completion of the test. There will be no group review of exams. If a student wishes to review a test then an appointment should be made with the instructor 1st priority will be given to students who fail an exam. All reviews are considered learning experiences, discussion about questions is welcomed but disruptive behavior will not be tolerated and will result in termination of the review. Final exams are not reviewed.

Students are encouraged to utilize free resources associated with the assigned textbook on the Evolve website.

. Questions will be delivered one at a time and the student cannot revisit the question. The student will have approximately 2 minutes per question.

Canvas

Canvas is used to supplement the course or deliver the course in the on-line component. Students are expected to login by midnight of the first day of class and check email.

- Canvas is the primary method of communicating with the instructor outside of class. Please use canvas email as often as needed
- Students are expected to check Canvas at least twice per week
- Students are responsible for all information on Canvas relating to the course
- Course forms and schedules not found in the syllabus will be in Canvas

- Power Points will be in Canvas
- Grades will be posted in Canvas however; Canvas doesn't always calculate class averages correctly and should be taken in account. The instructor will calculate all final grades based on the grades in Canvas and percentage assigned to each activity as outlined in the syllabus.
- If a quiz is missed it will not be re-opened

Concurrent Enrollment

Concurrent enrollment in RNSG 2263 is required. Successful completion of both theory and clinical courses is required for graduation. If a student is not successful in either course RNSG 2331 and 2263 the student must repeat both classes.

Attendance Policy

According to the ADN student handbook, it is expected that every student will be present at all classes and on time. Students entering after the posted class time will be considered tardy.

Absences- refer to the absence policy in the Student Handbook.

Tardies- 3 tardies are equal to 1 absence.

Students are responsible for any work missed due to an absence. Students are expected to prepare for, attend, and participate in all classes.

Student Concerns

Any student in the ADN program who has a concern or complaint specific to their experience in a course should first discuss with the instructional personnel involved. A written synopsis of the issue is requested. If the issue is not resolved at this level the student should then follow the grievance procedure outlined in the ADN Student Handbook.

Capstone

In addition to fulfilling the academic requirements of Panola College, all students must successfully pass the comprehensive HESI achievement exit examination in the final semester of the nursing program in order to be eligible to graduate. This is the capstone experience. If the student is unsuccessful in achieving a 900 or greater on the HESI they will be required to register and participate in a 1 hour remediation class. The class includes an additional NCLEX on-line review course and other activities determined by the instructor and student. This will delay the student's GN permit thus preventing the student from employment as a GN until remediation is completed. The remediation class will run for four (4) weeks. The student will be required to register and pay for the Panola College class and the NCSBN NCLEX review course. In preparation for the Capstone experience as well as NCLEX testing the student will be attending an NCLEX preparation class RNSG 2230

Required Textbooks Reference

- American Heart Association (2011). *Advanced Cardiovascular Life Support Provider Manual*. USA, AHA (only if taking ACLS)
- Ackley, B. (2011). *Nursing Diagnosis Handbook (9th edition)*. St. Louis, Mo. Mosby/Elsevier
- Dirksen, S. (2014). *Clinical companion for medical-surgical nursing assessment and management of clinical problems. (9th ed)*. St. Louis: Mosby/Elsevier.
- Gahart, Betty & Nazareno, Adrienne, (2015). *Intravenous medications. (25th ed)*. St. Louis: Mosby/Elsevier.
- HESI (2011). *Comprehensive Review for NCLEX-RN Examination (3rd ed)*. St. Louis: Elsevier
- Lewis, S., Heitkemper, M., & Dirksen, S. (2011). *Medical-surgical nursing assessment and management of clinical problems. (8th ed.)*. St. Louis: Mosby/Elsevier.
- Lilley, L. & Aucker, R. (2014). *Pharmacology and the nursing process. (7th ed.)*. St. Louis: Mosby/Elsevier.
- Potter, P.& Perry, A. (2014). *Fundamentals of nursing (7th ed.)*. St. Louis, MO: Mosby/Elsevier.
- Pickar, Gloria. (2013). *Dosage calculations. (8th ed)*. Albany: Delmar.
- Pagana, K. (2012). *Mosby's diagnostic & laboratory test reference. (10th ed)*. St. Louis: Mosby/Elsevier.
- Silvestri, L. (2014). *Saunders comprehensive review for nclex-rn (5th ed)*. St.Louis: W.B. Saunders Company.
- Skidmore-Roth, L. (2015). *Mosby's drug guide for nurses, (8th ed)*. St. Louis, MO: Mosby/Elsevier..

