



RNSG 1331-101CL
Principles of Clinical Decision-Making
Spring 2022
1015-1215 Tuesday

Instructor Information: Lisa Hall, lhall8@com.edu, 409-933-8164

Student hours and location: The class time is 1015-1215 Tuesday in STEAM-120

Required Textbook/Materials:

Elsevier. (2021). Clinical Skills: Essentials Collection

ISBN:9780323389471.

Elsevier. Evolve HESI RN Patient Reviews. 5th Edition. ISBN:

9780323582452.

Elsevier. (2016). Sherpath for Pharmacology (Lilly Version) 9th Edition.

ISBN: 9780323695220.

EAQ Fundamentals. 10th Edition. ISBN: 9780323758185. Elsevier.

(2021).

Potter, P., & Perry, A. (2021). *Fundamentals of nursing* (10th ed.). Philadelphia, PA: F. A. Davis Company. [eBook or print] ISBN: 978-0323677721

Mulholland, J., Turner, S. (2019). *The nurse, the math, the meds: drug calculations and dimensional analysis* (4th ed.). St. Louis, MO: Mosby

Silvestri & Silvestri. Saunders Comp Review NCLEX-RN Exam (8th ed.).

ISBN:9780323358415.

Gulanick and Myers (2022). *Nursing Care Plans: Diagnoses, Interventions, & Outcomes*. (10th ed.)

ISBN: 9780323711180

Laptop or tablet

Web camera (either built into your camera or attachable if courses switch to online)

Course Description: Examination of selected principles related to the continued development of the professional nurse as a provider of patient-centered care, patient safety advocate, member of health care team, and member of the profession. Emphasis on clinical decision making for clients in medical-surgical settings experiencing health problems involving fluid and electrolytes; perioperative care; pain; respiratory disorders; peripheral vascular disorders; immunologic disorders; and infectious disorders. Discussion of knowledge, judgment, skills, and professional values within a legal/ethical framework. This course lends itself to either a blocked or integrated approach. (Credit 3: Lecture 2, Lab 2, 64 Contact Hours)

Course requirements:

1. Care Plans (2) Demonstrate critical thinking utilizing a systematic framework to apply the roles of the professional nurse when providing patient care for selected health problems.
2. In-Class Assignments: Assess incremental knowledge as the roles of the professional Nurse apply to patient-centered care for patients and their families with selected health problems.
3. Elsevier Adaptive Quizzing: Assess the application of the pathophysiology, clinical management, and the nursing process for patients and their families experiencing selected health problems.
4. Pharmacology Modules: Assesses basic knowledge of pharmacology relating to the clinical management of patients and their families with selected health problems.

Testing

This serves as a notice that Nursing Faculty have updated policy 2.18 Testing in the Associate Degree in Nursing Student Handbook. This updated policy supersedes any previous Associate Degree in Nursing Student Handbook policy regarding policy 2.18 Testing. The revised policy 2.18 Testing is effective on January 21st, 2020. The revised policy may be found at:

https://build.com.edu/uploads/sitecontent/files/nursing-student-resources/Revised_Nursing_Student_Handbook_Policy_01-21-20204.pdf

Determination of Course Grade/Detailed Grading Formula:**Grading Scale:**

A= 90-100

B= 80-89.99

C= 75-79.99*

D= 60-74.99

F= <60

*A minimum final grade of “C” is required to pass this score

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.

All assignments must total 75% average to pass the class.

| Assignment | % |
|-------------------------------|-------------|
| Care Plan 1 | 10 |
| Care Plan 2 | 20 |
| HPR/Clinical Essentials | 15 |
| Mastery EAQ Quizzes | 15 |
| Quizzes | 10 |
| MOCK NJE | 15 |
| Pharmacology Sherpath Modules | 15 |
| Total | 100% |

Late Work, Make-Up, and Extra-Credit Policy: All course assignments are expected to be completed and submitted on the specified due date. See Late Assignments Policy in the Nursing Student Handbook.

