

**Sinclair Community College  
Associate Degree Nursing Program  
Program Overview**

This packet contains an overview of the nursing courses in our program. It lists the major content areas, key effects of the stressors, the clinical focus and community activities. When the content is taught in the classroom, it is presented in terms of responses in the four human response perspectives: physiological, pathophysiological, experiential and behavioral. Risk factors and gerontological issues are also considered. Diagnostic studies are expanded upon from NSG 121 with each related topic. Some complex or less common studies are presented for the first time in the subsequent courses. Nursing process is used to frame the care related to each stressor. The implementation step of the process includes interventions from each of the ADN roles. Medications and diet therapy are included in the provider of care role. Health care economics and resources, legal/ethical issues and caring are discussed in the member of the discipline role. Please refer to the LRP for more detailed information about a specific course.



## Nursing 120 - -Continued

CONTENT	CLASS EXERCISES
<p><b>Unit IV: Communication in Nursing</b></p> <ul style="list-style-type: none"><li>▪ Communication process<ul style="list-style-type: none"><li>○ Modes</li><li>○ Caring</li><li>○ Therapeutic techniques</li><li>○ Barriers</li><li>○ Workplace communication</li></ul></li><li>▪ Patient education<ul style="list-style-type: none"><li>○ Teaching – learning process</li><li>○ Domains (cognitive, psychomotor, affective)</li><li>○ Strategies</li></ul></li><li>▪ Charting/Documentation</li><li>▪ Reporting</li></ul> <p><b>Unit V: Critical Thinking</b></p> <ul style="list-style-type: none"><li>▪ Characteristics</li><li>▪ Application to nursing practice</li></ul> <p><b>Unit VI: Group Dynamics, Management and Delegation</b></p> <ul style="list-style-type: none"><li>▪ Features of a group</li><li>▪ Nurse leader and/or manager</li><li>▪ Time management<ul style="list-style-type: none"><li>○ Organization</li><li>○ Prioritization</li></ul></li><li>▪ Delegation<ul style="list-style-type: none"><li>○ Five rights</li></ul></li></ul>	<p>Charting of sample patient assessment.</p>

# NURSING 121

## IDENTIFYING RESPONSES THROUGH ASSESSMENT LEVEL ONE

**COURSE DESCRIPTION:** Uses assessment techniques to identify normal/abnormal human responses to stressors. Applies diagnostic reasoning to assessment data to determine impact of stressors on the individual and family and the level of preventive care necessary.

CONTENT	NURSING LABORATORY	COMMUNITY
<p><b>Unit I: Foundations Of Assessment</b></p> <ul style="list-style-type: none"> <li>▪ Database development               <ul style="list-style-type: none"> <li>○ Types and sources of data</li> </ul> </li> <li>▪ Preparation for assessment               <ul style="list-style-type: none"> <li>○ Approach</li> <li>○ Comfort/privacy</li> </ul> </li> <li>▪ Discussion of assessment               <ul style="list-style-type: none"> <li>○ Interview</li> <li>○ Health history</li> <li>○ Inspection, palpation, auscultation</li> <li>○ Positioning</li> </ul> </li> <li>▪ Communication skills</li> <li>▪ Four approaches to assessment               <ul style="list-style-type: none"> <li>○ Initial</li> <li>○ Problem focused</li> <li>○ Daily/Ongoing</li> <li>○ Emergency</li> </ul> </li> <li>▪ Adaptations for the elderly</li> <li>▪ Principles of asepsis</li> <li>▪ Cognitive abilities</li> <li>▪ Caring behaviors</li> <li>▪ Health care record</li> </ul> <p><b>Unit II: Data Gathering With The Individual And Family</b></p> <ul style="list-style-type: none"> <li>▪ Types of family structure</li> <li>▪ Assessment of the family               <ul style="list-style-type: none"> <li>○ Roles and functions</li> <li>○ Health status</li> <li>○ Social interactions</li> <li>○ Lifestyle patterns</li> <li>○ Coping resources</li> <li>○ Culture</li> <li>○ Spirituality</li> <li>○ Concepts of illness</li> <li>○ Caregiver assessment</li> </ul> </li> <li>▪ Assessment of the home</li> <li>▪ Discussion of community</li> </ul> <p><b>Unit III: In-Depth Physiological Assessment: Exchanging</b></p> <ul style="list-style-type: none"> <li>▪ Circulation</li> <li>▪ Oxygenation</li> <li>▪ Neurological</li> <li>▪ Nutrition</li> <li>▪ Bowel elimination</li> <li>▪ Urinary elimination</li> <li>▪ Physical regulation</li> <li>▪ Physical integrity</li> </ul> <p>Note: Assessment of developmental changes and the experiential perspective is included with each body system.</p>	<p>Perform peer interview.</p> <p>Examine chart examples.</p> <p>Practice assessment of peers after each body system section.</p> <p>Use Heart and Breath Sounds Trainer. Vital signs (CNA review)</p> <p>Temperature</p> <ul style="list-style-type: none"> <li>▪ Oral, rectal, axillary, ear, skin</li> <li>▪ Electronic, glass</li> </ul> <p>Pulse</p> <ul style="list-style-type: none"> <li>▪ Apical</li> <li>▪ Peripheral</li> <li>▪ Use of Doppler stethoscope</li> </ul> <p>Respirations</p> <p>Blood pressure</p> <ul style="list-style-type: none"> <li>▪ Auscultation</li> <li>▪ Palpation</li> </ul>	<p>Choose community family. Obtain consent. Complete the Community Family Profile. Write in-depth description of family in Family Journal.</p> <p>Complete exercise on assessment of own community.</p>

**Nursing 121 – Continued**

CONTENT	NURSING LABORATORY	COMMUNITY
<p><b>Unit III: Continued</b>            Diagnostic studies are taught with each corresponding system.</p> <p><b>Unit IV: In-Depth Physiological Assessment: Moving</b></p> <ul style="list-style-type: none"> <li>▪ Self care               <ul style="list-style-type: none"> <li>○ ADL's</li> <li>○ Lifestyle</li> <li>○ Safety practices</li> <li>○ Sense of self</li> <li>○ Use of health care</li> </ul> </li> <li>▪ Mobility/Activity               <ul style="list-style-type: none"> <li>○ Skeletal system</li> <li>○ Muscular system</li> </ul> </li> <li>▪ Pain</li> </ul> <p><b>Unit V: Assessment Of The Dying Person</b></p> <ul style="list-style-type: none"> <li>▪ Loss and grieving</li> <li>▪ Kubler-Ross</li> <li>▪ Signs of impending death</li> <li>▪ Legal issues and procedures               <ul style="list-style-type: none"> <li>○ Advance directives</li> <li>○ Autopsy</li> <li>○ Organ donation</li> <li>○ Post-mortem care</li> </ul> </li> <li>▪ Family support</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continuous noninvasive monitoring device</li> </ul> <p>Evaluated on head-to-toe assessment of peer at end of quarter.</p>	

## NURSING 122

### PROMOTING HEALTHY RESPONSES TO PHYSIOLOGICAL STRESSORS

#### LEVEL ONE

**COURSE DESCRIPTION:** Introduces the concept of general responses to physiological and environmental stressors. Analyzes responses to changes in the immune mechanism, inflammation, wound healing, fluid and electrolytes, and cancer. Includes interventions to support or correct physiologic responses. Compares principles and issues of care in settings across the health care continuum.

CONTENT	CLINICAL FOCUS	COMMUNITY
<p><b>Unit I: Transition As A Stressor</b></p> <ul style="list-style-type: none"> <li>▪ Transition in health care</li> <li>▪ Health care settings               <ul style="list-style-type: none"> <li>○ Acute care</li> <li>○ Transitional care</li> <li>○ Long term care</li> <li>○ Home care</li> </ul> </li> <li>▪ Levels of preventive care               <ul style="list-style-type: none"> <li>○ Primary</li> <li>○ Secondary</li> <li>○ Tertiary</li> </ul> </li> <li>▪ Types of interferences               <ul style="list-style-type: none"> <li>○ Temporary</li> <li>○ Permanent</li> <li>○ Progressive</li> </ul> </li> <li>▪ Transition to chronicity</li> <li>▪ Death/Loss</li> <li>▪ Measures to deal with disability               <ul style="list-style-type: none"> <li>○ Advance Directives/Living Will</li> <li>○ Durable Power of Attorney for Healthcare</li> <li>○ DNR-CC</li> <li>○ DNR-Arrest</li> <li>○ Medicare/Medicaid/SSI</li> </ul> </li> </ul> <p><b>Unit II: Altered Protective Mechanisms</b></p> <ul style="list-style-type: none"> <li>▪ Stress response               <ul style="list-style-type: none"> <li>○ General Adaptation Syndrome</li> <li>○ Local Adaptation Syndrome</li> </ul> </li> <li>▪ Inflammatory process               <ul style="list-style-type: none"> <li>○ Acute</li> <li>○ Chronic</li> </ul> </li> <li>▪ Immune system               <ul style="list-style-type: none"> <li>○ Cell mediation</li> <li>○ Immunoglobins</li> <li>○ Immunity</li> </ul> </li> <li>▪ Immune responses               <ul style="list-style-type: none"> <li>○ Primary</li> <li>○ Secondary</li> <li>○ Infection</li> <li>○ Autoimmune</li> <li>○ Hypersensitivity</li> <li>○ Anaphylaxis</li> </ul> </li> <li>▪ Wound healing               <ul style="list-style-type: none"> <li>○ Stages</li> <li>○ Primary, secondary, tertiary intention</li> </ul> </li> </ul>	<p>Site: ECF</p> <ul style="list-style-type: none"> <li>▪ First clinical experience</li> <li>▪ Generic Orientation to Clinical Experiences:               <ul style="list-style-type: none"> <li>○ Infection control</li> <li>○ Fire, disaster, safety</li> <li>○ Professionalism, Confidentiality, Accountability</li> <li>○ Patient Bill of Rights</li> </ul> </li> <li>▪ Reinforce CNA skills from ADN perspective, eg., hygiene, mobility.</li> <li>▪ Faculty supervised patient assessments</li> <li>▪ Explain and implement the Nursing Process Tool with actual patient.</li> <li>▪ Charting</li> <li>▪ Discuss the purpose and value of each section of the Portfolio. Assemble the binder.</li> <li>▪ Dosage calculation exam</li> </ul> <p>Application after NSG 123:</p> <ul style="list-style-type: none"> <li>▪ Heat and cold therapy:               <ul style="list-style-type: none"> <li>○ Moist heat</li> <li>○ Warm dry heat:                   <ul style="list-style-type: none"> <li>- Heat packs</li> <li>- Aquathermic pad</li> </ul> </li> <li>○ Cold applications:                   <ul style="list-style-type: none"> <li>- Tepid bath</li> <li>- Ice</li> <li>- Cold packs</li> </ul> </li> <li>○ Cooling/Warming blanket</li> </ul> </li> <li>▪ Wound Care and dressings:               <ul style="list-style-type: none"> <li>○ Asepsis, sterile technique</li> <li>○ Sterile dressing change:                   <ul style="list-style-type: none"> <li>- Wound without drain</li> <li>- Wound with drain</li> <li>- Wet-to-dry</li> <li>- Transparent</li> <li>- Hydrocolloid</li> <li>- Central Line</li> </ul> </li> <li>○ Binders, wraps</li> <li>○ Removal of sutures and staples</li> <li>○ Wound irrigations</li> </ul> </li> </ul>	

