



## VNSG 1429 Medical-Surgical Nursing I

### Syllabus

Summer 2023

10 weeks

Mondays & Wednesdays

Time: 1300 to 1700

Location: STEAM rm 237

Course Facilitator:

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### Required Textbooks:

VN Package: Summer 2023 Elsevier 360 Bundle

**VNSG 1429 Spring 2023 Sherpath for Stromberg Medical-Surgical Nursing, 5th Edition**

By Elsevier

ISBN: 9780323880183

### Additional Text:

*Textbook Purchasing Statement: A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.*

### Other Required Material:

College of the Mainland. *Vocational Nursing Program Student Handbook*, online

### Course Description:

This course teaches the application of the nursing process to the care of adult patients experiencing medical-surgical conditions in the health-illness continuum. A variety of health care settings are utilized. (Lecture 3, Lab 2, Credit 4). Prerequisites: VNSG 1323 and VNSG 1260 with a grade of "C" or better. Co-requisites: VNSG 1231, VNSG 1236, VNSG 2331, VNSG 1261.

**Course Objectives/Student Learning Outcomes:**

Upon completion of this course, the student will:

As outlined in the Texas Board of Nurse Examiners Differential Essential Competencies (DECs) for the vocational nurse. Upon completion of this course, the student is expected to utilize clinical reasoning skills as a Provider of Patient-Centered Care, Member of the Health Care Team, Patient Safety Advocate, and/or Member of the Profession:

1. Assist in the assessment of adult and older adult patients with intermediate health needs and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies patient goals/outcomes and nursing interventions utilizing evidence-based practice and in collaboration with adult and older adult patients with intermediate health needs from diverse spiritual beliefs and cultural backgrounds, their families, and the health care team.
4. Implement the plan of care within legal and ethical parameters in accordance with the scope of practice to provide safe, compassionate, ethical nursing care for adult and older adult patients with intermediate health needs and their families.
5. Apply effective communication when implementing teaching plan for adult and older adult patients with intermediate health needs and their families.
6. Assists in the evaluation of effectiveness of patient goals and related nursing interventions and assists in modification of the plan of care in response to changing patient needs in adult and older adult patients with intermediate health needs and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned adult and older adult patients with intermediate health needs and their families.
8. Use standards of nursing practice including the Texas Nursing Practice Act (NPA), the Texas Board of Nursing, accreditation organizations, and rules mandated by the federal, state and local governments to provide care to promote quality and a safe environment for adult and older adult patients with intermediate health needs, self, and others.
9. Collaborate and communicate with adult and older adult patients with intermediate health needs, their families, and the interdisciplinary health care team to assist in the planning, implementation, and coordination of patient-centered care.
10. Serve as a health care advocate in activities that focus on financial and community resources, improving the safety, quality, and health care of adult and older adult patients with intermediate health needs and their families.

**Attendance:**

See the Attendance Policy in the Nursing Student Handbook.

**Tardiness:**

See Attendance Policy in the Nursing Student Handbook.

**Withdrawal:**

Students may withdraw from this course for any reason prior to the last eligible day for a “W” grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law.

**FN Grading:**

The FN grade is issued in cases of failure due to a lack of attendance, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.

**ADA Statement:**

Any student with a documented disability needing academic accommodation is requested to contact Kimberly Lachney at 409-933-8919 or [klachney@com.edu](mailto:klachney@com.edu). The Office of Services for Students with Disabilities is in the Student Success Center.

**Early Academic Alert Program:** The Counseling Center at College of the Mainland has implemented an Early Academic Alert Program. Students will be referred to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If referred to the Academic Alert Program, students will be contacted by someone in the Counseling Department. As student success and retention is very important to us, someone from the Counseling Department will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

**Classroom Conduct Policy/Student Conduct:**

Classroom Conduct Policy: The College of the Mainland requires that students enrolled at COM be familiar with the Standards of Student Conduct, which can be found in the on-line Student Handbook. Students should always act professionally.

Disruptive students will be held accountable according to college policy. Any violations of the Code of Conduct will result in a referral to the Office for student Conduct and may result in dismissal from this class. Attendance will be required for all scheduled online lectures.