Attendance Policy: See the Attendance Policy in the Nursing Student Handbook.

Communicating with your instructor: Communicating with your instructor: ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. Personal email communication will not be answered.

| Student Learner Outcome | Assessed via this Assignment |
|--|------------------------------|
| 1.Explain the roles of the professional nurse in the provision of patient-centered care, patient safety advocate, member of the healthcare team, and member of the profession. | Care Plan EAQ quizzes |
| 2.Examine the pathophysiology and clinical management of patients and their families experiencing health problems involving fluid and electrolytes, perioperative care, pain, respiratory disorders, peripheral vascular disorders, immunologic disorders, and infectious disorders. | Care Plan EAQ Quizzes |
| 3. Demonstrate beginning critical thinking skills utilizing a systematic problem-solving process to provide care for patients and their families. | EAQ Quizzes Case Studies |

WECM End-of-Course Outcomes

Utilize critical thinking and a systematic problem-solving process as a framework for providing nursing care for patients and families in structured health care settings experiencing health problems involving fluid and electrolytes; perioperative care; pain; respiratory disorders; peripheral vascular disorders; immunologic disorders; and infectious disorders; and explain the roles of the professional nurse in the provision of patient-focused care.

Methods of Instruction

Power Point Presentations

Quizzing

Role Play

Online Assignments

Clinical Simulations

Electronic Charting (ehrtutor.com)

Camera on your computer for face to face participation in class

Academic Dishonesty: (Describe your academic dishonesty policy and state consequences if it is violated)

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 Amanda Ordonez, Director of Nursing at mordonez@com.edu.

Course outline: See blackboard for course calendar

Institutional Policies and Guidelines

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook. <https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf. *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.* https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf

Academic Success & Support Services: College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered

through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

Successful Tips for Students

1. 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

2. 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/txttrdg.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](http://www.collegeinfogeek.com/5-active-reading-strategies-for-textbook-assignments/)

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.

The 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. 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, or by clicking the SRWC icon on the COM website.

ADA Statement: Any student with a documented disability needing academic accommodations is requested to contact Holly Bankston at 409-933-8520 or hbankston@com.edu. The Office of Services for Students with Disabilities is located in the Student Success Center.

Counseling Statement: Any student needing counseling services is requested to please contact Holly Bankston in the student success center at 409-933-8520 or hbankston@com.edu. Counseling services are available on campus in the student center for free and students can also email counseling@com.edu to set up their appointment. Appointments are strongly encouraged; however, some concerns may be addressed on a walk-in basis.

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.

Withdrawal Policy: 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. **The last date to withdraw from the 16-week session is April 25.**

Classroom Conduct Policy/Student Conduct

Classroom Conduct Policy: 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. <http://www.com.edu/student-services/studenthandbook.php> . Students should always act in a professional manner. 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.

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). See [Behavior/Conduct 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 the appropriate disciplinary action. Also see the Behavior/Conduct policy in the Nursing Student Handbook.

Avoiding Plagiarism: <http://www.plagiarism.org/>

Statement of Eligibility for an Occupational Licensure

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.

Should you wish to request a review of the impact of criminal history on your potential Registered 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.

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.

F_N Grading: The F_N grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The F_N 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 F_N grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an F_N grade.

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

COVID-19 Statement: All students, faculty, and staff are expected to familiarize themselves with materials and information contained on the College of the Mainland's Coronavirus Information site at www.com.edu/coronavirus. In compliance with Governor Abbott's May 18 Executive Order, face coverings/masks will no longer be required on COM campus. Protocols and college signage are being updated. We will no longer enforce any COM protocol that requires face coverings. We continue to encourage all members of the COM community to distance when possible, use hygiene measures, and get vaccinated to protect against COVID-19. Please visit com.edu/coronavirus for future updates.