Unit I: Nursing Care in Specialized Settings: Nursing Management in the Critical Care setting

A: Learning Resources for Unit I

- Lewis: Chapter 10 p. 145-147
 Chapter 66 p. 1598-1613
- Lilly: Chapter 18
 Chapter 26

B. Learning Objectives

At the end of this unit the student will be able to:

<p>A. Examine standards of care and performance for critical care nursing.</p> <p>a. Review the American Nurses Association (ANA) Standards of care.</p> <p>b. Discuss the benefits of involvement in specialty organizations such as AACN</p>	CO#1,2,6
<p>B. Analyze stressors that are common to the client, family and nurse in critical care areas.</p> <p>a. Discuss the concepts of delirium in the critical patient</p> <p>b. Discuss communication strategies for the family to facilitate communication with the health care provider</p> <p>c. Discuss strategies to prevent family fatigue</p>	CO#3,4,5,10
<p>C. Develop strategies to manage issues related to caregivers of critically ill patients.</p> <p>a. Discuss professional burn-out</p>	CO#1,2
<p>D. Explain how advance directives ensure patients' rights to self-determination</p> <p>a. Discuss durable power of attorney</p> <p>b. Discuss the application of advanced directives</p> <p>c. Discuss the legalities of implementation of advanced directives</p>	CO#1,8,9,10
<p>E. Discuss the legal and ethical issues that surround organ and tissue transplantation.</p> <p>a. Discuss the process for determination of brain death</p> <p>b. Discuss the role of the organ procurement agency</p> <p>c. Discuss sources of tissue and organs cadavers verses living donors</p> <p>d. Discuss the consent process</p> <p>e. Discuss the use of immunosuppressive medications to prevent rejection</p>	CO#1,5,7,9
<p>F. Analyze the legal and ethical implications in the delivery of health care with clients in crisis situations.</p>	CO#1,9

<p>G. Examine the registered nurse’s responsibility of delegation to other health care providers.</p> <p>a. Review and discuss the concepts of delegation review the Nurse Practice Act and delegation</p>	CO#1,11
<p>H. Discuss the concepts of hemodynamic monitoring, intra-aortic balloon pump (IABP), and ventricular assist devices (L-VAD)</p> <p>a. Discuss and analyze the use of positive and negative inotropic medications</p> <p>b. Discuss and demonstrate position of the transducer, the phlebostatic axis, and the tubing associated with hemodynamic monitoring</p> <p>c. Discuss the concept of cardiac output and how it is calculated</p> <p>d. Discuss alterations in normal cardiac output, central venous pressure, pulmonary artery pressure, and MAP</p> <p>e. Discuss the concepts of counter pulsation associated with the IABP</p> <p>f. Discuss the complications associated with hemodynamic monitoring and IABP</p> <p>g. Discuss the uses and indications for a L-VAD</p>	CO# 3,5,6,8,10
<p>I. Discuss the concepts of palliative care and end of life issues</p> <p>a. Explain the focus of palliative care</p> <p>b. Explain the concept of “no code” status</p> <p>c. Discuss the concepts and process for withdraw of treatment</p>	CO#1,3,5,7,8,9
<p>J. Differentiate among the certification roles of critical roles of critical care nurses</p> <p>a. Discuss the role of the Advance Practice Nurse in critical care</p> <p>b. Discuss the concept of certification on quality of care</p>	CO#2,6,9
<p>K. Discuss the role of nutrition in the critically ill client</p> <p>a. Discuss the types of diet and feedings appropriate for the critically ill client</p>	CO#3,5,

Unit II: Nursing Care of the Client with Cardiac Dysrhythmia

A: Learning Resources for Unit II

Lewis: Chapter 36

Lilly: Chapter 25

B: Learning Objectives

At the end of this unit the student will be able to:

<p>A. Analyze the relationships between mechanical and electrical events in the heart.</p> <p>a. Explain the concepts of automaticity, excitability, conductivity, and contractility</p>	CO#2,6,10
<p>B. Interpret rhythms from a six second ECG strip.</p> <p>a. Identify a six second strip</p> <p>b. Discuss the concept of time on the EKG strip</p> <p>c. Know the normal intervals for the PR interval, QRS interval, and QT interval</p> <p>d. Identify the method used to calculate heart rate</p>	CO#3,5,6,10
<p>C. Discuss pathophysiology leading to common dysrhythmias</p> <p>a. Explain how the heart muscle becomes irritable or the electrical system of the heart becomes diseased</p>	CO#5
<p>D. Designate appropriate interventions for common dysrhythmias</p> <p>a. Supraventricular tachycardia</p> <p>b. Symptomatic bradycardia</p> <p>c. Ventricular Fibrillation</p> <p>d. Ventricular Tachycardia</p>	CO#3,56
<p>E. Explain the concepts of defibrillation and cardioversion</p> <p>a. Explain the concepts of the energy used for each intervention and the use of synchronization</p> <p>b. Explain the use of sedation with cardioversion</p>	CO#3,5,6,10
<p>F. Explain the basic concepts of temporary and permanent cardiac pacing</p> <p>a. Explain the indications for a pacemaker</p> <p>b. Develop a teaching plan for the client and family</p> <p>c. Discuss the nursing care and teaching associated with a pacemaker</p> <p>d. Discuss the differences between a transcutaneous, transvenous, and epicardial pacing</p>	CO#3,4,5,6,7
<p>G. Recognize and identify the following rhythms:</p> <p>a. Normal Sinus Rhythm (NSR),</p> <p>b. Sinus Bradycardia (SBC),</p>	CO#1,3,4,5,6,7,8

<ul style="list-style-type: none"> c. Sinus Tachycardia (ST), d. First Degree Atrioventricular Block (1st AVB) e. Second degree Atrioventricular Block Type I (2nd AVB type I) (Wenkenbach) f. Second degree Atrioventricular Block Type II (2nd AVB type 2) g. Thrid degree Atrioventricular Block (3rd AVB) h. Atrial Fibrillation i. Atrial Flutter, j. Premature Ventricular Contractions (PVC) k. Premature Atrial Contractions (PAC) l. Ventricular Tachycardia, m. Ventricular Fibrillation, n. Asystole 	
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Unit III: Management and Nursing Care of Clients experiencing critical and unstable events

A: Learning Resources for Unit III

Lewis	Appendix p. 1696-1698
	Advanced Cardiovascular Life Support Manual Mega Code Algorithms
Lilly	Chapter 18 Chapter 25

B: Learning Objectives

At the end of this unit the student will be able to:

<ul style="list-style-type: none"> A. Compare roles of caregivers in managing cardiopulmonary arrest situations <ul style="list-style-type: none"> a. Identify the tasks of nursing in a code situation b. Discuss the role of the team leader in a code situation c. Discuss delegation in a code situation 	CO#1,3,
<ul style="list-style-type: none"> B. Differentiate basic and advanced life support measures used during a code <ul style="list-style-type: none"> a. Identify the medications and intervention in a non-perfusing cardiac dysrhythmia b. Discuss the importance of high quality CPR in survival 	CO#5,6,8,9,10
<ul style="list-style-type: none"> C. Examine pharmacological interventions used in code management, including use, action, side effects, and nursing implications <ul style="list-style-type: none"> a. Epinephrine Adrenalin b. Dopamine c. Dobutamine 	CO#5,6,8,9,10

d. Adenosine (Adenocard) e. Amiodarone (Cordarone) f. Atropine	
D. Analyze treatments of special problems that can occur during a code	CO#1,2,10
E. Appraise information to be documented during a code a. Discuss the role of the recorder and documentation guidelines	CO#5,8,10
F. Analyze psychological, legal, and ethical issues related to code management a. Discuss family support b. Discuss family presence in the room during resuscitation efforts	CO#1,2,8

. Unit IV: Nursing Care of the Client with Cardiac Alterations

A: Learning Resources for Unit IV

Lewis Chapter 34
Chapter 37

Lilly Chapter 23
Chapter 24
Chapter 27
Chapter 28
Chapter 29

B: Learning Objectives

At the end of this unit the student will be able to:

A. Contrast the pathological cause and etiology that produce acute cardiac disease. a. Discuss the role of systemic inflammation on the development of coronary artery disease (CAD) b. Discuss causes of endothelial injury c. Discuss the stages of progression in CAD	CO#3,5,6,8,9
B. Discuss the role of nursing in the promotion of healthy lifestyles in clients at risk for development of CAD a. Identify modifiable and non-modifiable risk factors for CAD b. Discuss interventions that promote healthy lifestyles c. Incorporate age culture, and lifestyle into teaching strategies that promote healthy choices	CO#3,4,5,9,10
C. Compare and contrast ,the collaborative interventional treatment modalities used in treatment of cardiac disease	CO#2,3,4,5,6,8,9,10