In addition to the Standards of Student Conduct found in the online COM Student Handbook (<http://www.com.edu/student-services/student-handbook.php>). Nursing students are expected to demonstrate good professional character as defined in in BON Rule 213.27 ([http://bon.texas.gov/rr\\_current/213-27.asp](http://bon.texas.gov/rr_current/213-27.asp)). See Behavior/Conduct in the Nursing Student Handbook.

### **Academic Dishonesty:**

Any incidence of academic dishonesty will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty, such as cheating on exams, is an extremely serious offense. See Behavior/Conduct policy in the Nursing Student Handbook.

### **Plagiarism:**

Plagiarism is using someone else's words or ideas and claiming them as your own. Plagiarism is a very serious offense. Plagiarism includes paraphrasing someone else's words without giving proper citation, copying directly from a website and pasting it into your paper, using someone else's words without quotation marks. Any assignment containing plagiarized material will receive a **grade of zero** and the student will be referred to the Office of Student Conduct for appropriate disciplinary action. Also see the Behavior/Conduct policy in the Nursing Student Handbook. Avoiding Plagiarism: <http://www.plagiarism.org/>

### **Student Concerns:**

If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact Debra Bauer, Director at 409-933-8908, [dbauer3@com.edu](mailto:dbauer3@com.edu).

**Faculty Office Hours and Locations:**

All nursing faculty members post office hours outside their doors, and under the content tab in D2L. Appointments should be made via email.

**Make-Up Policy/Late Assignments:**

All course assignments are expected to be completed and submitted on the specified due date. See Late Assignments Policy in the Nursing Student Handbook.

**Grading Scale**

A = 90 - 100.00

B = 80 - 89.99

C = 75 - 79.99\*

D = 60 - 74.99

F = < 60

\*A final grade of "C" or higher is required to pass this course.

**Grade Calculation:**

All assignments, including pass/fail, must be submitted to pass the course. The exam average must be at least 75% before non-examination assignment grades are calculated into the final course grade. See Grade Determination & Calculation in the Nursing Student Handbook.

| <b>Computation of Grades</b>                                      | <b>%</b>    |
|---|-------------|
| 6 Quizzes**   | <b>30</b>   |
| Exam 1*   | <b>20</b>   |
| Exam 2*   | <b>20</b>   |
| Exam 3*   | <b>20</b>   |
| Final *   | <b>10</b>   |
|   |             |
| <b>Total</b>  | <b>100%</b> |
| * $\geq 75\%$ exam average required to pass the course            |             |
| **Weighted assignments calculated only after 75% exam average met |             |

**Course Requirements:**

1. Unit Quizzes (6 )- Assess knowledge and understanding of unit concepts. The lowest quiz grade will be dropped, resulting in 5 averaged quizzes.
2. Unit exams (4): Assess knowledge and understanding of incremental course content. Exams will use multiple choice, multiple answer, and alternative style test questions as indicated to follow NCLEX-RN testing format. If a student

receives a grade below 75% on any exam, he/she should schedule a counseling appointment with the instructor. **Tutoring** is highly recommended and may be assigned on the remediation form.

3. Comprehensive final exam (1): Assesses overall knowledge and understanding of complete course content. Exam will use multiple choice, multiple answer, and alternative style test questions as indicated to follow NCLEX-PN next generation testing format.
4. Optional assignments, quizzes, and case studies - Assist students in understanding concentrated unit and course concepts necessary for application of the nursing process. Students are encouraged to complete workbook activities for each chapter/unit before attending class and mandatory tutoring to improve learning outcomes and critical thinking skills.

### Methods of Instruction:

Lecture and discussion  
 Small group discussion  
 Audiovisual instructional aids  
 Critical thinking exercises  
 Computer-assisted instruction  
 Simulations and Case Scenarios  
 Skills relating to unit content

### Success Tips for Students:

Schedule time to study based on the difficulty of the content. Use this table as a guide:

| Course Difficulty        | Study Hours Per Week Per Hour in Class |
|--------------------------|--|
| High Difficulty Course   | 3 hours                                |
| Medium Difficulty Course | 2 hours                                |
| Low Difficulty Course    | 1 hour                                 |

[http://www.usu.edu/arc/StudySmart/pdf/estimating\\_study\\_hours.pdf](http://www.usu.edu/arc/StudySmart/pdf/estimating_study_hours.pdf)

Read assignments before class or clinical. Here are some strategies for getting the most out of your college textbooks:

4 Steps to Reading a Textbook:

<http://www.studyright.net/blog/4-steps-to-reading-a-textbook-quickly-and-effectively/>

Active Reading Strategies:

<http://www.princeton.edu/mcgraw/library/for-students/remember-reading/>

The Reading Cycle: Plan-Do-Review

<http://www2.swccd.edu/~asc/lrnglinks/txtrdg.html>

How to Read Your Textbooks More Efficiently College Info Geek (video)

<https://www.youtube.com/watch?v=tgVjmFSx7rg>

5 Active Reading Strategies for Textbook Assignments College Info Geek (video)

[5 Active Reading Strategies for Textbook Assignments - College Info Geek](#)

### **ANA Scope and Standards of Practice:**

Students are expected to adhere to established ANA Scope and Standards of Practice (2015). (See Student Handbook and Clinical Evaluation Tool for detailed explanation of standards.)

### **Student Handbooks:**

Students are expected to adhere to all policies outlined in the College and Nursing Program student handbooks

### **Syllabus Revisions:**

Faculty reserves the right to make changes to the syllabus as deemed necessary.

### **Speaking, Reading, and Writing Center:**

The Speaking, Reading and Writing Center provides free tutoring services to students, staff and faculty seeking assistance for writing, reading and oral presentations for academic and non-academic assignments/projects. Located in the Technical Vocational Building, Room 1306, the center provides face-to-face and online tutoring sessions in a welcoming environment. Appointments can be made in person, or on the center scheduler at [com.mywconline.com](http://com.mywconline.com), or by clicking the SRWC icon on the COM website.

### ***Notice to Students Regarding Licensing:***

*Effective September 1, 2017, HB 1508 amends the Texas Occupations Code Section 53 that requires education providers to notify potential or enrolled students that a criminal history may make them ineligible for an occupational license upon program completion. The following website provides links to information about the licensing process and requirements: [https://www.bon.texas.gov/licensure\\_eligibility.asp](https://www.bon.texas.gov/licensure_eligibility.asp).*

*Should you wish to request a review of the impact of criminal history on your potential Vocational Nurse License prior to or during your quest for a degree, you can visit this link and request a "Criminal History Evaluation":*

[https://www.bon.texas.gov/licensure\\_endorsement.asp](https://www.bon.texas.gov/licensure_endorsement.asp).

*This information is being provided to all persons who apply or enroll in the program, with notice of the requirements as described above, regardless of whether or not the person has been convicted of a criminal offense. Additionally, HB 1508 authorizes licensing agencies to require reimbursements when a student fails to receive the required notice.*

## Chapter 3 Fluids, Electrolytes, Acid-Base Balance, and Intravenous Therapy

### Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

### Theory

1. Explain the various functions that fluid performs in the body.
2. Describe the body's mechanisms for fluid regulation.
3. List three ways in which body fluids are continually distributed among the body's fluid compartments.
4. Distinguish the signs and symptoms of various electrolyte imbalances.
5. Discuss why older adults have more problems with fluid and electrolyte imbalances.
6. Describe the disorders that cause specific fluid and electrolyte imbalances.
7. Compare the major causes of acid-base imbalances.
8. Apply interventions to correct an acid-base imbalance.
9. Discuss the steps in managing an intravenous infusion.
10. Explain the measures used to prevent the complications of intravenous therapy.
11. Identify intravenous fluids that are isotonic and when they are used.
12. Interpret the principles of intravenous therapy

### Clinical Practice

13. Assess patients for signs of dehydration.
14. Correctly assess for and identify edema and signs of overhydration.
15. Apply knowledge of normal laboratory values to recognize electrolyte imbalances.
16. Perform interventions to correct an electrolyte imbalance.
17. Determine whether a patient has an acid-base imbalance.
18. Implement measures to prevent the complications of intravenous therapy.
19. Compare interventions for the care of a patient receiving total parenteral nutrition with those for a patient undergoing intravenous therapy

### Learning Activities:

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Quizzing

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Quizzing

## Chapter 6: Infection Prevention and Control

### Learning Outcomes:



Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

### **Theory**

1. Examine the factors that increase the risk of infection.
2. Discuss how the body uses its natural defensive mechanisms to protect against infection.
3. Explain how fever plays a role in the prevention of infection.
4. Describe the classic signs of infection.
5. Distinguish situations that require the use of Transmission-Based Precautions.
6. List the types of personal protective equipment and analyze situations for whether they should be used.
7. Describe factors that make older adults more susceptible to infections.
8. Analyze factors that may impair the process of healing and repair of damaged tissue.