Course Content

Unit I: Critical Thinking in Nursing Practice

Unit 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 Member of the Healthcare Team, Provider of Patient-Centered Care, Patient Safety Advocate, and Member of the Profession to:

- 1) Demonstrate beginning critical thinking skills utilizing a systematic problem-solving process to provide care for patients and their families.

Learning Content

- I. Critical Judgment in Nursing Practice
- II. Critical Thinking Defined
 - A. Reflection
- III. Levels of Critical Thinking
 - A. Basic Critical Thinking
 - B. Complex Critical Thinking
 - C. Commitment
- IV. Critical Thinking Competencies
 - A. General Critical Thinking
 - B. Specific Critical Thinking
 - C. Nursing Process as a Competency
- V. A Critical Thinking Model for Clinical Decision Making
 - A. Specific Knowledge Base
 - B. Experience
 - C. The Nursing Process
 - D. Attitudes for Critical Thinking
 - E. Standards for Critical Thinking
- VI. Critical Thinking Synthesis
- VII. Developing Critical Thinking Skills
 - A. Reflective Journaling
 - B. Meeting with Colleagues
 - C. Concept Mapping
- VII. Managing Stress
- VIII. A Critical Thinking Approach to Assessment
 - A. Developing the Nurse-Patient Relationship for Data Collection

- B. Types of Assessment
- C. Types of Data
- D. Sources of Data
- IX. The Patient-Centered Interview
 - A. Interview Preparation
 - B. Phases of an Interview
 - C. Interview Techniques
- X. Nursing Health History
 - A. Cultural Considerations
 - B. Components of the Nursing Health History
 - C. Observation of Patient Behavior
 - D. Diagnostic and Laboratory Plan
 - E. Interpreting and Validating Assessment Data
 - F. Data Documentation
 - G. Concept Mapping
- XI. History of Nursing Diagnosis
- XII. Types of Nursing Diagnosis
- XIII. Critical Thinking and the Nursing Process
 - A. Data Clustering
 - B. Data Interpretation
 - C. Formulating a Nursing Diagnostic Statement
 - D. Cultural Relevance of Nursing Diagnosis
- XIV. Concept Mapping
- XV. Sources of Diagnostic Errors
 - A. Errors in Data Collection
 - B. Errors in Interpretation and Analysis of Data
 - C. Errors in Data Clustering
 - D. Errors in the Diagnostic Statement
- XVI. Documentation and Informatics
- XVII. Nursing Diagnoses: Application to Care Planning
- XVIII. Establishing Priorities
 - A. Priorities in Practice
- XIX. Critical Thinking in Setting Goals and Expected Outcomes
 - A. Role of the Patient in Goal/Outcome Setting
 - B. Selecting Goals and Expected Outcomes
 - C. Writing Goals and Expected Outcomes
- XX. Critical Thinking in Planning Nursing Care
 - A. Types of Interventions
 - B. Selection of Interventions
- XXI. Systems for planning Nursing Care
 - A. Hand-Off Reporting

- B. Student Care Plans
- C. Concept Maps
- XXII. Consulting with Other Health Care Professionals
 - A. When to Consult
 - B. How to Consult
- XXIII. Standard Nursing Interventions
 - A. Clinical Practice Guidelines and Protocols
 - B. Standing Orders
 - C. Nursing Interventions Classification Interventions
 - D. Standards of Practice
 - E. Quality and Safety Education for Nurses (QSEN)
- XXIV. Critical Thinking in Implementation
- XXV. Implementation Process
 - A. Reassessing a Patient
 - B. Reviewing and Revising the Existing Nursing Care Plan
 - C. Preparing for Implementation
 - D. Anticipating and Preventing Complications
 - E. Implementation Skills
- XVI. Direct Care
 - A. Activities of Daily Living
 - B. Instrumental Activities of Daily Living
 - C. Physical Care Techniques
 - D. Lifesaving Measures
 - E. Counseling
 - F. Teaching
 - G. Controlling for Adverse Reactions
 - H. Preventive Measures
- XVII. Indirect Care
 - A. Communicating Nursing Interventions
 - B. Delegating, Supervising, and Evaluating the Work of Other Staff Members
- XVIII. Achieving Patient Goals
- XXIX. Critical Thinking in Evaluation
 - A. Examine Results
 - B. Recognize Errors or Unmet Outcomes
 - C. Self-Reflection and Correction of Errors
 - D. Care Plan Revision
- XXX. Standards for Evaluation
 - A. Collaborate and Evaluate Effectiveness of Interventions
 - B. Document Results
- XXXI. A. Building A Nursing Team

