



VNSG 1429 Medical-Surgical Nursing I

Syllabus

Summer 2024

10 weeks

Mondays & Wednesdays

Time: 1300 to 1700

Location:

Course Facilitator:

Jalayne Henderson, MSN, RN jhenderson11@com.edu

Lauren McElyea, MSN, RN lmceleya@com.edu

Required Textbooks:

VN Package: Summer 2024 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 plans 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. 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.

Resources to Help with Stress:

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at deanofstudents@com.edu or communityresources@com.edu.

Nondiscrimination Statement:

The College District prohibits discrimination, including harassment, against any individual on the basis of race, color, religion, national origin, age, veteran status, disability, sex, sexual orientation, gender (including gender identity and gender expression), or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy.

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 should also refer to the College of the Mainland's nursing student handbook <https://com0.sharepoint.com/sites/NursingStudent> on behavior.

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.

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. There are no late quizzes or lessons accepted.

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.

Computation of Grades	%
4 Quizzes**	20
3 lessons**	10
Exam 1*	16.67
Exam 2*	16.67
Exam 3*	16.67
Final *	10
Professionalism	10
Total	100%
* ≥ 75% exam average required to pass the course	
**Weighted assignments calculated only after 75% exam average met	

Course Requirements:

1. **Professionalism** - Students will receive professionalism points each day that will result in 10% of their final grade. Students will receive points based on the following priority professionalism guidelines:
 - a. Attendance – Student is present for class/clinical the day. Students may receive other sanctions for attendance/tardiness per college/clinical guidelines.
 - b. Timeliness – student is in class and ready exactly at class/clinical start time. Students may receive other sanctions for attendance/tardiness per college/clinical guidelines.
 - c. Participation and engagement – students participate in class/clinical and team activities in a meaningful and engaged way.

- d. Preparedness – students have prepared themselves for the day’s classroom/clinical activities through reading assignments and pre-class assignments.
 - e. Professional Dress & demeanor – Student is wearing attire as prescribed in the student handbook with a visible student badge, presenting themselves in a professional manner throughout the classroom/clinical period.
 - f. Objectives Application – students will apply the objectives of this class/clinical to all classwork and assignments.
 - g. Professional communication – student communicates in a professional manner consistent with the classroom activity.
 - h. Teamwork – student participates in teams in a collaborative and professional manner.
 - i. Focus & Attention – student focuses on classroom/clinical and team activities throughout the classroom time. Students browsing internet or any phone activity will result in a loss of this point.
 - j. Courteousness & Respect – Student will be courteous and respectful of each faculty, staff, and student member throughout the classroom/clinical period.
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- 2. Unit Quizzes (4)- Assess knowledge and understanding of unit concepts.
 - 3. Lessons (3). Assess knowledge and understanding of course content per unit
 - 4. 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-PN 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.

5. Comprehensive final exam (1): Assesses overall knowledge and understanding of complete course content. The exam will use multiple choice, multiple answer, and alternative style test questions as indicated to follow NCLEX-PN next generation testing format.
6. 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 any in-text 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

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 update 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, 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.

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.

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 37 Care of Patients with Diabetes and

Hypoglycemia 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:

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:

1. Assist in the assessment of developmental considerations in adult and older adult patients 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 developmental considerations when formulating patient goals/outcomes and nursing interventions utilizing evidence-based practice and in collaboration with adult and older adult patients from diverse spiritual beliefs and cultural backgrounds Chapter 37, 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 and developmental considerations to provide safe, compassionate, ethical nursing care for adult and older adult patients with emergent conditions and their families.
5. Apply effective communication according to developmental considerations when implementing teaching plans for adult and older adult patients 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 and developmental considerations in adult and older adult patients and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned adults and older adult patients 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 according to developmental considerations, self, and others.
9. Collaborate and communicate according to developmental considerations with adult and older adult patients with emergent conditions, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
10. Serve as a health care advocate in activities that focus on developmental considerations, financial and community resources, and improving the safety, quality, and health care of

adult and older adult patients.