<ul style="list-style-type: none"> a. Discuss coronary artery bypass graft (CABG) both on and off pump and the related nursing care b. Discuss percutaneous transluminal coronary angioplasty (PTCA) c. Identify the nursing care related to PTCA pre and post procedure 	
<ul style="list-style-type: none"> D. Explain the clinical manifestations, complications, and diagnostic study results of the patient with CAD and unstable angina (USA) <ul style="list-style-type: none"> a. Describe chest pain and other physical symptoms related to CAD b. Differentiate between normal and abnormal laboratory results in relation to CAD c. Explain Metabolic Syndrome and the relationship to CAD 	CO#2,3,5,
<ul style="list-style-type: none"> E. Examine pharmacological interventions used in coronary artery disease and acute coronary syndrome, including indications, action, side effects, and nursing implications <ul style="list-style-type: none"> a. Antiplatelet/anticoagulation b. Nitrates c. B-blockers d. Calcium Channel Blockers e. Angiotensin-converting Enzymes (ACE) Inhibitors f. Angiotensin II Receptor Blockers g. Glycoprotein IIb/IIIa Inhibitors h. Fibrinolytics i. Lipid Lowering Agents j. Diuretics k. Lanoxin 	CO#2,3,5,6,9
<ul style="list-style-type: none"> F. Describe the etiology, pathophysiology, and clinical assessment of infective endocarditis (IE) and pericarditis <ul style="list-style-type: none"> a. Discuss the role of damaged and diseased heart valves in the development of IE b. Discuss Rheumatic heart disease c. Discuss the correlation of intravenous drug abuse and IE d. Discuss diagnostic studies related to IE and valvular heart disease 	CO#2,3,5,6,9
<ul style="list-style-type: none"> G. Explain the importance of prophylactic antibiotic use with infective endocarditis <ul style="list-style-type: none"> a. Describe conditions that require the use of prophylaxis 	CO#3,4,5
<ul style="list-style-type: none"> H. Compare and contrast the pathophysiology and treatment of clients with valvular disease <ul style="list-style-type: none"> a. Discuss types of valve replacements and indication b. Discuss the concepts of valve repair 	CO#2,3,5

c. Discuss the role of anticoagulation and valve replacement	
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Unit V: Nursing Care Of The Client With Shock, Systemic Inflammatory Response Syndrome (SIRS), and Multiply Organ Dysfunction Syndrome (MODS)

A: Learning Resources for Unit V

Lewis Chapter 67
Chapter 31 p. 657-660; 676-680

B: Learning Objectives

At the end of this unit the student will be able to:

A. Correlate the pathophysiology to the clinical manifestations of the different types of shock: cardiogenic, hypovolemic, distributive, and obstructive a. Discuss the concept of perfusion and metabolic functions at the cellular level b. Recognize the signs of symptoms of shock	CO#2,3,5,6,8,9
B. Analyze assessment finding related to the classification and stages of shock a. Discuss compensatory stage of shock including symptoms and collaborative treatments of the various types of shock b. Discuss the progressive stage of shock including symptoms and collaborative treatments c. Discuss the irreversible stage of shock including symptoms and collaborative treatments d. Examine the progression of shock through the three stages e. Prioritize care for the client	CO#2,3,5,6,8,9
C. Compare and contrast the effects of shock, systemic inflammatory response syndrome (SIRS), and multiple organ dysfunction syndrome (MODS) on the major body systems a. Explain the triggers for the development of SIRS b. Discuss the prognosis and patient outcomes for SIRS and MODS c. Define MODS	CO#2,3,5,6,8,9
D. Examine pharmacological interventions used in the treatment of shock, SIRS, MODS including use, action, side effects, and nursing implications a. Compare and contrast the use of crystalloids, colloids, and blood products in the collaborative plan	CO#2,3,5,6,8,9
E. Describe the nursing management of a patient experiencing multiple organ dysfunction syndrome	CO#2,3,5,6,8,9,11

<ul style="list-style-type: none"> a. Describe the collaborative interventions used in the treatment of MODS b. Discuss strategies to support the family 	
<ul style="list-style-type: none"> F. Discuss the pathophysiology and assessment parameters related to Disseminated Intravascular Coagulation (DIC) <ul style="list-style-type: none"> a. Explain the symptoms the client manifests during DIC b. Describe the collaborative interventions utilized in the treatment of DIC c. Discuss the laboratory abnormalities in the client with DIC 	CO#2,3,4,5,6,7,8,9

Unit VI: Nursing Care of the Client with Acute Renal Failure

A: Learning Resources for Unit VI

Lewis Chapter 47. p. 1101-1107

B: Learning Objectives

At the end of this unit the student will be able to:

