COURSE INFORMATION

Pre-requisites: RNSG 2213, 1443, 1262. ENGL 1301, 1302  PHIL 2306, SPCH 1311, 1315, or 1321 (AAS Nursing Degree plan ONLY)

Concurrent: RNSG 2261, 2230

Credit/Contact Hours: 3 Semester Credit Hours
2 lecture hours per week
4 skills laboratory hours per week

Course Placement: Semester 4 Year 2, (REM R3, E3, M3)

FACULTY CONTACT INFORMATION

Michael D. Potter MSN, APRN, NP-C (theory/lab)  Yessenia Cantos MSN, RN, NP-C  (lab only)
Office: HS3.216  Office: HS3. 218
Phone: (361) 698-2877  Phone: (361)698-2879
E-mail : mpotter@delmar.edu  Email : ycantos@delmar.edu

Dr. Jennifer McWha (theory only)  Karen Peck MSN, RN  (lab only)
Office: HS3.258  Phone: (361) 537-3660
Phone: (361) 698-2894  Email: Kpeck@delmar.edu
Email: jmcmaha@delmar.edu (only use this one, not Canvas)

Cathy Colley, MS, RN  (lab only)
Contact information TBA

COURSE DESCRIPTION

Application of advanced concepts and skills for the development of the professional nurse’s roles in complex nursing situations with adult clients/families with complex health needs involving multiple body systems in intermediate and critical care settings; emphasis is on knowledge, judgment, skills, and professional values within a legal/ethical framework.

Emphasis is on integration of previous knowledge and skills into the continued development of the student nurse as a collaborative member of the health care team. Caring and compassion, competence, communication and clinical decision making within a legal / ethical framework are incorporated. The study of pharmacology, nutrition, and math proficiency continues. This course further develops the associate degree nursing student (ADN) in preparation for graduation.
This course provides for student advancement in assessment and analysis to establish a comprehensive client database at the advanced level. The teaching/learning philosophy for this course as for any course in the DMC/Nurse Education, is delineated in the program philosophy which is printed in the Handbook for Nursing Students (www.delmar.edu/rn).

The DMC/Nursing Education organizing structure serves as the framework for this course. The nursing process is the method used to plan and implement care to the client.

**STUDENT LEARNING OUTCOMES**

Upon successful completion of RNSG 2331 the student will demonstrate competencies as follows:

**Member of the Profession:** Exhibit caring behaviors that reflect commitment to growth and development of the role and function of the nurse.
1. Engages in the therapeutic role of the nurse necessary to establish trusting, interpersonal relationships with adult clients who have common medical surgical health care needs
2. Implements interventions to meet the patient’s physical, social and spiritual responses to illness.
3. Implements patient care with consideration to the rules and regulations affecting nursing practice.

**Provider of Patient Centered Care:** Demonstrate competency by accepting responsibility for the provision of safe, compassionate, evidence-based care to patients, families, and significant others across the lifespan.
1. Demonstrates clinical decision making by integrating critical thinking and the nursing process.
2. Implements therapeutic communication skills in the nurse-patient relationship.
3. Determines and implements nursing interventions according to the priority needs of clients.
4. Implements the plan of care utilizing the nursing process to a multiple patient assignment.

**Patient Safety Advocate:** Advocate for a quality and safe environment for patients/families/significant others across the lifespan.
1. Provide safe, competent, evidence-based care to multiple patients who have complex health problems within the scope of nursing practice.
2. Explain the rationale for the various pharmacological and treatment modalities utilized in the nursing care of the adult client.
3. Identify safe, effective nursing care for individuals with respiratory, cardiovascular, hematologic, digestive, gastrointestinal, metabolic, endocrine, urinary tract, reproductive, immunologic, integumentary, sensory neural, neurologic, and musculoskeletal dysfunction.