- B. Magnet Recognition
- C. Nursing Care Delivery Models
- D. Decision Making
- XXXII. Leadership for Nursing Students
 - A. Clinical Care Coordination
 - B. Team Communication
 - C. Delegation
 - D. Knowledge Building

Learning Activities

Read Perry & Potter p. 292

Read the Following Topics in Nursing Care Planning Book (Gulanick & Myers, 2017):

- A. Introduction
- B. Components of These Nursing Care Plans
- C. Using Nursing Care Plans: Diagnosis, Interventions, and Outcomes
- D. Using General Versus Specific Care Plan Guides
- E. A Focus on Optimizing Health
- F. Other Common Themes
- G. Ensuring Quality and Safety
- H. Tools for Performance Improvement
- I. Development of Patient Education Materials
- J. A Basis for Clinical Paths
- B. Preface

Read the Following Topics in NANDA-I 2018-2020 Resource:

- A. Part I—1.0: Introduction
- B. Part I—2.0: What's New in the 2018-2020 Edition of *Diagnoses and Classification*
- C. Part I—3.0-3.8: Changes and Revisions
- D. Part II—5.0-5.0: Nursing Diagnosis Basics
- E. Part II—6.0-6.7
- F. Part II—7.07.0-7.3

EAQ Quiz

Case Studies

Unit 2: Immune and Infectious Disorders

Unit 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 Member of the Healthcare Team, Provider of Patient-Centered Care, Patient Safety Advocate, and Member of the Profession to:

- 1) Explain the roles of the professional nurse in the provision of patient-centered care, patient safety advocate, member of the healthcare team, and member of the profession as it relates to patients and their families in the medical-surgical setting experiencing inflammation and infection.
- 2) Examine the pathophysiology and clinical management of patients and their families experiencing health problems involving inflammation and infection.
- 3) Demonstrate beginning critical thinking skills utilizing a systematic problem-solving process to provide care for patients and their families experiencing inflammation and infection.

Learning Content

- I. Scientific Knowledge Base
 - A. Nature of Infection
 - B. Chain of Infection
- II. The infectious process
 - A. Defense Against Infection
 - B. Health Care-Associated Infections
- III. Nursing Knowledge Base
 - A. Factors Influencing Infection Prevention and Control
- IV. Nursing Process
 - A. Assessment
 - B. Nursing Diagnosis
 - C. Planning
 - D. Implementation
 - E. Evaluation
- V. Human Immunodeficiency Virus Care Plans

Learning Activities

Read p. 442-48 Pottery & Perry

Read p. 389-390 NANDA-I 2018-2020 Resource

Read p. 723-727 Nursing Care Planning (Gulanick & Myers, 2017).

Complete the Pharmacology Module I: Antibiotics and Antitubercular Agents in Sherpath for Pharmacology.

Unit 3: Pain

Unit 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 Member of the Healthcare Team, Provider of Patient-Centered Care, Patient Safety Advocate, and Member of the Profession to:

- 1) Explain the roles of the professional nurse in the provision of patient-centered care, patient safety advocate, member of the healthcare team, and member of the profession as it relates to patients and their families in the medical-surgical setting experiencing pain.
- 2) Examine the pathophysiology and clinical management of patients and their families experiencing health problems involving pain.
- 3) Demonstrate beginning critical thinking skills utilizing a systematic problem-solving process to provide care for patients and their families experiencing pain.