**Nursing 122 - Continued**

CONTENT	CLINICAL FOCUS	COMMUNITY
<p><b>Unit III: Nutrition</b></p> <ul style="list-style-type: none"> <li>▪ Review nutrients</li> <li>▪ Impact of:               <ul style="list-style-type: none"> <li>○ Altered intake</li> <li>○ Altered elimination</li> <li>○ Altered digestion</li> <li>○ Altered metabolism</li> <li>○ Cancer, radiation, AIDS, CAD, DM, HTN</li> </ul> </li> <li>▪ Diets               <ul style="list-style-type: none"> <li>○ Oral</li> <li>○ Enteral</li> </ul> </li> <li>▪ Fluid balance               <ul style="list-style-type: none"> <li>○ Distribution</li> <li>○ Movement</li> <li>○ Regulation</li> <li>○ Hypo/hypervolemia</li> <li>○ IV solutions</li> </ul> </li> <li>▪ Sodium balance</li> <li>▪ Potassium balance</li> <li>▪ Calcium balance</li> <li>▪ Magnesium balance</li> <li>▪ Acid-base balance</li> </ul> <p><b>Unit IV: Cellular Function</b></p> <ul style="list-style-type: none"> <li>▪ Cancer               <ul style="list-style-type: none"> <li>○ Classification</li> <li>○ Staging</li> <li>○ Cellular characteristics</li> <li>○ Metastasis</li> <li>○ Radiation</li> <li>○ Chemotherapy</li> </ul> </li> </ul>	<p>Application after NSG 123:</p> <ul style="list-style-type: none"> <li>▪ Gavage, Decompression, Lavage               <ul style="list-style-type: none"> <li>○ NG tube insertion:                   <ul style="list-style-type: none"> <li>- Levine</li> <li>- Salem sump</li> <li>- Small bore feeding tube</li> </ul> </li> <li>○ Decompression</li> <li>○ Gavage                   <ul style="list-style-type: none"> <li>- Intermittent bolus</li> <li>- Pump</li> <li>- Continuous</li> </ul> </li> <li>○ Lavage</li> </ul> </li> <li>▪ Blood glucose testing</li> </ul>	<p>Community Family: Nutrition assessment</p>

# NURSING 123

## PROMOTING HEALTHY RESPONSES THROUGH PSYCHOMOTOR INTERVENTIONS

### LEVEL ONE

**COURSE DESCRIPTION:** Introduces a base of common nursing interventions that assist individuals responding to physiological stressors. Integrates critical thinking, nursing process, principles from nursing and the sciences, and resource management into the utilization of technical skills to provide a foundation for effective practice in settings across the health care continuum.

CONTENT	NURSING LABORATORY
<ul style="list-style-type: none"> <li>▪ After successful completion of the course, students may perform all skills learned in NSG 123 in subsequent courses with instructor approval</li> <li>▪ The course outline identifies the nursing courses that will reintroduce specific skills and correlate them with classroom content. These skills will be part of the Performance Examination for the identified course.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students are evaluated for efficiency in demonstration of skills after each one is taught.</li> <li>▪ Students are evaluated at mid-term and at the end of the course on skills selected at random from all skills taught the first and second halves of the quarter, respectively.</li> </ul>

**UNIT I: General Introduction**

1. Definition of Concept
2. Interaction with Human Response Theory
3. Implementation through use of Nursing Process
4. Utilization of ADN Roles
5. Discussion of General Protocol

**UNIT II: Physical Integrity**

1. Skin and mucous membrane integrity
  - 1.1 Personal hygiene (CNA review)
  - 1.2 Pressure devices
  - 1.3 Therapeutic beds
  - 1.4 Moving
    - Range of motion
    - Positioning
2. Heat and cold therapy - **NSG 122**
  - 2.1 Moist heat
  - 2.2 Warm dry heat:
    - Heat packs
    - Aquathermic pad
  - 2.3 Cold applications:
    - Tepid bath
    - Ice
    - Cold packs
  - 2.4 Cooling/Warming blanket
3. Wound Care and dressings - **NSG 122**
  - 3.1 Asepsis, sterile technique.
  - 3.2 Sterile dressing change:
    - Wound without drain
    - Wound with drain
    - Wet-to-dry
    - Transparent
    - Hydrocolloid
    - Central Line
  - 3.3 Binders, wraps
  - 3.4 Removal of sutures and staples
  - 3.5 Wound irrigations

**UNIT III: Nutrition - NSG 122**

1. Gavage, Decompression, Lavage
  - 1.1 NG tube insertion:
    - Levine
    - Salem sump
    - Small bore feeding tube

- 1.2 Decompression
- 1.3 Gavage:
  - Intermittent bolus
  - Pump
  - Continuous
- 1.4 Lavage
2. Blood glucose testing

**UNIT IV: Elimination**

1. Urinary elimination - **NSG 223**
  - 1.1 Intake and output
  - 1.2 Specimen collection
    - Clean catch, midstream
    - 24 hour
  - 1.3 Catheterization
    - Insertion of catheter:
      - retention
      - straight
    - Application of external catheter
      - leg bag
    - Catheter care:
      - retention
      - external
      - suprapubic
    - Collecting a specimen
    - Removal of catheter
  - 1.4 Bladder irrigation and instillation
    - Opening closed system
    - Continuous
  - 1.5 Urinary diversion
    - Ostomy care
2. Bowel elimination - **NSG 220**
  - 2.1 Evacuation
    - Rectal tube
    - Impaction
    - Enema:
      - disposable
      - retention
  - 2.2 Colostomy
    - Care
    - Irrigation
  - 2.3 Specimen Collection

## UNIT V: Oxygenation - NSG 222

1. Cough, deep breath, incentive spirometer
2. Oxygen Therapy
  - 2.1 Cannula
  - 2.2 Masks
  - 2.3 Pulse oximetry
3. Suctioning
  - 3.1 Nasopharyngeal
  - 3.2 Tracheal
4. Tracheostomy care
5. Water seal drainage systems

## UNIT VI: Circulation - NSG 121

1. Vital signs (CNA review)
  - 1.1 Temperature
    - Oral, rectal, axillary, ear, skin
    - Electronic, glass
  - 1.2 Pulse
    - Apical
    - Peripheral
    - Use of Doppler stethoscope
  - 1.3 Respirations
  - 1.4 Blood pressure
    - Auscultation
    - Palpation
    - Continuous noninvasive monitoring device
2. Circulatory maintenance - **NSG 222**
  - 2.1 Applying elastic hosiery
  - 2.2 Applying Sequential Compression Devices
3. Fluid volume- Intravenous therapy - **NSG 224**
  - 3.1 Preparation of system
  - 3.2 Venipuncture
    - Wing-tipped needle
    - Over the needle catheter
  - 3.3 Management
    - Regulating IV flow rate:
      - gravity
      - pump
    - Managing IV site
    - Discontinuing IV

- 3.4 Maintenance of vascular access
  - Peripheral saline lock
  - Central saline lock
  - Vascular access devices:
    - Hickman, Broviac, Groshong, Implanted infusion ports
    - PICC lines
- 3.5 Phlebotomy -**NSG 223**

## UNIT VII: Medication Administration - NSG 220

1. Principles of administration
2. Enteral medications
  - 2.1 Oral
  - 2.2 NG/G-tube
3. Topical
  - 3.1 Skin
  - 3.2 Oral mucous membranes
    - Sublingual
  - 3.3 Eye
  - 3.4 Ear
  - 3.5 Respiratory
    - Nose drops
    - Metered dose inhalers
    - Hand-held nebulizer
  - 3.6 Rectal
  - 3.7 Vaginal
4. Parenteral
  - 4.1 Injections
    - Intradermal
    - Subcutaneous:
      - insulin
      - heparin - **NSG 222** (*heparin only*)
    - Intramuscular
      - z-track
  - 4.2 Intravenous
    - Piggyback (IVPB)
      - saline lock, Y-site
      - gravity, syringe pump, IV pump
    - Push (IVP) – **NSG 222** (*taught & evaluated*)
      - saline lock, Y-site
    - PCA pump

## NURSING 132

### TRANSITION TO REGISTERED NURSING

#### LEVEL ONE

**COURSE DESCRIPTION:** The Ohio Nursing Articulation Model transition course is designed to enable the student to explore integrative concepts in Nursing and to assist the student in the transition from licensed practical nurse to registered nurse. Students refine and update previous learning in addition to identifying goals for a successful transition into the registered nursing program. Combined with classroom and nursing laboratory experiences, the student learns through the application of concepts. The student will demonstrate the ability to solve problems through the use of the nursing process with a focus on client assessment and to communicate more effectively. This course meets 16 hours per week for one-half quarter.