**Member of the Health Care Team:** Participate in patient care administered by the interdisciplinary healthcare team.
1. Collaborate with members of the interdisciplinary team, clients, and families to manage care for medical-surgical patients requiring advanced care.
2. Models the role of the professional nurse as a member of the health care team.
3. Establish and maintain trusting, interpersonal relationships with patients and families, and interdisciplinary team members while incorporating caring behaviors.
**SCANS and DECs Curriculum Statement**

This course involves the interplay among The Secretary’s Commission on Achieving Necessary Skills (SCANS) and the Texas Board of Nursing Differentiated Essential Competencies (DECs) to effectively prepare graduates who will provide safe competent, compassionate care.

**GENERAL COURSE OVERVIEW**

<table>
<thead>
<tr>
<th>Week</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
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<td>1</td>
<td>Holiday</td>
<td>Math Test 1</td>
<td>Math exam 2</td>
<td>Math Test 3</td>
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<td>2</td>
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<td>Lab</td>
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<td>Exam 1</td>
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<td>9-10</td>
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<td>11</td>
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<td>12</td>
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<td>Lecture</td>
<td>Lab</td>
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<td>Exam 4</td>
<td>Lab</td>
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TEXTBOOKS

Required


ATI Assessment and Review Program Textbooks

Required Reference Books: Student must own or have access to one of the reference books in each of the categories listed below as required by the Nursing Education Department:

- Nursing Diagnosis Handbook
- Health Assessment
- Medical Dictionary
- Drug Guide
- Laboratory Diagnostic

TECHNOLOGY REQUIREMENTS

Canvas Learning System: Each unit contains notes and lecture materials, along with assignments to facilitate student learning. Student is required to login to the course on a daily basis to complete assignments that include i.e. quizzes, discussions and case-studies. The student is to secure proper configuration of personal computers that support the Canvas Learning System in order to complete assignments by scheduled due dates. Additional online resources are available through www.delmar.edu

ADDITIONAL MATERIALS AND SUPPLIES REQUIRED

Students will need the Department of Nurse Education lab kit when attending labs. It is the students’ responsibility to bring lab kits during scheduled labs and campus open labs as practice supplies will not always be made available.

METHODS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES

Methods of instruction may include but are not limited to lectures, small group discussions, audio-visual media, written assignments, case studies, computer-assisted programs, games, demonstrations; directed practice and
simulation-learning activities in the learning laboratory. The laboratory experience is correlated with theory, which emphasizes the application of the nursing process in caring for clients in common medical-surgical conditions.

STUDENT EVALUATION and COURSE REQUIREMENTS

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tr>
<td>A</td>
<td>100-90</td>
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<td>B</td>
<td>89-83</td>
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<td>C</td>
<td>82-75</td>
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<td>D</td>
<td>74-70</td>
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<td>F</td>
<td>69 and below</td>
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Grading Policy

100% of the final course grade is based on:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tr>
<td>Unit Exams</td>
<td>60 %</td>
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<tr>
<td>Final Exam</td>
<td>20 %</td>
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<tr>
<td>Labs</td>
<td>10 %</td>
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<td>ATI Proctored Exams:</td>
<td>10 %</td>
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<tr>
<td>Fundamentals</td>
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<td>Maternal Newborn</td>
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<td>Pharmacology</td>
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<td>Care of Children</td>
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<td>Mental Health</td>
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<td>Nutrition</td>
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<td>Other ATI exercises as indicated on ATI assignments document*</td>
<td>P/F</td>
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<tr>
<td>Practice Exams</td>
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<tr>
<td>Comprehensive</td>
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<td>Fundamentals</td>
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<td>Maternal Newborn</td>
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<td>Care of Children</td>
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<td>Mental Health</td>
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<tr>
<td>Learning System RN:</td>
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<tr>
<td>• MS musculoskeletal</td>
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<tr>
<td>• MS Neurological</td>
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<td>• MS Immune and infectious</td>
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<td>• MS Oncology</td>
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<tr>
<td>• Gerontology Final</td>
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<td>Achieve:</td>
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<tr>
<td>• Classroom skills</td>
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<td>• Study skills</td>
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<tr>
<td>Real Life RN Medical Surgical:</td>
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<td>• Renal failure</td>
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*The are course requirements which must be completed, with a passing score, as assigned in order to receive a grade for RNSG 2331