Learning Content

- I. Scientific Knowledge Base
 - A. Nature of Pain
 - B. Physiology of Pain
 - C. Gate Control Theory of Pain
- II. Nursing Knowledge Base
 - A. Knowledge, Attitudes, and Beliefs
 - B. Factors Influencing Pain
- III. Critical Thinking
- IV. Nursing Process
 - A. Assessment
 - B. Nursing Diagnosis
 - C. Planning
 - D. Implementation
 - E. Evaluation
- V. Physical Mobility, Fatigue or Migraine Care Plans

Learning Activities

Read Pottery & Perry p. 1014-1052
Read. NANDA-I 2018-2020 Resource p. 453-461
Read Nursing Care Planning (Gulanick & Myers, 2017) p. 519-524
Complete the Pharmacology Module II: Analgesic and Anti-Inflammatory Drugs in
Sherpath for Pharmacology.
EAQ Quiz

Unit 4: Fluid & Electrolytes

Unit Student Learning Outcomes

Upon completion of this topic, the student will be expected to utilize beginning critical thinking skills in implementing the nursing roles of Member of the profession, Provider of Patient Centered Care, Patient safety advocate, Member of the healthcare team to:

- 1) Explain the roles of the professional nurse in the provision of patient-centered care, patient safety advocate, member of the healthcare team, and member of the profession as it relates to patients and their families in the medical-surgical setting experiencing health issues involving fluid and electrolytes.
- 2) Examine the pathophysiology and clinical management of patients and their families experiencing health problems involving fluid and electrolytes.
- 3) Demonstrate beginning critical thinking skills utilizing a systematic problem-solving process to provide care for patients and their families experiencing fluid and electrolytes.

Learning Content

- I. Scientific Knowledge Base
 - A. Location and Movement of Fluid and Electrolytes
 - B. Fluid Balance
 - C. Fluid Imbalances
 - D. Electrolyte Balance
 - E. Electrolyte Imbalances
 - F. Acid-Base Balance
 - G. Acid-Base Imbalances
- II. Nursing Knowledge Base
- III. Critical Thinking
 - IV. Nursing Process
 - A. Assessment
 - B. Nursing Diagnosis
 - C. Planning

- D. Implementation
- E. Evaluation
- V. Fluid & Electrolyte Imbalances or Gas Exchange Care Plans

Learning Activities

Read Pottery & Perry p. 934-991
Read. NANDA-I 2018-2020 Resource p. 189-195
Read Nursing Care Planning (Gulanick & Myers, 2017) p. 80-87
EAQ Quiz
Case Studies

Unit 5: Peripheral Vascular Disorders

Unit Student Learning Outcomes

Upon completion of this topic, the student will be expected to utilize beginning critical thinking skills in implementing the nursing roles of Member of the profession, Provider of Patient Centered Care, Patient safety advocate, Member of the healthcare team to:

- 1) Explain the roles of the professional nurse in the provision of patient-centered care, patient safety advocate, member of the healthcare team, and member of the profession as it relates to patients and their families in the medical-surgical setting experiencing health issues involving peripheral vascular disorders.
- 2) Examine the pathophysiology and clinical management of patients and their families experiencing health problems involving peripheral vascular disorders.
- 3) Demonstrate beginning critical thinking skills utilizing a systematic problem-solving process to provide care for patients and their families experiencing peripheral vascular disorders.