CONTENT	CLINICAL FOCUS	COMMUNITY
<p><b>Unit I: Concepts Basic to Transition</b></p> <ul style="list-style-type: none"> <li>▪ Professional role and responsibilities</li> <li>▪ Role Transition               <ul style="list-style-type: none"> <li>○ Provider vs. student roles</li> <li>○ Peer relationships</li> <li>○ Self-directed learning</li> <li>○ Stress management</li> <li>○ Time management</li> </ul> </li> </ul> <p><b>Unit II: Therapeutic Communication</b></p> <ul style="list-style-type: none"> <li>▪ Helping relationship</li> <li>▪ Modes of communication</li> <li>▪ Communication process</li> <li>▪ Therapeutic techniques</li> <li>▪ Blocks</li> <li>▪ Communication within the health care organization</li> <li>▪ Group interaction</li> <li>▪ Evaluating communication</li> </ul>	<p>Site: Nursing Lab</p> <p>Integrate concepts from NSG 120 and 121. Build on LPN skills.</p> <p>Explanation of the Nursing Process Tool.</p>	<p>Choose Community Family.</p> <p>Obtain consent.</p> <p>Complete Community Family Profile.</p> <p>Complete exercise on community assessment.</p> <p>Discuss the purpose and value of each section of the Portfolio.</p> <p>Assemble the binder.</p>
<p><b>Unit III: Introduction to Nursing Theory</b></p> <ul style="list-style-type: none"> <li>▪ History</li> <li>▪ Theory development in the U.S.</li> <li>▪ Views of early models               <ul style="list-style-type: none"> <li>○ Nightingale</li> <li>○ Orem</li> <li>○ Rogers</li> <li>○ Roy</li> </ul> </li> </ul> <p><b>Unit IV: Current Practice Issues</b></p> <ul style="list-style-type: none"> <li>▪ Current issues               <ul style="list-style-type: none"> <li>○ Entry into practice</li> <li>○ Delegation</li> </ul> </li> <li>▪ Legal/Ethical issues               <ul style="list-style-type: none"> <li>○ Terminology</li> <li>○ Values</li> <li>○ Bioethical issues</li> <li>○ Sources and types of law</li> <li>○ Client safety</li> <li>○ Restraints</li> <li>○ Right to refuse care</li> <li>○ Privacy</li> <li>○ Emergency care</li> <li>○ Informed consent</li> <li>○ Incident reports</li> <li>○ RN vs. LPN responsibilities</li> </ul> </li> </ul>		

CONTENT	CLINICAL FOCUS	COMMUNITY
<p><b>Unit V: Nursing Process</b></p> <ul style="list-style-type: none"> <li>▪ Overview <ul style="list-style-type: none"> <li>○ Purpose</li> <li>○ Components</li> </ul> </li> <li>▪ Assessment</li> <li>▪ Analysis</li> <li>▪ Planning</li> <li>▪ Implementation</li> <li>▪ Evaluation</li> <li>▪ Critical thinking <ul style="list-style-type: none"> <li>○ Priority setting</li> <li>○ Work organization</li> <li>○ Decision making</li> </ul> </li> </ul> <p><b>Unit VI: Teaching/Learning</b></p> <ul style="list-style-type: none"> <li>▪ Facilitating learning <ul style="list-style-type: none"> <li>○ Theories of learning</li> </ul> </li> <li>▪ Principles of learning <ul style="list-style-type: none"> <li>○ Factors facilitating</li> <li>○ Factors inhibiting</li> </ul> </li> <li>▪ Teaching <ul style="list-style-type: none"> <li>○ Comparison of teaching process and nursing process</li> <li>○ Documentation</li> </ul> </li> </ul> <p><b>Unit VII: Health Assessment</b></p>		
<ul style="list-style-type: none"> <li>▪ Process of assessment <ul style="list-style-type: none"> <li>○ Types and sources of data</li> </ul> </li> <li>▪ Patient preparation <ul style="list-style-type: none"> <li>○ Approach</li> <li>○ Comfort</li> </ul> </li> <li>▪ Assessment techniques <ul style="list-style-type: none"> <li>○ Interview</li> <li>○ Health history</li> <li>○ Equipment</li> <li>○ Inspection, palpation, percussion, auscultation</li> <li>○ Positioning</li> </ul> </li> <li>▪ Communication skills during assessment</li> <li>▪ Four approaches <ul style="list-style-type: none"> <li>○ Initial</li> <li>○ Problem focused</li> <li>○ Daily/ongoing</li> <li>○ Emergency</li> </ul> </li> <li>▪ Adaptations for the elderly</li> <li>▪ Principles of asepsis</li> <li>▪ Caring behaviors</li> <li>▪ Health care record</li> <li>▪ Assessment of the family <ul style="list-style-type: none"> <li>○ Structure</li> <li>○ Roles and functions</li> <li>○ Health status</li> <li>○ Social interactions</li> <li>○ Lifestyle patterns</li> <li>○ Coping resources</li> <li>○ Culture</li> <li>○ Spirituality</li> <li>○ Social organization</li> <li>○ Concepts of illness</li> <li>○ Caregiver assessment</li> </ul> </li> </ul>		

<b>Unit VII: Health Assessment</b>		
<ul style="list-style-type: none"> <li>▪ Assessment of the home</li> <li>▪ Definition of community</li> <li>▪ Physiological assessment -               <ul style="list-style-type: none"> <li>Exchanging                   <ul style="list-style-type: none"> <li>○ Circulation</li> <li>○ Oxygenation</li> <li>○ Neurological</li> <li>○ Nutrition</li> <li>○ Bowel elimination</li> <li>○ Urinary elimination</li> <li>○ Physical regulation</li> <li>○ Physical integrity</li> </ul> </li> </ul> </li> <li>▪ Physiological assessment - Moving               <ul style="list-style-type: none"> <li>○ Self care/ADLs</li> <li>○ Lifestyle</li> <li>○ Safety practices</li> <li>○ Sense of self</li> <li>○ Use of health care</li> </ul> </li> <li>▪ Moving: Mobility/Activity               <ul style="list-style-type: none"> <li>○ Skeletal</li> <li>○ Muscular</li> </ul> </li> <li>▪ Moving: Pain</li> <li>▪ Assessment of the dying person               <ul style="list-style-type: none"> <li>○ Loss and grieving</li> <li>○ Kubler-Ross</li> <li>○ Impending signs of death</li> </ul> </li> <li>▪ Legal procedures               <ul style="list-style-type: none"> <li>○ Advance directives</li> <li>○ Autopsy</li> <li>○ Organ donation</li> <li>○ Post-mortem care</li> </ul> </li> <li>▪ Intravenous therapy               <ul style="list-style-type: none"> <li>○ Intravenous initiation</li> <li>○ IVPB and IVP medications</li> <li>○ Discontinuing IV therapy</li> </ul> </li> </ul>	<p>Practice assessment of peers after each body system section.</p> <p>Use Heart and Breath Sounds Trainer.</p> <p>Vital signs (CNA review)</p> <ul style="list-style-type: none"> <li>Temperature           <ul style="list-style-type: none"> <li>▪ Oral, rectal, axillary, ear, skin</li> <li>▪ Electronic, glass</li> </ul> </li> <li>Pulse           <ul style="list-style-type: none"> <li>▪ Apical</li> <li>▪ Peripheral</li> <li>▪ Use of Doppler stethoscope</li> </ul> </li> <li>Respirations</li> <li>Blood pressure           <ul style="list-style-type: none"> <li>▪ Auscultation</li> <li>▪ Palpation</li> <li>▪ Continuous noninvasive monitoring device</li> </ul> </li> </ul> <p>Evaluated on head-to-toe assessment of peer at end of quarter.</p>	

## NURSING 133

### TRANSITION TO REGISTERED NURSING II

#### LEVEL ONE

**COURSE DESCRIPTION:** Continues to assist the student in the transition from LPN to second year. A student focuses on Sinclair nursing philosophy and conceptual framework. Analyzes responses to stressors of the internal environment, protective mechanisms and cellular growth. Integrates human response, health promotion/disease prevention, critical thinking, nursing process and resource management into utilization of common nursing interventions. This course meets 24 hours per week for one half quarter.

CONTENT	CLINICAL FOCUS	COMMUNITY
<p><b>Unit I: Scope And Practice Of Nursing</b></p> <ul style="list-style-type: none"> <li>• Historical aspects               <ul style="list-style-type: none"> <li>○ Theorists</li> <li>○ Aims of nursing</li> </ul> </li> <li>• Nurse's role in health promotion and disease prevention               <ul style="list-style-type: none"> <li>○ Levels of preventive care</li> </ul> </li> <li>• Roles of nursing</li> <li>• Professional Organizations               <ul style="list-style-type: none"> <li>○ ANA</li> <li>○ NLN</li> <li>○ SNA</li> </ul> </li> <li>• Regulations for practice               <ul style="list-style-type: none"> <li>○ Standards of practice</li> <li>○ Nurse Practice Act</li> <li>○ Credentialing</li> </ul> </li> <li>• Ethics in nursing</li> <li>• Legal implications               <ul style="list-style-type: none"> <li>○ Nurse protection</li> <li>○ Negligence/malpractice</li> <li>○ Intentional torts</li> <li>○ Use of restraints</li> <li>○ Informed consent</li> </ul> </li> </ul>	<p>Subacute Care</p> <ul style="list-style-type: none"> <li>• Generic Orientation to Clinical Experiences:               <ul style="list-style-type: none"> <li>○ Infection control</li> <li>○ Fire, disaster, safety</li> <li>○ Professionalism, Confidentiality, Accountability</li> <li>○ Patient Bill of Rights</li> </ul> </li> <li>• Faculty supervised patient assessments</li> <li>• Explain and implement the Nursing Process Tool with actual patient.</li> <li>• Charting</li> <li>• Discuss the purpose and value of each section of the Portfolio. Assemble the binder.</li> <li>• Dosage calculation exam</li> </ul>	
<p><b>Unit II: Human Responses</b></p> <ul style="list-style-type: none"> <li>• ANA definition of nursing</li> <li>• Human response               <ul style="list-style-type: none"> <li>○ Reactions to stressors</li> </ul> </li> <li>• Four perspectives               <ul style="list-style-type: none"> <li>○ Physiological</li> <li>○ Pathophysiological</li> <li>○ Behavioral</li> <li>○ Experiential</li> </ul> </li> <li>• Human response patterns (9)</li> <li>• Maslow's Hierarchy of Human Needs</li> <li>• Erikson's Eight Stages of Psychosocial Development</li> <li>• Sinclair Community College Nursing Program               <ul style="list-style-type: none"> <li>○ Philosophy</li> <li>○ Conceptual framework</li> <li>○ Level objectives</li> <li>○ Roles of the ADN</li> </ul> </li> </ul>	<p>Group activities for human response.</p>	
<p><b>Unit III: Nursing Process</b></p> <ul style="list-style-type: none"> <li>▪ Documentation and reporting</li> <li>▪ Reporting</li> </ul>		