<table>
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<tr>
<th>TOTAL</th>
<th>100 %</th>
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The average of the exam grades, must be 75% or above to pass the course. Grades will not be rounded when calculating the average (74.5 – 74.9 is not rounded to 75). Students with an exam average of 75 or higher will have course grades calculated based on the weighted calculation of the exams and other required course work.

*Failure or withdrawal in RNSG 2331 will require students to transition to the new Concept Based Curriculum. Students eligible for readmission must successfully complete RNSG 1170 and 1171 (once accepted for re-admission) in the new curriculum prior to enrolling in Level 4 courses RNSG 2174, RNSG 2574, and RNSG 2360.*

**STUDENT TESTING POLICY**

In order to test the student must adhere to the following testing policy.

1. Attendance is required for all exams.
2. All student possessions (backpacks, cell-phones, beverages, hats, study materials etc.) must be left at the front of the room or designated area 10 minutes prior to the start of the exam. The student may have a pen or pencil during the testing period. Only a “Basic Function” calculator is permissible and if necessary, paper will be provided by faculty.
3. If you are going to be absent you must contact your instructor by phone or email prior to the scheduled exam.
4. Make-up exams must be taken within 24-48 hours of absence. Make up exams will only be given at the discretion of the faculty member and can be a different version than that of the scheduled exam. Maximum one make up exam per course.
5. Students are allotted one tardy without penalty. On the second tardy a 5-point deduction will be applied to the exam score; any subsequent tardies will receive a 10-point deduction to the exam score. Students will take the exam within the allotted scheduled time. If another nursing student has completed the exam, the student who is tardy will not be admitted to the exam.
6. Exams or quizzes can be delivered in a written, online, or “clicker response system”. In the use of the “Clicker response system” or “scantron” grades will only reflect answers entered into the clicker response pad or scantron answer sheet.
7. Classroom exam reviews will be conducted at the discretion of the faculty. Students will not be allowed to take any notes during the review and desks must be cleared. There will be no classroom or individual review of a final exam.
8. Individual unit exam reviews may be scheduled with the faculty during office hours and within 7 calendar days from the return of exam grades.
9. Any student achieving an examination grade of less than 75% must schedule an appointment with faculty within 7 calendar days from the return of exam grades.
10. Students must pass a dosage calculation test at 100% per level prior to the date of scheduled clinical. Failure to obtain a 100% will result in failure of the course.
11. The average of the exam grades, before weighted calculation is performed must be 75% or above to pass the course. Grades will not be rounded when calculating the average (74.5 – 74.9 is not rounded to 75). Students with an exam average of 75 or higher will have course grades calculated based on the weighted calculation of the exams and other required course work.

12. Failure to follow policies can result in a zero for an exam. A common form of cheating involves exams. Copying from someone else’s paper or computer screen, using notes, altering an exam for re-grading, getting an advance copy of the examination, or hiring a surrogate test-taker are all forms of misconduct.

13. A student blueprint will be provided at a minimum of 72 hours prior to the unit exams. The blueprint will include the various objectives and the number of questions relating to that particular content. Students will be provided a blueprint for new material tested on the final exam.

14. Total time allotted for each exam will equate to 1 to 1.5 minute(s) per question.

The Del Mar College Handbook stipulates that unauthorized possession, or misuse of College documents and or equipment are forms of a student’s breach of conduct. Students are not authorized to take or copy any written or computerized exam in this course. A clear violation of this is the copying and pasting of completed or uncompleted exams even when there is no intent to share this document. Students are not allowed to visit or open any sites or programs on their computers at any time during the testing period.