### **Clinical Practice**

9. Care for a patient whose condition requires Transmission-Based Precautions.
10. From a day's patient assignment, determine the risk factors for infection for each patient.

### **Learning Activities:**

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Quizzing

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Quizzing

## **Chapter 4: Care of Preoperative and Intraoperative Surgical Patients**

### **Student Learning Outcomes:**

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

### **Theory**

1. Discuss the advantages of current technological advances in surgery.
2. Explain the physical, emotional, and psychosocial preparation of patients for surgical procedures.
3. Identify the types of patients most at risk for surgical complications and state why each patient is at risk.

4. Plan and implement patient and family teaching to prevent postoperative complications.
5. Compare the roles of the scrub nurse and the circulating nurse.
6. Analyze the differences in the various types of anesthesia and list the advantages and disadvantages of each to the health care team and the patient.

### **Clinical Practice**

7. Perform a thorough nursing assessment for a preoperative patient.
8. Teach a patient postoperative exercise during the preoperative period.
9. Prepare a patient for surgery using a preoperative checklist.
10. Document preoperative care and assessment data.
11. Observe during a patient's surgery.

### **Learning Activities:**

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Quizzing

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Quizzing

## Chapter 5: Care of Postoperative Surgical Patients

### Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

### Theory

1. Describe the care of a patient in the post anesthesia care unit (PACU).
2. Compare differences in the care of a patient undergoing general anesthesia and one having spinal anesthesia.
3. Formulate a complete plan of care for a postoperative patient returning from the PACU.
4. Discuss measures to prevent postoperative infection.
5. Prioritize measures to promote safety for postoperative patients.

### Clinical Practice

6. Identify how to promote adequate ventilation of the lungs during recovery from anesthesia in the PACU.
7. Perform an immediate postoperative assessment when a patient returns to the nursing unit.
8. Apply interventions to prevent postoperative complications.
9. Assess for postoperative pain, provide comfort measures, and pain relief.
10. Promote early ambulation and return to independence in activities of daily living.
11. Perform discharge teaching necessary for postoperative home self-care.

### Learning Activities:

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Quizzing

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Quizzing

## Chapter 7: Care of Patients with Pain

### Learning Outcomes:

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

### Theory

1. Review the gate control theory of pain and its relationship to nursing care.
2. Discuss how the neuromatrix and central sensitivity theories help explain types of pain other than those arising from tissue injury.
3. Demonstrate an understanding of the current view of pain as a specific entity requiring appropriate intervention.
4. Compare nociceptive and neuropathic pain and nursing care for each.
5. Explain how pain perception is affected by personal situations and cultural backgrounds.
6. Analyze the major differences between acute and chronic pain and their management.
7. Give examples of the different pharmacologic approaches to pain that include the use of adjunctive measures.

### Clinical Practice

8. Demonstrate the use of appropriate pain evaluation tools and measures for a variety of patients.
9. Recognize common side effects of analgesics and describe techniques for addressing them.
10. Employ nonpharmacologic approaches to pain management with a variety of patients.
11. Demonstrate the use of the nursing process when caring for patients experiencing pain.

### Learning Activities:

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Quizzing

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Quizzing

## Chapter 8: Care of Patients with Cancer

### Student Learning Outcomes:

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

### Theory

1. Identify the differences between normal cells and cancer cells.
2. Understand the process of cancer metastasis.
3. Understand the genetic, chemical, physical, and infectious processes associated with cancer development.
4. Understand the implications of cultural and individual factors and race to cancer development.
5. Understand the various classifications of tumors and the TNM staging system.
6. Apply principles of cancer prevention in the care of well populations.
7. Understand the use of different tests in the diagnosis of cancer.
8. Apply knowledge of the stages of the grieving process experienced by a patient dying of cancer to the patient's coping level.