CONTENT	CLINICAL FOCUS	COMMUNITY
<p><b>Unit IV: Altered Protective Mechanisms</b></p> <ul style="list-style-type: none"> <li>▪ Stress response <ul style="list-style-type: none"> <li>○ General Adaptation Syndrome</li> <li>○ Local Adaptation Syndrome</li> </ul> </li> <li>▪ Inflammatory process <ul style="list-style-type: none"> <li>○ Acute</li> <li>○ Chronic</li> </ul> </li> <li>▪ Immune system <ul style="list-style-type: none"> <li>○ Cell mediation</li> <li>○ Immunoglobins</li> <li>○ Immunity</li> </ul> </li> <li>▪ Immune responses <ul style="list-style-type: none"> <li>○ Primary</li> <li>○ Secondary</li> <li>○ Infection</li> <li>○ Autoimmune</li> <li>○ Hypersensitivity</li> <li>○ Anaphylaxis</li> </ul> </li> <li>▪ Wound healing <ul style="list-style-type: none"> <li>○ Stages</li> <li>○ Primary, secondary, tertiary intention</li> </ul> </li> </ul> <p><b>Unit V: Nutrition</b></p> <ul style="list-style-type: none"> <li>▪ Review nutrients</li> <li>▪ Impact of: <ul style="list-style-type: none"> <li>○ Altered intake</li> <li>○ Altered elimination</li> <li>○ Altered digestion</li> <li>○ Altered metabolism</li> <li>○ Cancer, radiation, AIDS, CAD, DM, HTN</li> </ul> </li> <li>▪ Diets <ul style="list-style-type: none"> <li>○ Oral</li> <li>○ Enteral</li> </ul> </li> <li>▪ Fluid balance <ul style="list-style-type: none"> <li>○ Distribution</li> <li>○ Movement</li> <li>○ Regulation</li> <li>○ Hypo/hypervolemia</li> <li>○ IV solutions</li> </ul> </li> <li>▪ Sodium balance</li> <li>▪ Potassium balance</li> <li>▪ Calcium balance</li> <li>▪ Magnesium balance</li> <li>▪ Acid-base balance</li> </ul>	<p>Application of NSG 123 Skills:</p> <ul style="list-style-type: none"> <li>▪ Heat and cold therapy: <ul style="list-style-type: none"> <li>○ Moist heat</li> <li>○ Warm dry heat: <ul style="list-style-type: none"> <li>- Heat packs</li> <li>- Aquathermic pad</li> </ul> </li> <li>○ Cold applications: <ul style="list-style-type: none"> <li>- Tepid bath</li> <li>- Ice</li> <li>- Cold packs</li> </ul> </li> <li>○ Cooling/Warming blanket</li> </ul> </li> <li>▪ Wound Care and dressings: <ul style="list-style-type: none"> <li>○ Asepsis, sterile technique</li> <li>○ Sterile dressing change: <ul style="list-style-type: none"> <li>- Wound without drain</li> <li>- Wound with drain</li> <li>- Wet-to-dry</li> <li>- Transparent</li> <li>- Hydrocolloid</li> <li>- Central Line</li> </ul> </li> <li>○ Binders, wraps</li> <li>○ Removal of sutures and staples</li> <li>○ Wound irrigations</li> </ul> </li> </ul> <p>Application of NSG 123 Skills:</p> <ul style="list-style-type: none"> <li>▪ Gavage, Decompression, Lavage <ul style="list-style-type: none"> <li>○ NG tube insertion: <ul style="list-style-type: none"> <li>- Levine</li> <li>- Salem sump</li> <li>- Small bore feeding tube</li> </ul> </li> <li>○ Decompression</li> <li>○ Gavage <ul style="list-style-type: none"> <li>- Intermittent botus</li> <li>- Pump</li> <li>- Continuous</li> </ul> </li> <li>○ Lavage</li> </ul> </li> <li>▪ Blood glucose testing</li> </ul>	<p>Community Family: Nutrition assessment</p>
<p><b>UNIT VI: Cellular Function</b></p> <ul style="list-style-type: none"> <li>▪ Cancer <ul style="list-style-type: none"> <li>○ Classification</li> <li>○ Staging</li> <li>○ Cellular characteristics</li> <li>○ Metastasis</li> <li>○ Radiation</li> <li>○ Chemotherapy</li> </ul> </li> </ul>		

## NURSING 220

### PROMOTING HEALTHY RESPONSES TO SPECIFIC STRESSORS I

#### LEVEL TWO

**COURSE DESCRIPTION:** Analyzes specific stressors affecting physical integrity/infectious disease, perioperative experience, nutrition, bowel elimination, and physical regulation/metabolic function. Begins application of decision making, care management, resources management, and critical pathways across the health care continuum.

CONTENT	CLINICAL FOCUS	COMMUNITY
<p><b>Unit I: Infectious Diseases</b></p> <ul style="list-style-type: none"> <li>▪ Infectious disease process</li> <li>▪ Chain of infection (Review of NSG 122 content)</li> <li>▪ Nosocomial pathogens</li> <li>▪ Pathophysiological               <ul style="list-style-type: none"> <li>○ Responses to infection</li> <li>○ Tuberculosis</li> <li>○ HIV/AIDS</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ First acute care experience</li> <li>▪ Explain the interrelationships of the components of the Nursing Process Tool</li> <li>▪ Isolation</li> <li>▪ Application after NSG 123:</li> </ul> <p><b>Medication Administration</b></p> <ul style="list-style-type: none"> <li>▪ Principles of administration</li> <li>▪ Enteral medications               <ul style="list-style-type: none"> <li>○ Oral</li> <li>○ NG/G-tube</li> </ul> </li> <li>▪ Topical               <ul style="list-style-type: none"> <li>○ Skin</li> <li>○ Oral mucus membranes                   <ul style="list-style-type: none"> <li>– Sublingual</li> </ul> </li> <li>○ Eye</li> <li>○ Ear</li> <li>○ Respiratory                   <ul style="list-style-type: none"> <li>– Nose drops</li> <li>– Metered dose inhalers</li> <li>– Hand-held nebulizer</li> </ul> </li> <li>○ Rectal</li> <li>○ Vaginal</li> </ul> </li> <li>▪ Parenteral               <ul style="list-style-type: none"> <li>○ Injections                   <ul style="list-style-type: none"> <li>– Intradermal</li> <li>– Subcutaneous:                       <ul style="list-style-type: none"> <li>◇ Insulin</li> </ul> </li> <li>– Intramuscular                       <ul style="list-style-type: none"> <li>◇ z-track</li> </ul> </li> </ul> </li> <li>○ Intravenous                   <ul style="list-style-type: none"> <li>– Piggyback (IVPB)                       <ul style="list-style-type: none"> <li>◇ Saline lock, Y site</li> <li>◇ Gravity, syringe pump, IV pump</li> </ul> </li> <li>– PCA pump</li> </ul> </li> </ul> </li> </ul>	

**NSG 220 - CONTINUED**

CONTENT	CLINICAL FOCUS	COMMUNITY
<p><b>Unit II: Surgery and Pain</b></p> <ul style="list-style-type: none"> <li>▪ Classifications of surgery</li> <li>▪ Preoperative care               <ul style="list-style-type: none"> <li>○ Biopsychosocial responses</li> <li>○ Informed consent</li> <li>○ Skin and bowel prep</li> <li>○ Preoperative checklist</li> <li>○ Medications</li> <li>○ Teaching</li> </ul> </li> <li>▪ Intraoperative care               <ul style="list-style-type: none"> <li>○ Surgical team</li> <li>○ Protective barriers</li> <li>○ Anesthesia</li> <li>○ Stress responses</li> </ul> </li> <li>▪ Postoperative care               <ul style="list-style-type: none"> <li>○ Postanesthesia responses</li> <li>○ Complications</li> </ul> </li> <li>▪ Pain               <ul style="list-style-type: none"> <li>○ Acute vs. chronic</li> <li>○ Pain response-subjective and objective</li> <li>○ Prevention</li> <li>○ Medications</li> <li>○ Nonpharmacologic approaches</li> </ul> </li> </ul>	<p>Pre- and postoperative care</p>	
<p><b>Unit III: Metabolic Function</b></p> <ul style="list-style-type: none"> <li>▪ Pancreas – Diabetes Mellitus Type I and Type II               <ul style="list-style-type: none"> <li>○ Medications, diet, exercise</li> <li>○ Foot care</li> <li>○ Hyper/hypoglycemia</li> <li>○ DKA</li> <li>○ HHNK</li> <li>○ Long term complications</li> </ul> </li> <li>▪ Adrenal               <ul style="list-style-type: none"> <li>○ Hyper vs. hyposecretion</li> <li>○ Cortex:                   <ul style="list-style-type: none"> <li>- Cushing’s Syndrome</li> <li>- Aldosteronism</li> <li>- Addison’s</li> </ul> </li> <li>○ Medulla:                   <ul style="list-style-type: none"> <li>- Pheochromocytoma</li> <li>- Adrenalectomy</li> </ul> </li> </ul> </li> <li>▪ Thyroid               <ul style="list-style-type: none"> <li>○ Hyper vs. hyposecretion</li> <li>○ Grave’s</li> <li>○ Myxedema</li> <li>○ Thyroidectomy</li> </ul> </li> <li>▪ Pituitary               <ul style="list-style-type: none"> <li>○ Adenomas</li> <li>○ Anterior hypersecretion:                   <ul style="list-style-type: none"> <li>- GH, acromegaly</li> <li>- Trophic hormones</li> <li>- Anterior insufficiency</li> </ul> </li> <li>○ Posterior                   <ul style="list-style-type: none"> <li>- SIADH</li> <li>- DI</li> </ul> </li> </ul> </li> <li>▪ Transphenoidal adenectomy/hypophysectomy</li> </ul>	<p>Insulin administration</p> <p>Blood glucose monitoring</p> <p>Diabetic foot care</p>	<p>Community Family: Diabetic Risk factors</p>