This information should help you avoid unintentional misconduct and clarify that the consequences of not adhering to the policy can result in a suspension or dismissal from the Del Mar Nurse Education program.

REV 12/11/14

The Handbook for Nursing Students (http://www.delmar.edu/rn) details the Progression Policy for the department in case of a failure.

Departmental Grievance Policy
A student grievance and appeals policy, applicable to all students of Del Mar College, is used to provide reasonable assurance that all practices and actions are relevant, reasonable and applied in a non-discriminatory manner. A grievance is defined as “a student’s disagreement with the application of a specific College rule and/or policy” (Del Mar College Manual of Policies and Procedures, source online). A complaint is defined as a student’s disagreement with specific practices of a particular department or division (non-established College policy).

Non-grade grievance:
A student’s non-academic (grade) grievance will adhere to the following procedure: See organizational structure Appendix E to determine who to contact during this process.

1. The grievance must first be presented to the source of the concern for discussion, consideration and resolution within 5 business days of occurrence. In the case of a complaint about an instructor, for example each point of complaint must be aired with that instructor before the process may continue.
2. If the grievance is not successfully resolved at the first level of contact, the student will proceed within 5 business days to contact the course coordinator. If not resolved the Level Coordinator will be contacted.

3. If the grievance is not satisfactorily resolved at this level of the program it will then continue with involvement of the Program Director and Department Chair.

4. If the complaint cannot be resolved within the DNE then the student will be referred to the formal grievance process through the Dean of Student Engagement and Retention.

Grade grievance:

The Department of Nurse Education follows the DMC policy for all grade grievances (http://www.delmar.edu/engage/stud_complaint_policy.aspx). The evaluation of academic work is the prerogative of the instructor and the rules for determining final course grade are established by the instructor and provided to the students in an electronic or printed course syllabus at the beginning of the semester. A student who believes grounds exist for the appeal of a final grade must first consult with the instructor. If the appeal cannot be resolved, a student may proceed to the grade appeal process once the grade has been finalized and recorded in the registrar’s office. The procedures for submitting a grade appeal and the proper forms may be obtained from the Office of the Dean of Student Engagement and Retention.

EXPECTED STUDENT BEHAVIOR

1. Attendance is expected to be regular and punctual. In accordance with the Del Mar College Attendance Policy students are subject to withdrawal due to lack of attendance. Refer to DMC Catalog for attendance policy and student conduct on the following websites: http://www.delmar.edu/sthandbook/rights.php#3 http://hb2504.delmar.edu/AcademicClassroomPolicy.pdf

2. Cell phones are to be off or on vibrate during class or lab. It is not permissible to text during class or lab.

3. Classroom Assignments: Each unit contains assignments that guide the student toward meeting specified course objective. The student is expected to do the required preparation prior to class.

4. Laboratory Experiences: Each student is responsible for personal preparation related to the laboratory experience prior to skills practice and or simulation-learning.

Skills Lab:
Students are required to attend labs in DNE dress code as outlined in the student handbook located on the program homepage, http://www.delmar.edu/rn. Students will not be permitted into the laboratory experience after the scheduled time. Labs missed due to tardiness or absences will be subject to a zero grade for scheduled lab grade. Faculty will refer students to an open campus lab for labs missed.

5. Multi-media Assignments: The student is expected to view all assigned AV/Computer material as designated and scheduled.

6. Canvas Learning System: Each unit contains assignments available on Canvas and student is responsible for completing the Student Canvas Tutorial found on the following website: http://ecourse.delmar.edu/webct/logonDisplay.dowebct.
Student is required to login to the course on a daily basis to complete assignments. That can include i.e. quizzes, discussions and case-studies. The student is to secure proper configuration of personal computers that support the Canvas Learning System in order to complete assignments by scheduled due dates.

7. Students are required to review the DMC catalog and the DMC Department of Nursing Education Handbook located on the homepage, http://www.delmar.edu/rn

8. No student use of video/audio recordings, WEBCAMS or social networking media are allowed during classroom, laboratory or clinical activities.