### Clinical Practice

9. Devise an individualized plan of care for a patient receiving radiation or chemotherapy for cancer treatment.
10. Implement a teaching plan for a patient who has bone marrow suppression from cancer treatment.
11. Evaluate nursing interventions to help a patient cope with the common problems of cancer and its treatment.
12. Apply appropriate nursing interventions to help patients and families cope with the psychological and psychosocial effects of cancer and its treatment.
13. Apply nursing interventions to help cancer patients cope with death and dying.

### Learning Activities:

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Quizzing

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Quizzing

## Chapter 10: The Immune and Lymphatic Systems

### Student Learning Outcomes:

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

### Theory

1. Describe the body's innate (natural) immune response.
2. Compare and contrast the characteristics of innate and acquired immunity.
3. Describe the role of the lymphatic system in the immune response.
4. Identify the various ways in which immunity to disease occurs.
5. Analyze the factors that interfere with normal immune response.
6. Explain the role of immunizations in relation to immunity.
7. Compare and contrast the responsibilities of different members of the health care team in preventing infection in immunocompromised patients.

### Clinical Practice

8. Identify assessments that indicate immune system function.
9. Describe precautions to be taken for patients with an impaired immune system.
10. Evaluate your patient's risk for infection during a clinical experience.

### Learning Activities:

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Quizzing

Case study reviews. Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Quizzing

## Chapter 11: Care of Patients with Immune and Lymphatic Disorders

### Student Learner Outcomes:

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession to:

### Theory

1. Discuss the key differences between primary and acquired immune deficiency disorders.
2. Summarize the ideal actions of therapeutic immunosuppressive drugs.
3. Discuss treatments for individuals who are HIV positive and how pre-exposure prophylaxis reduces the risk of contracting HIV.
4. Compare diagnostic tests for HIV and those used to monitor the immune status of individuals who are HIV positive.
5. Explain opportunistic infections (viral, bacterial, fungal, parasitic) that occur in patients who are HIV positive.
6. Identify four common disorders or diseases that are caused by autoimmune dysfunction.
7. Compare and contrast the two types of lymphoma, including how they are diagnosed.
8. Explain why the process of diagnosis and treatment for fibromyalgia would be difficult or frustrating for the patient.
9. Construct how an allergic reaction occurs during an excessive immune response.
10. Relate the nurse's role in helping a patient to control allergies.

### Clinical Practice

11. During a clinical rotation, review the facility's policy for exposure to blood or body fluids from a patient.
12. List nursing measures for the prevention of infection for an immunocompromised patient.
13. Perform data collection on a patient in whom an immune-suppressant disorder is suspected.
14. Review a nursing care plan for a patient who has low immunity.
15. Write nursing interventions for a patient with fibromyalgia.
16. List the usual measures for treating an anaphylactic reaction and locate the necessary emergency equipment on your clinical unit.

### Learning Activities:

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Quizzing

Case study reviews. Critical thinking activities.  
Lecture/Discussion  
Clinical Reasoning Questions  
Study Questions  
Quizzing

## Chapter 12: The Respiratory System

### Student Learner Outcomes:

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession to:

### Theory

1. Describe the structure and function of the respiratory system.
2. Analyze three causative factors related to disorders of the respiratory system.
3. Summarize nursing responsibilities for patients undergoing diagnostic tests and procedures for disorders of the respiratory system.
4. Provide instructions to patients on measures to prevent long-term problems of the respiratory system.

### Clinical Practice

5. Employ proper techniques for assessing the respiratory system.
6. Verify that problem statements or nursing diagnoses chosen for patients with problems of the respiratory system are appropriate.
7. Propose interventions for a patient who has a problem with oxygenation.
8. Teach a patient about smoking cessation.

### Learning Activities:

Readings from required and recommended texts.  
Related topics and open skills labs to review system and the nursing process.  
Quizzing  
Case study reviews. Critical thinking activities.  
Lecture/Discussion  
Clinical Reasoning Questions  
Study Questions  
Quizzing



## **Chapter 13: Care of Patients with Disorders of the Upper Respiratory System**

### **Student Learning Objectives:**

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

### **Theory**

1. Recognize symptoms of disorders of the sinuses, pharynx, and larynx.
2. Describe the postoperative care for a patient undergoing a tracheostomy.
3. Prioritize emergency measures for a patient with an airway obstruction.
4. Present a nursing care plan for a patient who had a laryngectomy.
5. Analyze safety factors to be considered when caring for a patient with a tracheostomy.