CONTENT	CLINICAL FOCUS	COMMUNITY
<p><b>Unit IV: Nutrition</b></p> <ul style="list-style-type: none"> <li>▪ Ingestion                             <ul style="list-style-type: none"> <li>○ Oral cancer</li> <li>○ Esophageal disorders</li> <li>○ GERDS</li> <li>○ Surgery:                                     <ul style="list-style-type: none"> <li>- Glossectomy</li> <li>- Esophagectomy</li> <li>- Fundoplication</li> </ul> </li> </ul> </li> <li>▪ Hyperalimentation</li> <li>▪ Digestion                             <ul style="list-style-type: none"> <li>○ Gastritis</li> <li>○ Peptic ulcer</li> <li>○ Gastric cancer</li> <li>○ Surgery:                                     <ul style="list-style-type: none"> <li>- Pyloroplasty/vagotomy</li> <li>- Bilroth I and II</li> <li>- Total gastrectomy</li> </ul> </li> </ul> </li> <li>▪ Blood administration</li> <li>▪ GI Metabolism                             <ul style="list-style-type: none"> <li>○ Hepatitis</li> <li>○ Cirrhosis</li> <li>○ Liver carcinoma</li> <li>○ Pancreatitis</li> <li>○ Pancreatic carcinoma</li> <li>○ Cholecystitis/Cholelithiasis</li> <li>○ Surgery:                                     <ul style="list-style-type: none"> <li>- Cholecystectomy/ Laparoscopic/ Choledochostomy</li> <li>- Whipple procedure</li> <li>- Circulatory shunts</li> <li>- LaVeen shunt</li> </ul> </li> </ul> </li> </ul> <p><b>Unit V: Bowel Elimination</b></p> <ul style="list-style-type: none"> <li>▪ Intestinal inflammation                             <ul style="list-style-type: none"> <li>○ Crohn's</li> <li>○ Ulcerative colitis</li> <li>○ Irritable bowel syndrome</li> <li>○ Appendicitis</li> <li>○ Diverticulitis</li> <li>○ Peritonitis</li> <li>○ Surgery:                                     <ul style="list-style-type: none"> <li>- Appendectomy</li> <li>- Colectomy/bowel resection</li> <li>- Colostomy</li> <li>- Ileostomy</li> </ul> </li> </ul> </li> <li>▪ Intestinal obstruction                             <ul style="list-style-type: none"> <li>○ Hernias</li> <li>○ Carcinomas</li> <li>○ Adhesions</li> <li>○ Polyps</li> <li>○ Volvulus</li> <li>○ Intussusception</li> <li>○ Constipation</li> <li>○ Paralytic ileus</li> <li>○ Surgery:                                     <ul style="list-style-type: none"> <li>- Laparotomy</li> <li>- Herniorraphy/hernioplasty</li> <li>- Hemicolectomies</li> <li>- Colectomy</li> <li>- Abdominal perineal resection</li> </ul> </li> </ul> </li> </ul>	<p>Assessment of GI system</p> <p>New skill: Total parenteral nutrition</p> <p>New skill: Blood administration</p> <p>Application after NSG 123:</p> <ul style="list-style-type: none"> <li>▪ Bowel elimination                             <ul style="list-style-type: none"> <li>○ Evacuation                                     <ul style="list-style-type: none"> <li>- Rectal tube</li> <li>- Impaction</li> <li>- Enema   <ul style="list-style-type: none"> <li>◇ Disposable</li> <li>◇ Retention</li> </ul> </li> </ul> </li> <li>○ Colostomy                                     <ul style="list-style-type: none"> <li>- Care</li> <li>- Irrigation</li> </ul> </li> <li>○ Specimen Collection</li> </ul> </li> </ul>	

**NSG 220 - CONTINUED**

<b>CONTENT</b>	<b>CLINICAL FOCUS</b>	<b>COMMUNITY</b>
<b>Unit V: Bowel Elimination - <i>Continued</i></b> <ul style="list-style-type: none"><li>▪ Ano-Rectal changes<ul style="list-style-type: none"><li>○ Anal fissure</li><li>○ Anal fistula</li><li>○ Anal abscess</li><li>○ Hemorrhoids</li><li>○ Surgery:<ul style="list-style-type: none"><li>- Fissurectomy/Fistulectomy</li><li>- I &amp; D</li><li>- Hemorrhoidectomy</li></ul></li></ul></li></ul>		

# NURSING 221

## PROMOTING HEALTHY RESPONSES TO PSYCHOSOCIAL STRESSORS

### LEVEL TWO

**COURSE DESCRIPTION:** Discuss nursing management based on responses to psychosocial stressors. Includes interventions based on mental health concepts that assist individuals to achieve a balance of emotional health at any point along the health care continuum.

CONTENT	CLINICAL FOCUS	COMMUNITY
<p><b>Unit I: Introduction to Maintaining Mental Health</b></p> <ul style="list-style-type: none"> <li>▪ Definitions               <ul style="list-style-type: none"> <li>○ Mental health</li> <li>○ Mental illness</li> </ul> </li> <li>▪ Theoretical frameworks</li> <li>▪ DSM – IV               <ul style="list-style-type: none"> <li>○ Axis I - V</li> </ul> </li> <li>▪ Therapeutic environment</li> <li>▪ Role of a psychiatric nurse</li> <li>▪ Communication techniques</li> <li>▪ Models of care               <ul style="list-style-type: none"> <li>○ Behavioral</li> <li>○ Biological</li> <li>○ Social</li> <li>○ Psychological/psychoanalytical</li> </ul> </li> <li>▪ Working with groups</li> <li>▪ Commitment issues</li> <li>▪ Psychiatric patients' rights</li> <li>▪ Use of restraints</li> </ul> <p><b>Unit II: Anxiety Disorders</b></p> <ul style="list-style-type: none"> <li>▪ Fight-flight response</li> <li>▪ Changes in GABA</li> <li>▪ Anxiety disorders               <ul style="list-style-type: none"> <li>○ Generalized anxiety</li> <li>○ Panic</li> <li>○ Obsessive – compulsive</li> <li>○ Phobic</li> <li>○ Posttraumatic stress</li> </ul> </li> <li>▪ Somatoform disorders               <ul style="list-style-type: none"> <li>○ Somatoform pain</li> <li>○ Hypochondriasis</li> <li>○ Conversion reaction</li> </ul> </li> </ul> <p><b>Unit III: Mood Disorders</b></p> <ul style="list-style-type: none"> <li>▪ Cortisol</li> <li>▪ Neurotransmitters</li> <li>▪ Depressive disorders               <ul style="list-style-type: none"> <li>○ Dysthymic</li> <li>○ Major depressive</li> </ul> </li> <li>▪ Bipolar disorders               <ul style="list-style-type: none"> <li>○ Cyclothymic</li> <li>○ Bipolar I</li> <li>○ Bipolar II</li> </ul> </li> </ul>	<p>Site: Mental health unit or facility</p> <p>Mental assessment</p> <p>Process recording</p> <p>Therapeutic communication</p> <p>Attend group therapy</p>	

CONTENT	CLINICAL FOCUS	COMMUNITY
<p><b>Unit IV: Thought Disorders</b></p> <ul style="list-style-type: none"> <li>▪ Schizophrenia</li> <li>▪ Schizoaffective</li> </ul> <p><b>Unit V: Abuse</b></p> <ul style="list-style-type: none"> <li>▪ Abuse to self</li> <li>▪ Substance abuse/Chemical dependency                             <ul style="list-style-type: none"> <li>○ CNS depressants</li> <li>○ Hallucinogens</li> <li>○ Opioids</li> <li>○ Stimulants</li> </ul> </li> <li>▪ Responses                             <ul style="list-style-type: none"> <li>○ Intoxication</li> <li>○ Physical dependence</li> <li>○ Withdrawal-Delirium tremens</li> <li>○ Suicidal/homicidal ideation</li> </ul> </li> <li>▪ Eating disorders                             <ul style="list-style-type: none"> <li>○ Anorexia nervosa</li> <li>○ Bulimia</li> </ul> </li> <li>▪ Abused persons                             <ul style="list-style-type: none"> <li>○ Domestic violence:                                     <ul style="list-style-type: none"> <li>- Child abuse</li> <li>- Partner abuse</li> <li>- Elder abuse</li> </ul> </li> <li>○ Neglect</li> <li>○ Rape</li> </ul> </li> <li>▪ Sexual examination and collection of evidence</li> <li>▪ Reporting</li> </ul> <p><b>Unit VI: Personality Disorders</b></p> <ul style="list-style-type: none"> <li>▪ Odd or eccentric                             <ul style="list-style-type: none"> <li>○ Paranoid</li> <li>○ Schizoid</li> <li>○ Schizotypal</li> </ul> </li> <li>▪ Dramatic, emotional, erratic                             <ul style="list-style-type: none"> <li>○ Antisocial</li> <li>○ Borderline</li> <li>○ Histrionic</li> <li>○ Narcissistic</li> </ul> </li> <li>▪ Anxious, fearful                             <ul style="list-style-type: none"> <li>○ Avoidance</li> <li>○ Dependent</li> <li>○ Obsessive – compulsive</li> <li>○ Passive - aggressive</li> </ul> </li> <li>▪ Attention-Deficit &amp; Disruptive Behavior                             <ul style="list-style-type: none"> <li>○ Attention-Deficit/Hyperactivity Disorder</li> <li>○ Conduct Disorder</li> <li>○ Oppositional Defiant Disorder</li> </ul> </li> </ul> <p><b>Unit VII: Organic Disorders</b></p> <ul style="list-style-type: none"> <li>▪ Delirium</li> <li>▪ Dementia                             <ul style="list-style-type: none"> <li>○ Alzheimer’s disease</li> </ul> </li> <li>▪ Mental retardation</li> </ul>	<p>Complete CIWA</p>	<p>Attend Alcoholics Anonymous meeting</p> <p>Community Family (with NSG 222): Assessment and teaching related to cardiovascular, respiratory, mental illness, and chemical dependency risk factors.</p>

## NURSING 222

### PROMOTING HEALTHY RESPONSES TO SPECIFIC STRESSORS II

#### LEVEL TWO

**COURSE DESCRIPTION:** Analyzes human responses to specific stressors affecting circulation and oxygenation, including shock. Applies nursing process, diagnostic reasoning, and collaborative judgment to multidisciplinary care in a variety of setting across the health care continuum.