OTHER INFORMATION

DMC Safety

The student is required to register with DMC Alert found on their My DMC account page. This alert system will notify students of any emergency or campus closure via the students’ method of notification. Visit the website http://mydmc.delmar.edu/cp/home/login
Dial 698-1600 when obtaining information regarding campus closures.

In the event of fire or other emergency, student should cautiously exit the classroom/building through nearest exit(s). In the event of fire, elevators should not be used. It is the instructor’s responsibility to insure that assistance is given to those students who need help in exiting the classroom/building. Fire extinguishers are located in hallways on each floor of the health science buildings.

Dial 1199 when using campus telephone. 
Dial 911 when using pay telephone.

American Disabilities Act Statement

If student have a disability, including a learning disability for which you can request an accommodation please refer to the link below. A student requesting accommodation must provide documentation of disability to the Counseling and Advising Centers Special Services office at 361-698-1741. If you require additional assistance such as for testing you must provide the course coordinator documentation that indicates the necessary accommodations within the first week of class. http://www.delmar.edu/specserv/refguide/

Additional expectations will be discussed by faculty.

COLLEGE POLICIES: 
http://hb2504.delmar.edu/AcademicClassroomPolicy.pdf

The course syllabus is a general plan for the course; the instructor reserves the right to make any changes deemed necessary to best fulfill the course objectives. Students registered for this course will be made aware of any changes in a timely fashion using reasonable means. This disclaimer does not abrogate any student rights as described by College rules and regulations.
Lecture Class Objectives:

Lecture Objectives: Artificial Airways and In-Line Suctioning, Chest Tubes, Central Access

Student Learning Outcomes
Upon successful completion of the course the student will:

1. Describe indications for artificial airways.
2. Differentiate between types of artificial airways, including advantages and disadvantages.
3. Explain the nurse’s role in airway placement.
4. Describe the nursing care for a patient with an endotracheal tube and for a patient with a tracheostomy.
5. Use the nursing process as a framework for care of patients who are mechanically ventilated.
7. Describe the process of weaning the patient from mechanical ventilation.
8. List the complications of artificial airways, including preventative measures. Explain rationale.
9. Explain the principles of chest drainage and the nursing responsibilities related to the care of the patient with a chest drainage system.
10. List the complications of chest tubes, including preventative measures. Explain rationale.
11. Identify the types and characteristics of central access devices. Include advantages and disadvantages of the various devices.
12. Identify nursing considerations for the patient with a central venous device.
13. List the complications of central venous catheters, including preventative measures. Explain rationale.
14. Identify what is meant by hemodynamic monitoring: CVP, PAWP, Arterial Lines and nursing care that addresses each.

Learning Activities


Read Chapter 25: Respiratory Care Modalities (pages 646; 651-663; 667-672)
Read Chapter 36: Total Parenteral Nutrition and central lines (pages 1035-101)
Read Chapter 57: Management of burn Injury

Lecture
Class discussion

Pharmacology Text Review
Related chapters

Other Resources:
ATI Skills: Central Lines; trach suctioning/care; chest tubes
Lab Performance Objectives
Demonstrate care of patients central lines, ET tubes, ventilator

Assessment
Unit Exam

Lecture Objectives: Cardiac Dysrhythmias

1. Correlate the components of normal electrocardiogram with the physiological events of the heart.
2. Define the ECG as a waveform that represents the cardiac electrical event in relation to the lead (placement of electrodes).
3. Analyze the elements of normal sinus rhythm (NSR): P wave, P-R interval, QRS Complex, S-T segment and T wave.
4. Identify the ECG criteria and management of: sinus dysrhythmias, atrial dysrhythmias, ventricular dysrhythmias, and heart blocks.
5. Use the nursing process to develop the care for a patient with dysrhythmias
6. Discuss overview of pacemakers: patient need, basic nursing management.
7. Discuss the pharmacological management of the anti-dysrhythmia medications.
8. Discuss the effects of altered levels sodium, potassium, magnesium, and calcium in relation to normal and abnormal heart function