### **Clinical Practice**

6. Institute measures to stop epistaxis.
7. Provide tracheostomy care.
8. Devise interventions for the psychosocial care of a patient who has undergone a laryngectomy.
9. Visit a patient who has a permanent tracheostomy and ask them to share some of their successful coping strategies.

### **Learning Activities:**

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Quizzing

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Quizzing

## Chapter 14: Care of Patients with Disorders of the Lower Respiratory System

### Student Learning Objectives:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

### Theory

1. Discuss appropriate nursing care for patients with bronchitis, influenza, pneumonia, empyema, and pleurisy.
2. Choose nursing interventions appropriate for the care of patients with the problem statements Alteration in airway clearance, altered breathing pattern, Altered gas exchange, and Fatigue due to hypoxia.
3. Explain ways a nurse can contribute to prevention and prompt treatment of tuberculosis.
4. Summarize the pathophysiologic changes that occur during an asthma attack.
5. Evaluate problems that occur with aging that may cause a restrictive pulmonary disorder.
6. Describe the specifics of nursing care for a patient who has had thoracic surgery and has chest tubes in place.

### Clinical Practice

7. Complete a nursing care plan, including home care, for a patient with chronic obstructive pulmonary disease.
8. Review nursing interventions for a patient with a tracheostomy who is receiving oxygen therapy.
9. Teach a patient how to use a peak flowmeter.
10. Observe a respiratory therapist (RT) who is responsible for a patient on a mechanical ventilator and identify how RTs and nurses work together to deliver safe care.

### Learning Activities:

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Quizzing

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Quizzing

## Chapter 15 The Hematologic System

### Student Learning Objectives:

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and upon completion of this course the student will be able to perform the following:

### Theory

1. Summarize the structures and functions of the hematologic system.
2. Differentiate between the various types of blood cells and their functions.
3. Distinguish factors that may alter the function of the hematologic system.
4. Explain ways in which the nurse might help prevent blood disorders.
5. Relate to at least five different kinds of information that can be obtained from a complete blood cell count (CBC).
6. Illustrate ways to accomplish hemostasis.
7. Apply the nursing process to patients with hematologic system disorders.

### Clinical Practice

8. Explain the procedure and care for a patient receiving bone marrow aspiration.
9. Perform a focused assessment on a patient with a problem of the hematologic system.
10. Plan appropriate nursing interventions for patients with hematologic system disorders.

### Learning Activities:

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Quizzing

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Quizzing

## Chapter 16: Care of Patients with Hematologic Disorders

### Student Learning Objectives:

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and upon completion of this course the student will be able to perform the following:

### Theory

1. Examine the causes of the various types of anemia.
2. Develop a plan of care for a patient with anemia.
3. Explain the pathophysiology and care of sickle cell disease.
4. Compare cell abnormalities of polycythemia vera with those of leukemia.
5. Formulate a teaching plan for a patient with leukemia.
6. Interpret laboratory values for patients experiencing coagulation disorders.
7. Summarize the problems and treatments that a patient with hemophilia faces.

### Clinical Practice

8. Considering the goals of care, write expected outcomes for each of the appropriate problem statements for a patient with a blood disorder.
9. Prepare to provide preprocedural and post procedure care for the patient undergoing a bone marrow aspiration.
10. Perform an assessment on a patient with a suspected hematologic disorder.
11. Assist with the development of a plan of care for an adult with leukemia.
12. Assess for signs and symptoms of disseminated intravascular coagulation.

### Learning Activities:

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Quizzing

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Quizzing

## Chapter 17: The Cardiovascular System

### Student Learning Objectives:

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and upon completion of this course the student will be able to perform the following:

### Theory

1. Discuss the normal anatomy and physiology of the cardiovascular system.
2. Examine the risk factors and incidence of cardiovascular disease.
3. Explain ways to modify risk factors for the development of cardiovascular disease.
4. Choose ways in which nurses can contribute to the prevention of cardiovascular disease.
5. Compare the diagnostic tests, specific techniques, and procedures for assessing the cardiovascular system.
6. Present three likely problem statements for patients who have common problems of cardiovascular disease and list the expected outcomes and appropriate nursing interventions for each.