CONTENT	CLINICAL FOCUS	COMMUNITY
<p><b>Unit I: Impaired oxygenation</b></p> <ul style="list-style-type: none"> <li>▪ Inflammatory changes               <ul style="list-style-type: none"> <li>○ Bronchitis</li> <li>○ Pneumonia</li> </ul> </li> <li>▪ Effects of the response               <ul style="list-style-type: none"> <li>○ Inflammation</li> <li>○ Infection</li> <li>○ Hypoxia</li> <li>○ Tissue alteration</li> </ul> </li> <li>▪ Structural changes               <ul style="list-style-type: none"> <li>○ COPD</li> <li>○ Asthma</li> </ul> </li> <li>▪ Effects of the response               <ul style="list-style-type: none"> <li>○ Abnormal gas exchange</li> <li>○ Ventilation – perfusion mismatch</li> <li>○ Shunting</li> </ul> </li> <li>▪ Cellular proliferation               <ul style="list-style-type: none"> <li>○ Malignancies of upper airway</li> <li>○ Malignancies of lung</li> </ul> </li> <li>▪ Effects of the response               <ul style="list-style-type: none"> <li>○ Inflammation</li> <li>○ Structural change</li> <li>○ Neoplasm</li> </ul> </li> <li>▪ Surgery               <ul style="list-style-type: none"> <li>○ Excision</li> <li>○ Laryngectomy</li> <li>○ Tracheostomy</li> <li>○ TE fistula</li> <li>○ Radical neck dissection</li> <li>○ Thoractomy</li> <li>○ Pneumonectomy</li> <li>○ Lobectomy</li> <li>○ Decortication</li> </ul> </li> </ul> <p><b>Unit II: Circulation</b></p> <ul style="list-style-type: none"> <li>▪ Coronary circulation               <ul style="list-style-type: none"> <li>○ CAD</li> <li>○ Angina</li> <li>○ Myocardial Infarction</li> </ul> </li> <li>▪ Effects of the response               <ul style="list-style-type: none"> <li>○ Ischemia</li> <li>○ Dysrhythmias</li> <li>○ Ventricular hypertrophy</li> <li>○ Cardiac output</li> </ul> </li> </ul>	<p>Site: Acute care with cardiac monitoring</p> <p>Assessment of respiratory system</p> <p>Application after NSG 123:</p> <ul style="list-style-type: none"> <li>▪ Oxygenation Cough, deep breath, incentive spirometer</li> <li>▪ Oxygen Therapy               <ul style="list-style-type: none"> <li>○ Cannula</li> <li>○ Masks</li> <li>○ Pulse oximetry</li> </ul> </li> <li>▪ Suctioning               <ul style="list-style-type: none"> <li>○ Nasopharyngeal</li> <li>○ Nasotracheal</li> </ul> </li> <li>▪ Tracheostomy care               <ul style="list-style-type: none"> <li>○ Chest tube management</li> <li>○ Water seal drainage systems</li> </ul> </li> </ul> <p>Assessment of cardiovascular system.</p> <p>New skill: IVP medication administration</p> <p>Application after NSG 123: Heparin administration.</p>	<p>Community Family (with NSG 221): Assessment and teaching related to cardiovascular respiratory, mental illness and chemical dependency risk factors.</p>



## NURSING 223

### PROMOTING HEALTHY RESPONSES IN WOMEN

#### LEVEL TWO

**COURSE DESCRIPTION:** Analyzes responses of the childbearing family during the maternity cycle. Utilizes the nursing process to promote and maintain women's health and provide care to women with interferences in reproductive health.

CONTENT	CLINICAL FOCUS	COMMUNITY
<p><b>Unit I: Prenatal Period</b></p> <ul style="list-style-type: none"> <li>▪ Family adaptation to pregnancy</li> <li>▪ High risk pregnancies</li> <li>▪ Stressors of the antepartel period                             <ul style="list-style-type: none"> <li>○ First trimester</li> <li>○ Second trimester</li> <li>○ Third trimester                                     <ul style="list-style-type: none"> <li>- Pre-eclampsia</li> <li>- Eclampsia</li> <li>- HELLP syndrome</li> </ul> </li> </ul> </li> <li>▪ Maternal hemorrhagic disorders                             <ul style="list-style-type: none"> <li>○ Spontaneous abortion</li> <li>○ Incompetent cervix</li> <li>○ Ectopic pregnancy</li> <li>○ Hydatiform mole</li> <li>○ Placenta previa</li> <li>○ Abruptio placenta</li> </ul> </li> <li>▪ Diabetic patient</li> <li>▪ Gestational diabetes</li> <li>▪ Cardiovascular complications</li> <li>▪ Infection</li> </ul> <p><b>Unit II: Labor and Delivery</b></p> <ul style="list-style-type: none"> <li>▪ Properties of fetal skull</li> <li>▪ Progression of labor</li> <li>▪ Pain management</li> <li>▪ Complications</li> <li>▪ Operative procedures                             <ul style="list-style-type: none"> <li>○ Episiotomy</li> <li>○ Cesarean delivery</li> <li>○ Vacuum extraction</li> <li>○ Forceps</li> <li>○ VBAC delivery</li> <li>○ External version</li> </ul> </li> </ul> <p><b>Unit III: Postpartum Period</b></p> <ul style="list-style-type: none"> <li>▪ Postpartum responses                             <ul style="list-style-type: none"> <li>○ Physiological</li> <li>○ Psychological</li> </ul> </li> <li>▪ Deviations from normal                             <ul style="list-style-type: none"> <li>○ Hemorrhage</li> <li>○ Infection</li> <li>○ Thrombophlebitis</li> <li>○ Amniotic fluid embolism</li> </ul> </li> </ul>	<p>Site: Maternity units</p> <p>Assessment of reproductive system.</p> <p>New skills:</p> <ul style="list-style-type: none"> <li>▪ Fetal heart tones</li> <li>▪ McDonald's measurements</li> <li>▪ Naegele's rules</li> <li>▪ Leopold's maneuvers</li> </ul> <p>New skills:</p> <ul style="list-style-type: none"> <li>▪ Monitoring skills</li> <li>▪ DTR's</li> </ul> <p>New skills:</p> <ul style="list-style-type: none"> <li>○ Fundal height</li> <li>○ Perineal exam</li> <li>○ Lochia</li> <li>○ Breast assessment</li> </ul> <ul style="list-style-type: none"> <li>▪ Assessment of mother/ infant interaction</li> <li>▪ Patient discharge teaching</li> </ul>	<p>Home care visit</p>

CONTENT	CLINICAL FOCUS	COMMUNITY
<p><b>Unit IV: Normal Newborn</b></p> <ul style="list-style-type: none"> <li>▪ Physiological assessment norms</li> <li>▪ Growth and development</li> <li>▪ Sensory perception</li> <li>▪ Nutritional status</li> </ul> <p><b>Unit V: High Risk Infant</b></p> <ul style="list-style-type: none"> <li>▪ Genetic abnormalities</li> <li>▪ Infant of diabetic mother</li> <li>▪ Birth trauma</li> <li>▪ Addicted infant</li> <li>▪ Infections</li> <li>▪ Blood incompatibilities</li> <li>▪ Congenital anomalies</li> <li>▪ Variations in gestational age</li> <li>▪ Premature infant</li> </ul> <p><b>Unit VI: Family Planning</b></p> <ul style="list-style-type: none"> <li>▪ Fertility/Infertility                             <ul style="list-style-type: none"> <li>○ Treatment options</li> </ul> </li> <li>▪ Sexually transmitted diseases                             <ul style="list-style-type: none"> <li>Bacteria:                                     <ul style="list-style-type: none"> <li>○ Chlamydia</li> <li>○ Gonorrhea</li> <li>○ Syphilis</li> <li>○ Streptococcus B</li> </ul> </li> <li>Viral:                                     <ul style="list-style-type: none"> <li>○ Herpes</li> <li>○ TORCH</li> <li>○ HPV</li> </ul> </li> </ul> </li> <li>▪ Effects of the response                             <ul style="list-style-type: none"> <li>○ Systemic infection</li> <li>○ Fetal defects</li> <li>○ Pelvic inflammatory disease</li> <li>○ Infertility</li> <li>○ Transmission</li> </ul> </li> </ul> <p><b>Unit VII: Reproduction</b></p> <ul style="list-style-type: none"> <li>▪ Breast disease                             <ul style="list-style-type: none"> <li>○ Fibrocystic change</li> <li>○ Fibroadenoma</li> <li>○ Lipoma</li> <li>○ Breast cancer</li> </ul> </li> <li>▪ Surgery                             <ul style="list-style-type: none"> <li>○ Lumpectomy</li> <li>○ Modified radical mastectomy</li> <li>○ Breast reconstruction</li> </ul> </li> <li>▪ Radiation</li> <li>▪ Hormonal therapy</li> <li>▪ Chemotherapy</li> <li>▪ Prevention of lymphedema</li> </ul>	<ul style="list-style-type: none"> <li>▪ New skills:                             <ul style="list-style-type: none"> <li>○ Apgar score</li> <li>○ Head to toe assessment</li> <li>○ Gestational age assessment</li> <li>○ Assessment for newborn jaundice</li> <li>○ Newborn reflexes</li> </ul> </li> </ul> <p>Application after NSG 123: Phlebotomy</p>	<p>Community Family: Discuss methods of family planning used.</p> <p>Community Family: Assess for risk factors for breast disease. Implement teaching.</p>

CONTENT	CLINICAL FOCUS	COMMUNITY
<p><b>Unit VII: Continued</b></p> <ul style="list-style-type: none"> <li>▪ Body image</li> <li>▪ Reproductive disorders                             <ul style="list-style-type: none"> <li>○ Cystocele</li> <li>○ Rectocele</li> <li>○ Fistulas</li> <li>○ Uterine prolapse</li> </ul> </li> <li>▪ Effects of the response                             <ul style="list-style-type: none"> <li>○ Urinary incontinence</li> <li>○ Bowel incontinence</li> <li>○ Sexual dysfunction</li> <li>○ Childbirth complications</li> </ul> </li> <li>▪ Surgery:                             <ul style="list-style-type: none"> <li>○ Anterior and posterior colporrhaphy</li> <li>○ Diverting colostomy</li> <li>○ Hysterectomy</li> <li>○ Marshall-Marchetti-Krantz</li> </ul> </li> <li>▪ Neoplasm of pelvic reproductive organs                             <ul style="list-style-type: none"> <li>○ Cancer of the cervix</li> <li>○ Cancer of the endometrium</li> <li>○ Cancer of the ovary</li> <li>○ Cancer of the vulva</li> <li>○ Benign neoplasms</li> </ul> </li> <li>▪ Surgery and treatment:                             <ul style="list-style-type: none"> <li>○ TAH with salpingo-oophorectomy</li> <li>○ Cryosurgery</li> <li>○ Laser surgery</li> <li>○ LEEP</li> <li>○ Myomectomy</li> <li>○ Radiation</li> <li>○ Pelvic exenteration</li> </ul> </li> </ul> <p><b>Unit VIII: Menstrual Cycle</b></p> <ul style="list-style-type: none"> <li>▪ Menstrual disorders                             <ul style="list-style-type: none"> <li>○ Amenorrhea</li> <li>○ Dysmenorrhea</li> <li>○ Endometriosis</li> <li>○ Metorrhagia</li> <li>○ Menorrhagia</li> <li>○ PMS</li> </ul> </li> <li>▪ Aging                             <ul style="list-style-type: none"> <li>○ Menopause</li> <li>○ Osteoporosis</li> <li>○ Heart disease</li> </ul> </li> </ul>	<p>Application after NSG 123: Urinary catheterization</p>	<p>Community Family: Develop a life-long plan for health maintenance of female members including breast health, immunizations, physicals, diet, exercise, menopause.</p>

# NURSING 224

## PROMOTING HEALTHY RESPONSES TO SPECIFIC STRESSORS III

### LEVEL TWO

**COURSE DESCRIPTION:** Analyzes human responses to specific stressors affecting urinary elimination, moving (musculo-skeletal), sensory, and neurological integrative functions. Applies nursing process, diagnostic reasoning, and collaborative judgment to participate in multidisciplinary care in a variety of settings across the health care continuum.