Learning Content

- I. Respiratory System Assessment
- II. Cardiovascular System Assessment
- III. Scientific Knowledge Base
 - A. Respiratory Physiology
 - B. Cardiovascular Physiology
 - C. Factors Affecting Oxygenation
 - D. Alterations in Respiratory Functioning
 - E. Alterations in Cardiac Functioning
- IV. Nursing Knowledge Base
 - A. Factors Influencing Oxygenation

- V. Critical Thinking
- VI. Nursing Process
 - A. Assessment
 - B. Nursing Diagnosis
 - C. Planning
 - D. Implementation
 - E. Evaluation
- VII. Cardiac Output and Aspiration Care Plans

Learning Activities

Read Perry & Potter p. 871-933

Read NANDA-I 2018-2020 Resource p. 189-195.

Read Nursing Care Planning (Gulanick & Myers, 2017) p. 376-381; 407-412

Complete the Pharmacology Module III: Heparin and Warfarin and Antiplatelets in Sherpath for Pharmacology.

EAQ Quiz

Case Studies

Unit 6: Respiratory Disorders

Unit 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 Member of the Healthcare Team, Provider of Patient-Centered Care, Patient Safety Advocate, and Member of the Profession to:

- 1) Explain the roles of the professional nurse in the provision of patient-centered care, patient safety advocate, member of the healthcare team, and member of the profession as it relates to patients and their families in the medical-surgical setting experiencing health issues involving respiratory disorders.
- 2) Examine the pathophysiology and clinical management of patients and their families experiencing health problems involving respiratory disorders.
- 3) Demonstrate beginning critical thinking skills utilizing a systematic problem-solving process to provide care for patients and their families experiencing respiratory disorders.

Learning Content

- I. Respiratory System Assessment
- II. Cardiovascular System Assessment
- III. Scientific Knowledge Base
 - A. Respiratory Physiology
 - B. Cardiovascular Physiology
 - C. Factors Affecting Oxygenation
 - D. Alterations in Respiratory Functioning
 - E. Alterations in Cardiac Functioning
- IV. Nursing Knowledge Base
 - A. Factors Influencing Oxygenation
- V. Critical Thinking
- VI. Nursing Process
 - A. Assessment
 - B. Nursing Diagnosis
 - C. Planning
 - D. Implementation
 - E. Evaluation
- VII. Asthma, Pneumonia, COPD, and TB Care Plans

Learning Activities

Read Perry & Potter p. 871-933

Read NANDA-I 2018-2020 Resource p. 216; 230; 384

Read p. 444-453; 488-495; 503 Nursing Care Planning (Gulanick & Myers, 2017).

Complete the Pharmacology Module IV: Antiasthmatic and Bronchodilating Drugs and Expectorants, Antitussives, Mucolytics, and Decongestants in Sherpath for Pharmacology.

EAQ Quiz

Case Studies

Unit 7: Perioperative Care

Unit 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 Member of the Healthcare Team, Provider of Patient-Centered Care, Patient Safety Advocate, and Member of the Profession to:

- 1) Explain the roles of the professional nurse in the provision of patient-centered care, patient safety advocate, member of the healthcare team, and member of the profession as it relates to patients and their families in the medical-surgical setting experiencing health issues involving perioperative care.
- 2) Examine the pathophysiology and clinical management of patients and their families experiencing health problems involving perioperative care.
- 3) Demonstrate beginning critical thinking skills utilizing a systematic problem-solving process to provide care for patients and their families experiencing perioperative care.

Learning Content

- I. Scientific Knowledge Base
 - A. Classification of Surgery
 - B. Surgical Risk Factors
- II. Nursing Knowledge Base
 - A. Perioperative Communication
 - B. Glycemic Control and Infection Prevention
 - C. Pressure Ulcer Prevention
- III. Critical Thinking
- IV. Nursing Process
 - A. Assessment
 - B. Nursing Diagnosis
 - C. Planning
 - D. Implementation
 - E. Evaluation
- V. Pain, Nausea and or Perioperative Positioning Injury Care Plans

Learning Activities

Read Perry & Potter p. 1261-1306

Read Nursing Care Planning (Gulanick & Myers, 2017) p. 245-250

EAQ Quiz
Case Studies