### Clinical Practice

7. Teach patients about the more common diagnostic tests and procedures to diagnose and evaluate cardiovascular diseases.
8. Assist patients to form plans to modify cardiovascular disease risk factors.
9. Assess cardiovascular abnormalities in assigned patients.

### Learning Activities:

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Quizzing

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Quizzing

## Chapter 18: Care of Patients with Hypertension and Peripheral Vascular Disease

### Student Learning Objectives:

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and upon completion of this course the student will be able to perform the following:

### Theory

1. Explain the pathophysiology of hypertension.
2. Identify the complications that can occur from hypertension.
3. Briefly describe the treatment program for the various stages of hypertension.
4. Contrast the pathophysiology of arteriosclerosis with that of atherosclerosis.
5. List four factors that contribute to peripheral vascular disease.
6. Explain the signs, symptoms, and treatment of aneurysm.
7. Prepare a teaching plan for a patient with Raynaud syndrome.
8. Discuss the etiology and care for thrombophlebitis and deep vein thrombosis.
9. Summarize how venous insufficiency may lead to a venous stasis ulcer.
10. Compare venous stasis ulcer with arterial leg ulcer.
11. List types of surgery performed for problems of the peripheral vascular system.

### Clinical Practice

12. Develop and implement a teaching plan for a patient who has hypertension.
13. Choose the points to be included in the teaching plan for a patient who has experienced thrombophlebitis.
14. Institute a teaching plan for a patient undergoing anticoagulant therapy.
15. Differentiate between venous and arterial insufficiency during a physical assessment.
16. Prepare a nursing care plan for a patient with arterial insufficiency.
17. Identify three likely problem statements for patients who have vascular disease and list the expected outcomes and appropriate nursing interventions for each.

### Learning Activities:

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Quizzing

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Quizzing

## Chapter 19: Care of Patients with Cardiac Disorders

### Student Learning Objectives:

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and upon completion of this course the student will be able to perform the following:

### Theory

1. Contrast left-sided and right-sided heart failure.
2. Discuss treatment of systolic and diastolic heart failure.
3. Apply the nursing assessment specific to a patient who is admitted with heart failure.
4. Identify life-threatening heart rhythms from a selection of cardiac rhythm strips.
5. Examine usual treatment for atrial fibrillation, third-degree heart block, and ventricular tachycardia.
6. Explain nursing responsibilities in the administration of cardiac drugs.
7. Determine under what circumstances cardiac surgery is appropriate treatment.
8. Analyze the nurse's role in caring for patients with heart disorders in a long-term care facility or in their home.
9. Develop a teaching plan with dietary recommendations for heart disease.

### Clinical Practice

10. Develop a plan of care for a patient who has heart failure.
11. Perform a basic physical assessment on a patient who has a mitral valve stenosis and dysrhythmia.
12. Use the nursing process to care for assigned patients who have cardiovascular disorders.
13. Safely administer medications for patients with cardiac disorders.
14. Provide support to patients undergoing diagnostic testing and treatment for cardiac disorders.
15. Develop a teaching plan for patients with a newly implanted pacemaker or implantable cardioverter-defibrillator (ICD).

### Learning Activities:

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Quizzing

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Quizzing

## Chapter 20: Care of Patients with Coronary Artery Disease and Cardiac Surgery

### Student Learning Objectives:

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and upon completion of this course the student will be able to perform the following:

### Theory

1. Examine the risk factors for coronary artery disease.
2. Illustrate the pathophysiology of coronary artery disease.
3. Outline nursing interventions to care for a patient experiencing angina, including medication administration and patient teaching regarding diagnostic procedures.
4. Explain the pathophysiology of myocardial infarction.
5. Compare and contrast the symptoms of and care for stable angina with those of STEMI.
6. Develop a nursing care plan for a patient experiencing a myocardial infarction.
7. Relate the nursing care of a patient undergoing cardiac surgery.
8. Discuss five complications of cardiac surgery.

### Clinical Practice

9. Develop a teaching plan for a patient with coronary artery disease.
10. Identify signs and symptoms that indicate a patient may be experiencing a myocardial infarct.
11. Administer medications to patients experiencing cardiac disorders.
12. Collaborate with other health care providers to care for patients after cardiac surgery.
13. Contribute to discharge planning for a patient after cardiac surgery.

### Learning Activities:

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Quizzing

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Question