CONTENT	CLINICAL FOCUS	COMMUNITY
<p><b>Unit I: Neurological Integrative Functions</b></p> <ul style="list-style-type: none"> <li>▪ Central nervous system and peripheral nervous system dysfunctions               <ul style="list-style-type: none"> <li>○ Altered LOC</li> <li>○ Increased ICP</li> <li>○ Space-occupying lesions:                   <ul style="list-style-type: none"> <li>- Subdural hematoma</li> <li>- Brain tumor</li> </ul> </li> <li>○ Cerebrovascular disease and stroke</li> <li>○ Neuromuscular disorders:                   <ul style="list-style-type: none"> <li>- Parkinson's</li> <li>- Multiple sclerosis</li> </ul> </li> <li>○ Spinal cord injuries</li> </ul> </li> <li>▪ Effects of the response               <ul style="list-style-type: none"> <li>○ Changes in arousal/consciousness</li> <li>○ Altered intracranial volume - pressure relationships</li> <li>○ Functional changes</li> <li>○ Compression of CNS structures</li> <li>○ CSF flow and blood flow</li> <li>○ Ischemia of hemispheric regions</li> <li>○ Brain stem dysfunctions</li> <li>○ Loss of autoregulation</li> <li>○ Altered blood-brain barrier</li> <li>○ Motor and sensory loss</li> <li>○ Altered reflexes and autonomic function</li> </ul> </li> <li>▪ Surgery               <ul style="list-style-type: none"> <li>○ Craniotomy</li> </ul> </li> </ul> <p><b>Unit II: Musculo-Skeletal Function</b></p> <ul style="list-style-type: none"> <li>▪ Inflammatory               <ul style="list-style-type: none"> <li>○ Rheumatoid arthritis</li> <li>○ Connective tissue disorders</li> </ul> </li> <li>▪ Traumatic               <ul style="list-style-type: none"> <li>○ Fractured hip and femur</li> </ul> </li> <li>▪ Degenerative               <ul style="list-style-type: none"> <li>○ Intervertebral disk herniation</li> <li>○ Herniated Nucleus Pulposus</li> <li>○ Osteoarthritis</li> </ul> </li> <li>▪ Effects of the response               <ul style="list-style-type: none"> <li>○ Acute vs. chronic pain</li> <li>○ Impaired physical mobility</li> <li>○ Fatigue/activity intolerance</li> <li>○ Skin impairment</li> <li>○ Impaired home maintenance</li> <li>○ Altered nutrition</li> <li>○ Body image/self-esteem</li> <li>○ Self care deficits</li> </ul> </li> </ul>	<p>Site: Acute care</p> <p>Assessment of neurological system</p> <p>    Glasgow coma scale</p> <p>Application after NSG 123:</p> <p>Fluid volume-intravenous therapy</p> <ul style="list-style-type: none"> <li>▪ Preparation of system</li> <li>▪ Venipuncture               <ul style="list-style-type: none"> <li>○ Wing-tipped needle</li> <li>○ Over the needle catheter</li> </ul> </li> <li>▪ Management               <ul style="list-style-type: none"> <li>○ Regulating IV flow rate:                   <ul style="list-style-type: none"> <li>- gravity</li> <li>- pump</li> </ul> </li> <li>○ Managing IV site</li> <li>○ Discontinuing IV</li> </ul> </li> <li>▪ Maintenance of vascular access               <ul style="list-style-type: none"> <li>○ Peripheral saline lock</li> <li>○ Central saline lock</li> <li>○ Vascular access devices:                   <ul style="list-style-type: none"> <li>- Hickman, Broviac, Groshong, implanted infusion ports</li> <li>- PICC lines</li> </ul> </li> </ul> </li> </ul>	<p>Community Family:</p> <p>Assess health promotion need related to course content at primary, secondary or tertiary level of prevention.</p> <p>Develop a teaching plan.</p>



CONTENT	CLINICAL FOCUS	COMMUNITY
<ul style="list-style-type: none"> <li>▪ Benign prostatic hypertrophy</li> <li>▪ Neoplasm                             <ul style="list-style-type: none"> <li>○ Testicular cancer</li> <li>○ Prostatic cancer</li> </ul> </li> <li>▪ Effects of the response                             <ul style="list-style-type: none"> <li>○ Ascending infection</li> <li>○ Urinary retention</li> <li>○ Outflow obstruction of urine</li> <li>○ Hormonal changes</li> <li>○ Compression of structures</li> <li>○ Tissue ischemia</li> <li>○ Nerve damage</li> </ul> </li> <li>▪ Surgery:                             <ul style="list-style-type: none"> <li>○ Orchiopexy</li> <li>○ Orchiectomy</li> <li>○ Pelvic node dissection</li> <li>○ Transurethral resection of prostate</li> <li>○ Prostatectomy – radical, suprapubic and perineal</li> <li>○ Penile implant</li> </ul> </li> </ul> <p><b>Unit V: Sensory Function</b></p> <ul style="list-style-type: none"> <li>▪ Visual and vestibulocochlear functions                             <ul style="list-style-type: none"> <li>○ Eye injury, infection and inflammation</li> <li>○ Diabetic retinopathy</li> <li>○ Macular degeneration</li> <li>○ Retinal detachment</li> <li>○ Glaucoma</li> <li>○ Cataract</li> <li>○ Corneal disorder</li> <li>○ Otosclerosis</li> <li>○ Meniere’s disease</li> </ul> </li> <li>▪ Effects of the response                             <ul style="list-style-type: none"> <li>○ Decreased visual acuity</li> <li>○ Progressive blindness</li> <li>○ Increased intraocular pressure</li> <li>○ Compression of intraocular structures</li> <li>○ Optic nerve ischemia</li> <li>○ Changes in refraction</li> <li>○ Decreased hearing</li> <li>○ Disequilibrium, tinnitus, vertigo</li> </ul> </li> <li>▪ Surgery:                             <ul style="list-style-type: none"> <li>○ Photocoagulation</li> <li>○ Vitrectomy</li> <li>○ Cryotherapy/Cryopexy</li> <li>○ Diathermy</li> <li>○ Scleral buckling</li> <li>○ Silicone explant</li> <li>○ Pneumatic retinopexy</li> <li>○ Extracapsular cataract extraction</li> <li>○ Intracapsular cataract extraction</li> <li>○ Laser trabeculoplasty</li> <li>○ Trabeculectomy</li> <li>○ Peripheral iridectomy/iridotomy</li> <li>○ Keratoplasty/corneal transplant</li> <li>○ Stapedectomy</li> <li>○ Ossiculoplasty</li> <li>○ Mastoidectomy</li> </ul> </li> </ul>	<p>Assessment of patients for coexisting visual or hearing dysfunction.</p>	

## NURSING 225

### PROMOTING HEALTHY RESPONSES IN THE CHILD AND FAMILY

#### LEVEL TWO

**COURSE DESCRIPTION:** Uses nursing process to identify child/family responses to hospitalization and illness. Analyzes responses to stressors affecting oxygenation, neuro-cognitive function circulation, movement, or causing trauma. Adapts interventions to developmental needs of child. Includes primary care and anticipatory guidance to prevent illness and injury.

CONTENT	CLINICAL FOCUS	COMMUNITY
<p><b>Unit I: Stressors Causing Injury</b></p> <ul style="list-style-type: none"> <li>▪ Immunizations               <ul style="list-style-type: none"> <li>○ Schedule</li> <li>○ Reactions</li> </ul> </li> <li>▪ General safety               <ul style="list-style-type: none"> <li>○ Community injury prevention guidelines</li> <li>○ Developmental tasks</li> <li>○ Child proofing</li> </ul> </li> <li>▪ Injury of the skin               <ul style="list-style-type: none"> <li>○ Burns</li> <li>○ Chemical</li> <li>○ Thermal</li> <li>○ Radiation</li> <li>○ Electrical</li> <li>○ Smoke inhalation</li> </ul> </li> <li>▪ Effects of the response               <ul style="list-style-type: none"> <li>○ Loss of skin integrity</li> <li>○ Pain</li> <li>○ Shock</li> <li>○ Anemia</li> </ul> </li> <li>▪ Surgery:               <ul style="list-style-type: none"> <li>○ Primary ex/cision</li> <li>○ Debridement</li> <li>○ Escarotomy</li> <li>○ Fasciotomy</li> <li>○ Grafting</li> </ul> </li> <li>▪ Poisoning               <ul style="list-style-type: none"> <li>○ Lead</li> <li>○ Tylenol</li> <li>○ Aspirin</li> </ul> </li> </ul>	<p>Site: Pediatric units</p> <p>Pediatric assessment. Pediatric medication considerations</p> <p>Assessment of developmental tasks per age category.</p>	<p>Community Family: Identify age-related learning needs related to safety. Develop a teaching plan</p> <p>Health Fair: Healthy heart, Bicycle safety, First aid, Poison, Gun safety</p> <p>Outpatient Mobile Health Unit.</p>





**Unit VI: Gastrointestinal Function**

- Obstructive problems
  - Tracheoesophageal fistula
  - Cleft lip/cleft palate
  - Hypertrophic pyloric stenosis
- Effects of the response
  - Infection
  - Structural defects
  - Acidosis
  - Hyperventilation
  - Aspiration
  - Hypoxia
- Surgery:
  - Repair of defects

## NURSING 226

### PROMOTING HEALTHY RESPONSES TO INTERRELATED PATHOPHYSIOLOGICAL STRESSORS

#### LEVEL TWO

**COURSE DESCRIPTION:** Applies critical thinking to utilize the theory and skills necessary to care for patient/families responding to life threatening complex stressors requiring continuous monitoring and interventions.