Learning Content:

Health, Wellness, and Illness

Nurses Role in Supporting and Promoting Wellness

Developmental Stages

Young Adult

Middle Aged Adult

Older Adult

Chronic Illness

Effects of Chronic

Illness Health

Promotion Nursing

Care

Learning Activities:

Readings from required and recommended texts.

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

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Workbook exercises

Chapter 34 Care of Patients with Disorders of the Urinary System

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:

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:

1. Assist in the assessment of developmental considerations in adult and older adult patients 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 developmental considerations when formulating patient goals/outcomes and nursing interventions utilizing evidence-based practice and in collaboration with adult and older adult patients 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 and developmental considerations to provide safe, compassionate, ethical nursing care for adult and older adult patients with emergent conditions and their families.
5. Apply effective communication according to developmental considerations when implementing teaching plans for adult and older adult patients 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 and developmental considerations in adult and older adult patients and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned adults and older adult patients 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 according to developmental considerations, self, and others.
9. Collaborate and communicate according to developmental considerations with adult and older adult patients with emergent conditions, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
10. Serve as a health care advocate in activities that focus on developmental considerations, financial and community resources, and improving the safety, quality, and health care of adult and older adult patients.

Learning Content:

Health, Wellness, and Illness

Nurses Role in Supporting and Promoting Wellness

Developmental Stages
 Young Adult
 Middle Aged Adult Older Adult Chronic Illness
 Effects of Chronic
 Illness Health
 Promotion Nursing
 Care

Learning Activities:

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

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 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 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 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 43 Care of Patients with Integumentary Disorders and

Burns 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:

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:

1. Assist in the assessment of developmental considerations in adult and older adult patients 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 developmental considerations when formulating patient goals/outcomes and nursing interventions utilizing evidence-based practice and in collaboration with adult and older adult patients 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 and developmental considerations to provide safe, compassionate, ethical nursing care for adult and older adult patients with emergent conditions and their families.
5. Apply effective communication according to developmental considerations when implementing teaching plans for adult and older adult patients 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 and developmental considerations in adult and older adult patients and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned adults and older adult patients 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 according to developmental considerations, self, and others.
9. Collaborate and communicate according to developmental considerations with adult and older adult patients with emergent conditions, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
10. Serve as a health care advocate in activities that focus on developmental considerations, financial and community resources, and improving the safety, quality, and health care of adult and older adult patients.

Learning Content:

Health, Wellness, and Illness
 Nurses Role in Supporting and Promoting Wellness
 Developmental Stages
 Young Adult
 Middle Aged
 Adult Older
 Adult Chronic
 Illness
 Effects of Chronic
 Illness Health
 Promotion Nursing
 Care

Learning Activities:

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

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

Chapter 28 Care of Patients with Disorders of the Upper Gastrointestinal

System 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:

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:

1. Assist in the assessment of developmental considerations in adult and older adult patients 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 developmental considerations when formulating patient goals/outcomes and nursing interventions utilizing evidence-based practice and in collaboration with adult and older adult patients 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 and developmental considerations to provide safe, compassionate, ethical nursing care for adult and older adult patients with emergent conditions and their families.
5. Apply effective communication according to developmental considerations when implementing teaching plans for adult and older adult patients 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 and developmental considerations in adult and older adult patients and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned adults and older adult patients 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 according to developmental considerations, self, and others.
9. Collaborate and communicate according to developmental considerations with adult and older adult patients with emergent conditions, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
10. Serve as a health care advocate in activities that focus on developmental considerations, financial and community resources, and improving the safety, quality,

and health care for adult and older adult patients.

Learning Content:

Health, Wellness, and Illness
Nurses Role in Supporting and Promoting Wellness
Developmental Stages
Young Adult

Middle Aged
Adult Older
Adult Chronic
Illness
Effects of Chronic
Illness Health
Promotion Nursing
Care

Learning Activities:

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

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 repairing 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