<ul style="list-style-type: none"> A. Compare the pathophysiology of the three categories of acute renal failure (ARF). <ul style="list-style-type: none"> a. Pre-renal b. Intrarenal c. Post-renal 	CO#2,5,6,8
<ul style="list-style-type: none"> B. Analyze the systemic manifestations of acute renal failure <ul style="list-style-type: none"> a. Discuss oliguric phase b. Discuss the diuretic phase 	CO#2,3,5
<ul style="list-style-type: none"> C. Discuss patient-centered care of the patient with acute renal failure including nursing management and anticipated patient outcomes <ul style="list-style-type: none"> a. Discuss the concepts of fluid and electrolyte balance in the different phases b. Define appropriate nursing interventions to prevent progression of the disease process 	CO#2,3,5,6
<ul style="list-style-type: none"> D. Discuss the methods for assessing the renal system, including physical assessment, interpretation of serum and urine laboratory values, and radiological diagnostic tests <ul style="list-style-type: none"> a. Explain the alterations of laboratory values and diagnostic tests related to ARF 	CO#2,3,5
<ul style="list-style-type: none"> E. Compare the nursing assessment and care of the patient receiving hemodialysis, peritoneal dialysis, and continuous renal replacement therapy 	CO#1,2,3,5,6,10

<p>F. Examine pharmacological interventions used in acute renal failure disease, including use, action, side effects, and nursing implications.</p> <ol style="list-style-type: none"> Phosphate binders Epoetin alpha (biological modifier, hormone) Antihypertensives Diuretics 	CO#2,3,6
<p>G. Analyze the nutritional limitations and requirements of a client in acute renal failure.</p> <ol style="list-style-type: none"> Discuss appropriate diets and give examples 	CO#3,4,5,6

Unit VII: Nursing Care of the Client in Acute Respiratory Failure

A: Learning Resources for Unit VII

- Lewis Chapter 28 p. 541-558
 Chapter 68
 Lilley Chapter 37

B: Learning Objectives

At the end of this unit the student will be able to:

<p>A. Analyze the pathophysiology of acute respiratory failure.</p> <ol style="list-style-type: none"> Define the blood gasses associated with acute respiratory failure Explain the concept of anatomic and intrapulmonary shunt Explain ventilation-perfusion mismatch Discuss the consequences of hypoxemia and hypoxia 	CO#2,3,5,6,8,9,10
<p>B. Examine the etiology, pathophysiology, assessment, nursing diagnoses, interventions, and outcomes for acute respiratory failure (ARDS) in the patient with adult respiratory distress syndrome.</p> <ol style="list-style-type: none"> Explain the concept of refractory hypoxemia Discuss complications associated with ARDS 	CO#2,3,5,6,8,9,10
<p>C. Discuss the management of care for the patient with acute respiratory failure</p> <ol style="list-style-type: none"> Discuss nursing and collaborative interventions 	CO#2,3,5,6,8,9,10
<p>D. Examine pharmacological interventions used in the treatment of acute respiratory failure, including use, action, side effects, and nursing implications</p> <ol style="list-style-type: none"> Colloids, diuretics, crystalloids 	CO#2,3,6

E. Discuss the pathophysiology, clinical manifestations and clinical management of pulmonary embolism, chest trauma <ul style="list-style-type: none"> a. Recognize early symptoms related hypoxia b. Discuss oxygen delivery systems c. Discuss patient position to facilitate exchange of gases 	CO#2,3,5,6,8
F. Describe the purpose, methods, and nursing responsibilities related to chest tubes and chest drainage <ul style="list-style-type: none"> a. Discussed dry verses wet suction in chest drainage systems 	CO#2,3,5,6,8

Unit VIII: Nursing Care of the Client in Need of Ventilatory Assistance

A: Learning Resources for Unit VIII:

Lewis: Chapter 66 p. 1613-1627

B: Learning Objectives

At the end of this unit the student will be able to:

A. Examine methods for assessing the respiratory system, including physical assessment, noninvasive techniques, and lab data	CO#2,3
B. Compare commonly used oxygen delivery devices <ul style="list-style-type: none"> a. Nasal cannula b. Simple mask c. Non-rebreather mask d. Ventri-mask 	CO#2,3,5,6,8,9
C. Discuss various ventilator settings <ul style="list-style-type: none"> a. Assist controlled (A/C) b. Synchronized intermittent mandatory ventilation (SIMV) c. Pressure support (PS) d. Positive End Expiratory Pressure (PEEP) e. Continuous Positive Airway Pressure (CPAP) f. Bilevel Positive Airway Pressure (BiPAP) 	CO#2,3,5,6,8,10
D. Analyze indications for initiation of mechanical ventilation <ul style="list-style-type: none"> a. Conditions associated with hypoxemia b. Conditions associated with hypercapnia 	CO#2,3,5,6,8,9
E. Discuss complications associated with mechanical ventilation endotracheal intubation <ul style="list-style-type: none"> a. Accidental extubation b. Aspiration c. Ventilator associated pneumonia (VAP) 	CO#2,3,5,6,8,9,10
F. Explain methods for weaning clients from mechanical ventilation. Include assessment parameters for readiness to wean and failure to wean	CO#2,3,4,5,6,7,8,9,10

G. Discuss the management of care for the mechanically ventilated client. a. Discuss suction techniques and indications for suctioning b. Discuss indication for sedation medication used for sedation	CO#2,3,5,6,8,9
H. Analysis of ABG and discussion of interventions for abnormal values	CO#2,3,5

Unit IX: Nursing Care of the Client with Gastrointestinal Alterations

A: Learning Resources for Unit IX:

Lewis: Chapter 44 – p. 1017-1036

B: Learning Objectives

At the end of this unit the student will be able to:

A. Compare the pathophysiology, assessment, nursing diagnoses, outcomes, and interventions for acute pancreatitis, and hepatic failure a. Discuss the diagnostic tests and results associated with pancreatitis b. Discuss the diagnostic tests and results associated with hepatic failure c. Discuss hepatic encephalopathy d. Discuss shock in relation to pancreatitis	CO#2,3,5,6,8,9
B. Formulate a plan of care for the patient with acute pancreatitis and hepatic failure. a. Prioritize nursing and collaborative interventions	CO#2,3,5,6,8,9
C. Examine pharmacological interventions used in the treatment of pancreatitis and hepatic failure, including use, action, side effects, and nursing implications	CO#2,3,5,6,8,9
D. Analyze the nutritional limitations of a client with acute pancreatitis and hepatic failure. a. Develop an appropriate diet for the client with hepatic failure b. Discuss the use of tube feedings and TPN with the client with pancreatitis	CO#2,3,5,6,8,9

Unit X: Nursing Care of the Client with Nervous System Alterations

A: Learning Resources for Unit X:

Lewis: Chapter 57
Chapter 58

B: Learning Objectives

At the end of this unit the student will be able to:

<p>A. Analyze the pathophysiology, nursing, and medical management of the client with increased intracranial pressure (ICP).</p> <ul style="list-style-type: none"> a. Recognized the symptoms associated with increased ICP b. Demonstrate an understanding of cushing triad c. Discuss the collaborative interventions to decrease ICP 	CO#2,3,5,6,8,9
<p>B. Plan an assessment on a critically ill patient with increased intracranial problems or stroke.</p> <ul style="list-style-type: none"> a. Discuss the glasgow coma scale (GCS) as a standardized neurological assessment tool b. Discuss flexion and extension as it relates to deterioration of neurological function c. Recognize pupillary changes that occur with increased intracranial pressure d. Discuss principles related to nursing care that decrease intracranial pressure e. Discuss the principles of prioritized care f. Discuss cerebral spinal fluid leak and assessment of the client with an leak g. Discuss the concepts of ICP monitoring h. Discuss diagnostic studies used to diagnose intracranial problems 	CO#2,3,5,6,8,9
<p>C. Examine pharmacological interventions used in the treatment of clients with a stroke or increased intracranial pressure, including use, action, side effects, and nursing implications</p> <ul style="list-style-type: none"> a. Discuss the administration of tissue plasminogen activator (tPA) b. Discuss the role of steroids in the management of ICP c. Discuss the types of diuretics used for ICP d. Discuss the use of calcium channel blockers for cerebral vasospasm 	CO#,2,3, 5,6,7,8,9,10,
<p>D. Examine the nursing assessment and care of a critically ill client with an ischemic and hemorrhagic cerebrovascular accident.</p> <ul style="list-style-type: none"> a. Differentiate between the different types of stoke b. Discuss the signs and symptoms associated with different types of strokes c. Discuss the diagnostic studies used to differentiate between the types of stroke d. Discuss medical interventions associated with subarachnoid hemorrhage 	CO# 2,3,5,6,8,9

Unit XI: Nursing Care of Client with Emergency Situations

A: Learning Resources for Unit XI:

Lewis: Chapter 69

B: Learning Objectives

At the end of this unit the student will be able to:

A. Describe a systems approach to trauma care a. Differentiate between the primary and secondary level of care b. Discuss the concept of Triage	CO#1,2,3,4,5,6,7,8,9,10,11
B. Examine the aspects of pre-hospital care, emergency care and resuscitation of the trauma patient. a. Discuss assessment and treatment interventions to stabilize client	CO#1,2,3,4,5,6,7,8,9,10,11
C. Plan and discuss assessment and management of common traumatic injuries	CO#1,2,3,4,5,6,7,8,9,10,11
D. Prioritize nursing care for the client in the emergency department	CO#1,2,3,4,5,6,7,8,9,10,11
E. Examine pharmacological interventions used in traumatic injuries, including use, action, side effects, and nursing implications	CO#1,2,3,4,5,6,7,8,9,10,11
F. Describe nurse's role in disaster management a. Discuss Triage and color coding b. Discuss education of the staff and community	CO#1,2,3,4,5,6,7,8,9,10,11
G. Relate the pathophysiology to the assessment, intervention and collaborative care of environmental emergencies; hyperthermia, hypothermia, submersion injury, bites	CO#,2,3,4,5,6,7,8,9,10
H. Discuss the appropriate interventions for victims of violence and abuse	CO#1,2,3,4,5,6,7,8,9,10,

Unit XII: Nursing Care of Client with Burns

A: Learning Resources for Unit XII:

Lewis: Chapter 25

B: Learning Objectives

At the end of this unit the student will be able to:

A. Discuss the pathophysiology of burns	CO#,2,3,4,5,6,7,8,9,10,
B. Compare and contrast the types of burn injuries	CO#,2,3,4,5,6,7,8,9,10,
C. Identify the assessment during resuscitation and the acute phases of burn management	CO#,2,3,4,5,6,7,8,9,
D. Discuss the appropriate nursing and collaborative interventions for the burn client	CO#2,3,4,5,6,7,8,9,
E. Prioritize nursing care for the client with a burn injury	CO#,2,3,4,5,6,7,8,9,10,11
F. Examine pharmacological interventions used in clients with burns, including use, action, side effects, and nursing implications	CO#2,3,4,5,6,7,8,9,10,
G. Analyze the nutritional status and requirements of a burn client	CO#2,3,4,5,6,7,8,9,10,

RNSG 2231
Advanced Concept Presentation Grading Rubric

Student:

Component	Outstanding 100	Good 85	Proficient 75	Marginal 65	Unacceptable 0
Topic Introduction 10	Clear, concise, applicable to course Content presented in logical interesting sequence	Mostly clear, somewhat concise; applicable to course content	Fairly clear, lacks conciseness; applicable to course content audience has difficulty following	Rambling and unclear. Wordy introduction	No given introduction; not applicable to course content
Definition 5	Clear, well-stated, supported and specific to topic	Clear, definition specific to topic	Definition specific to topic	Definition not specific to topic	No definition given student cannot address questions
Pathophysiology discussion of disease process 20	Thorough and consistently appropriate to topic and to patient population	Mostly thorough and consistently appropriate to topic and to patient population	Generally thorough and consistently appropriate to topic and to patient population	Occasionally thorough and consistently appropriate to topic and to patient population	Does not address nursing implications or nursing role specific to topic
Application to nursing practice 30	Describes 3 or more applications to practice. specific to topic Suggests at least one innovative approach	Describes 2 or more applications to practice.	Describes 2 applications to practice.	Describes fewer than 2 applications;	No appropriate applications.
Discussion of research articles 15	Clearly demonstrates integration and discussion of more than 3 research articles appropriate to topic	Clearly demonstrates integration and discussion of more than 2 research articles appropriate to topic	Integrates and discusses 2 research articles appropriate to topic	Integrates or discusses (but not both), 2 research articles topic appropriate	Does not integrate or discuss any research articles appropriate to topic
Formatting 25	Innovative use of power point as a presentation tool includes APA citations. Graphics, you-tube etc. Reference page	Presentation supported w APA citations of articles within body of presentation; Collegial level presentation; reference page	Presentation supported with APA citations of articles within body of presentation	Minimally prepared power point Articles not cited	Misses presentation date; No power point presentation
Grade					

RNSG 2331 Presentation Rubric: Medication Presentation
Student: Date:

Criteria	(100%)	(86%)	(75%)	(0%)
Medication name	Clear, concise, generic and all trade names, if applicable 10	Mostly clear, concise; generic and not all trade names included 9	Moderately clear, concise; generic or trade name only, not both 8	Unclear;; no medication name/s given
Indication & action	Clearly states more than 2 indications for medical/surgical pt. and applicable actions 15	Mostly clear, concise; states at least 1 indication and applicable action 13	Moderately clear, concise; gives 1 indication and action 11	Unclear; lacks applicability to adult population; no indications or actions given
Adverse reactions and side effects	Clearly states 3-4 adverse reactions and side effects 15	Mostly clear and concise; states 2 adverse reactions and side effects 13	Moderately clear, concise; states 1 side effect and adverse reaction 11	Unclear; no side effects or adverse reactions given
Dosage	Clearly states dosage range; identifies all routes of administration for medication; gives example of correct calculation and decision to administer (when to hold). Includes blood levels if appropriate 15	Mostly clear and concise ;gives dosage range/s; not all routes of administration given; describes how to calculate correct dosage 13	Moderately clear, concise; gives dosage range/s; no routes of administration given 11	Unclear; no range/s or routes of administration given
Nursing Implications	Clearly describes 3 or more nursing implications with related action/follow-up 25	Describes 2 nursing implications; related actions and follow-up is incomplete 20	Describes 1 nursing implication; related actions and follow-up not stated 15	No nursing implications given
Preparedness	Completely prepared to present assigned topic on due date; presentation smooth and unflinching; provides APA formatted reference page of source/s used; 10	Mostly prepared, with some halting during presentation; reference page lacks correct APA formatting; refers to prepared material occasionally 6	Somewhat prepared; halting and delay consistently throughout presentation. Reference page incorrect APA format; reads frequently from prepared material 5	Not prepared; reads entire presentation; no reference page submitted; presentation not presented on due date;
Presentation	Presentation 7-8" in length; voice volume clear, able to be heard; correct grammar and vocabulary used; visual aids used applicable to topic and presentation mode 10	Presentation 6-7" in length; Voice volume easy to hear. Uses appropriate visual aids or presentation techniques 6	Presentation less than 6" in length; Reserved in presentation style; uses monotone voice. Voice volume not easy to hear. Presentation technique and/or visual aids not supportive. 5	Mumbles, mispronounces words, no enthusiasm displayed throughout presentation ;less than 5" in length or greater than 10" in length; misses presentation due date

SCANS CRITERIA

- 1) **Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.**
 - a) **Basic Skills:** A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
 - i) Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
 - ii) Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
 - iii) Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
 - iv) Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
 - v) Speaking: Organize ideas and communicate orally.
 - b) **Thinking Skills:** A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
 - i) Creative Thinking: generate new ideas.
 - ii) Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
 - iii) Problem Solving: recognize problems and devise and implement plan of action.
 - iv) Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
 - v) Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
 - vi) Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.
 - c) **Personal Qualities:** A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
 - i) Responsibility: exert a high level of effort and persevere toward goal attainment.
 - ii) Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
 - iii) Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
 - iv) Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
 - v) Integrity and Honesty: choose ethical courses of action.
- 2) **Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.**
 - a) **Resources:** A worker must identify, organize, plan, and allocate resources effectively.
 - i) Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.

- ii) **Money:** Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
 - iii) **Material and Facilities:** Acquire, store, allocate, and use materials or space efficiently. Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.
- b) **Interpersonal Skills:** A worker must work with others effectively.
- i) **Participate as a Member of a Team:** contribute to group effort.
 - ii) **Teach Others New Skills.**
 - iii) **Serve Clients/Customers:** work to satisfy customer's expectations.
 - iv) **Exercise Leadership:** communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
 - v) **Negotiate:** work toward agreements involving exchange of resources, resolve divergent interests.
 - vi) **Work with Diversity:** work well with men and women from diverse backgrounds. Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.
- c) **Information:** A worker must be able to acquire and use information.
- i) **Acquire and Evaluate Information.**
 - ii) **Organize and Maintain Information.**
 - iii) **Interpret and Communicate Information.**
 - iv) **Use Computers to Process Information.**
- Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.
- d) **Systems:** A worker must understand complex interrelationships.
- i) **Understand Systems:** know how social, organizational, and technological systems work and operate effectively with them.
 - ii) **Monitor and Correct Performance:** distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
 - iii) **Improve or Design Systems:** suggest modifications to existing systems and develop new or alternative systems to improve performance.
- Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.
- e) **Technology:** A worker must be able to work with a variety of technologies.
- i) **Select Technology:** choose procedures, tools or equipment including computers and related technologies.

ii) Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.

iii) Maintain and Troubleshoot Equipment: Prevent, identify, or solve problems with equipment, including computers and other technologies.

Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.