CONTENT	CLINICAL FOCUS	COMMUNITY
<p><b>Unit I: Introduction</b></p> <ul style="list-style-type: none"> <li>▪ Critical care nursing               <ul style="list-style-type: none"> <li>○ Physical environment</li> <li>○ Types of patients</li> <li>○ Critical care nurses</li> </ul> </li> <li>▪ Comprehensive assessment of systems               <ul style="list-style-type: none"> <li>○ Primary survey</li> <li>○ Secondary survey</li> </ul> </li> <li>▪ Continuous monitoring               <ul style="list-style-type: none"> <li>○ Cardiac</li> <li>○ Invasive hemodynamic                   <ul style="list-style-type: none"> <li>- Arterial line – BP, MAP</li> <li>- Pulmonary artery catheter (Swan-Ganz)</li> <li>- CVP</li> <li>- PAP</li> <li>- PAOP</li> <li>- CO &amp; CI</li> <li>- SVR</li> <li>- SvO<sub>2</sub></li> </ul> </li> </ul> </li> <li>▪ Mechanical ventilation               <ul style="list-style-type: none"> <li>○ Principles</li> <li>○ Equipment</li> <li>○ Airway management</li> <li>○ Settings</li> <li>○ Modes</li> <li>○ Alarms/troubleshooting</li> <li>○ Nursing care                   <ul style="list-style-type: none"> <li>- Ventilator acquired pneumonia</li> </ul> </li> </ul> </li> <li>▪ Common problems               <ul style="list-style-type: none"> <li>○ Nutrition</li> <li>○ Anxiety</li> <li>○ Pain</li> <li>○ Communication</li> <li>○ Delirium</li> <li>○ Sleep</li> <li>○ Family issues</li> </ul> </li> <li>▪ Legal ethical issues               <ul style="list-style-type: none"> <li>○ Use of technology</li> <li>○ Organ/tissue donations</li> <li>○ Withdrawal of life support</li> <li>○ Coroner's cases</li> </ul> </li> </ul>	<p>Site: Critical Care Units</p> <p>Work closely with staff RN.</p> <p>Use clinical mapping to demonstrate interrelationships of patient data.</p> <p>Use Human Patient Simulator to teach and evaluate new skills of hemodynamic monitoring and mechanical ventilation.</p> <p>Care for patients with PA catheters and arterial lines.</p> <p>Care for patients on mechanical ventilators.</p>	<p>Community Family: Develop a teaching plan on one of the following topics:</p> <ol style="list-style-type: none"> <li>1) Upcoming or recent past intensive care unit experience.</li> <li>2) Advance Directives</li> <li>3) Organ donation</li> <li>4) Risks for inflammation/sepsis</li> </ol>

CONTENT	CLINICAL FOCUS	COMMUNITY
<p><b>Unit II: Coronary Stressors</b></p> <ul style="list-style-type: none"> <li>▪ Inflammatory heart disease                             <ul style="list-style-type: none"> <li>○ Pericarditis</li> <li>○ Infective endocarditis</li> </ul> </li> <li>▪ Acquired valvular disease                             <ul style="list-style-type: none"> <li>○ Aortic stenosis/regurgitation</li> <li>○ Mitral stenosis/regurgitation</li> </ul> </li> <li>▪ Effects of the response                             <ul style="list-style-type: none"> <li>○ Inflammatory                                     <ul style="list-style-type: none"> <li>- Vegetation</li> <li>- Embolization</li> <li>- Valve damage</li> </ul> </li> <li>○ Valvular                                     <ul style="list-style-type: none"> <li>- Stenosis</li> <li>- Regurgitation</li> <li>- Decreased cardiac output</li> <li>- Hemodynamic changes</li> </ul> </li> </ul> </li> <li>▪ Complications                             <ul style="list-style-type: none"> <li>○ Pericardial effusion</li> <li>○ Cardiac tamponade</li> </ul> </li> <li>▪ Surgery:                             <ul style="list-style-type: none"> <li>○ Valve repair                                     <ul style="list-style-type: none"> <li>- PTBV</li> <li>- Annuloplasty</li> <li>- Valvuloplasty</li> <li>- Commissurotomy</li> </ul> </li> <li>○ Valve replacement</li> <li>○ Coronary Artery Bypass Graft</li> <li>○ Minimally invasive CABG</li> <li>○ Transmyocardial Revascularization</li> </ul> </li> <li>▪ Pre-operative care</li> <li>▪ Intra-operative care                             <ul style="list-style-type: none"> <li>○ Cardiopulmonary Bypass</li> </ul> </li> <li>▪ Post operative care</li> <li>▪ Complications                             <ul style="list-style-type: none"> <li>○ Mediastinitis</li> <li>○ Postpericardiotomy syndrome</li> </ul> </li> <li>▪ Cardiac rehabilitation</li> </ul>	<p>Assessment of cardiovascular system. Interpret cardiac monitor strips.</p>	
<p><b>Unit III: Renal Failure</b></p> <ul style="list-style-type: none"> <li>▪ Acute renal failure</li> <li>▪ Chronic renal failure</li> <li>▪ Effects of the response                             <ul style="list-style-type: none"> <li>○ Acute                                     <ul style="list-style-type: none"> <li>- ATN</li> </ul> </li> <li>○ Chronic:                                     <ul style="list-style-type: none"> <li>- Renal impairment</li> <li>- Renal insufficiency</li> <li>- Renal Failure</li> <li>- ESRD</li> </ul> </li> </ul> </li> <li>▪ Hemodialysis</li> <li>▪ Peritoneal dialysis</li> <li>▪ Surgery:                             <ul style="list-style-type: none"> <li>○ AV fistula</li> <li>○ AV graft</li> <li>○ Renal transplant</li> </ul> </li> </ul>	<p>Assessment of urinary system.</p>	

**NSG 226 - Continued**

CONTENT	CLINICAL FOCUS	COMMUNITY
<p><b>Unit IV: Septic Shock</b></p> <ul style="list-style-type: none"> <li>▪ Systemic inflammatory response syndrome (SIRS)</li> <li>▪ Sepsis</li> <li>▪ Severe sepsis</li> <li>▪ Septic shock</li> <li>▪ Multiple Organ Dysfunction Syndrome (MODS)</li> <li>▪ Mediators/biochemicals of inflammatory /immune response</li> <li>▪ Effects of the response               <ul style="list-style-type: none"> <li>○ Vasodilation</li> <li>○ Altered cellular metabolism</li> <li>○ Decreased cardiac output</li> <li>○ Decreased cellular and organ perfusion</li> <li>○ Metabolic acidosis</li> <li>○ Fluid and electrolyte imbalances:</li> <li>○ Coagulation abnormalities</li> </ul> </li> </ul>	<p>Assessment of inflammatory/immune response.</p>	
<ul style="list-style-type: none"> <li>▪ Progression from SIRS to MODS</li> <li>▪ Adult (acute) respiratory distress syndrome</li> <li>▪ Effects of the response               <ul style="list-style-type: none"> <li>○ Increased capillary permeability</li> <li>○ Interstitial edema</li> <li>○ Hypoxemia</li> <li>○ Hypocapnia, respiratory alkalosis</li> <li>○ Hypercapnia, respiratory acidosis</li> <li>○ Decreased surfactant, atelectasis</li> </ul> </li> <li>▪ Disseminated Intravascular Coagulation</li> <li>▪ Effects of the response               <ul style="list-style-type: none"> <li>○ Hypercoagulability</li> <li>○ Hypocoagulability</li> <li>○ Hemorrhage</li> </ul> </li> </ul>	<p>Assessment of respiratory system.</p>	

# NURSING 230

## DIRECTED NURSING PRACTICE

### LEVEL THREE

**COURSE DESCRIPTION:** Moves the individual from nursing student of beginning Associate Degree Nurse through a directed nursing practice. Emphasizes professional development, nurse's role in health promotion and disease prevention, management of care for a group of patients, decision making, interpersonal relationships, responsibility and accountability.

CONTENT	CLINICAL FOCUS	COMMUNITY
<p><b>Unit I: Healthcare Delivery System</b></p> <ul style="list-style-type: none"> <li>▪ Organizational structure               <ul style="list-style-type: none"> <li>○ Organizational chart</li> <li>○ Philosophy/Mission statement</li> <li>○ Shared governance</li> <li>○ Service rewards</li> </ul> </li> <li>▪ Structure of a nursing department</li> <li>▪ Management vs. Leadership               <ul style="list-style-type: none"> <li>○ Leadership styles</li> <li>○ Power</li> <li>○ Authority</li> </ul> </li> <li>▪ Healthcare financing</li> <li>▪ Models of nursing care delivery</li> <li>▪ Change process</li> </ul> <p><b>Unit II: Role of the Nurse</b></p> <ul style="list-style-type: none"> <li>▪ Transition from student to graduate nurse               <ul style="list-style-type: none"> <li>○ Role perception</li> <li>○ Reality shock</li> <li>○ Roles of the nurse                   <ul style="list-style-type: none"> <li>- Application to primary, secondary and tertiary care</li> </ul> </li> </ul> </li> <li>▪ Sources of guidance               <ul style="list-style-type: none"> <li>○ Nursing Code of Ethics</li> <li>○ Professional Standards of Practice</li> <li>○ Nurse Practice Act</li> <li>○ Facility Policies and Procedures</li> </ul> </li> <li>▪ Historical influences</li> <li>▪ Social significance of modern roles</li> </ul> <p><b>Unit III: Management of Multiple Patients</b></p> <ul style="list-style-type: none"> <li>▪ Decision making</li> <li>▪ Critical thinking</li> <li>▪ Nursing process as a decision making tool               <ul style="list-style-type: none"> <li>○ Human responses</li> <li>○ Continuous planning process</li> <li>○ Prioritization</li> </ul> </li> <li>▪ Time management</li> <li>▪ Quality care               <ul style="list-style-type: none"> <li>○ Ohio Board of Nursing</li> <li>○ JCAHO</li> <li>○ Agency process improvement</li> </ul> </li> <li>▪ Staffing needs</li> <li>▪ Assignment and delegation</li> <li>▪ Coordination of multidisciplinary care</li> </ul>	<p>Site: Acute care</p> <p>Caring for groups of patients. Learning the role of the RN with assigned preceptors.</p> <p>Complete Plan of Care used by facility.</p> <p>Become part of the team/unit.</p>	<p>Forty hours of community nursing. Variety of sites available.</p>