Learning Activities

Read Chapter 27 Management of Patients with Dysrhythmias and Conduction Problems (pages 720-754)

Read Chapter 12 Fluid and Electrolytes: Balance and Disturbances (pages 275-291)


Lab Performance Objectives
Interpretation of EKG Strip
Dysrhythmia Recognition on monitor
Electrode Placement

Assessment
Unit Exam
Lecture Objectives: Emergency Care & Blood Transfusions

1. Describe emergency care as a collaborative, holistic, approach that includes the patient, family, and significant others.
2. Discuss priority emergency measures instituted for the patient with an emergency condition.
3. Identify the priorities of care for a patient with multiple injuries.
4. Discuss the emergency management of patients with airway obstruction, hemorrhage, wounds, heat injuries, cold injuries, bites, near drowning injuries, decompression sickness, poisonings, anaphylactic reactions, lightning injuries, and altitude sickness.
5. Describe the significance of crisis intervention in the care of the rape victim.
6. Describe triage procedures, including in a mass casualty situation.
7. Identify the necessary components of an emergency operations plan.
8. Evaluate the different levels of personal protection and decontamination procedures that may be necessary during an event involving mass casualty.
10. Describe the local and systemic effects of a major burn injury including fluid and electrolyte alterations.
11. Describe the nurse’s role, patient care, and recovery process for burn patients.
12. Review pharmacology of medications commonly given to burn victims.
13. List diagnostics for burn patients, including rationale.
14. Develop a care plan for the patient with burn injury.
15. Identify therapies for blood disorders, including implications for the administration of blood components.

Read: Brunner and Suddarth, pgs. 2153-2208, 1718-1752, 967-972

Lecture
Class discussion
In-Class Triage Exercise
Lab: Trauma and Burn exercises

Lecture Objectives: Decompensated CHF and Cardiac Pathophysiology

1. Define the following terms and apply the terms to the use of cardiovascular drug therapy: afterload, preload, cardiac output, stroke volume, ejection fraction, and systemic vascular resistance.

2. Review the pathophysiology of the compensatory mechanisms and their positive and negative effects on a failing heart.

3. Discuss the pathophysiology clinical manifestations, assessment and diagnostic findings medical management, and nursing management of: Decompensated CHF/ Exacerbation/Pulmonary Edema
   a. Medical and Nursing management, Pharmacology, and Dietary Interventions
4. Discuss the pathophysiology clinical manifestations, assessment and diagnostic findings medical management, and nursing management of **Pulmonary Emboli**
   a. Medical and Nursing management, Pharmacology and Dietary Interventions

**Activities Required**
- Brunner & Suddarth’s Chapter 30: p. 824
- Brunner & Suddarth’s Chapter 30: pp. 839 – 840 and Chapter 23: p 576

**Lecture Objectives: Neurological**

1. Describe the multiple needs of the patient with altered level of consciousness.
2. Use the nursing process as a framework for care of the patient with altered level of consciousness.
3. Identify the early and late clinical manifestations of increased intracranial pressure.
4. Use the nursing process as a framework for care of the patient with increased intracranial pressure.
5. Describe the needs of the patient undergoing intracranial or transsphenoidal surgery.
6. Use the nursing process as a framework for care of the patient undergoing intracranial or transsphenoidal surgery.
7. Describe the mechanisms of injury, clinical signs and symptoms, diagnostic testing, and treatment options for patients with traumatic brain and spinal cord injuries.
8. Describe the nursing management of patients with brain injury.
9. Use the nursing process as a framework for care of patients with traumatic brain injury.
10. Identify the population at risk for spinal cord injury.
11. Describe the clinical features and management of the patient with neurogenic shock.
12. Discuss the pathophysiology of autonomic dysreflexia and describe the appropriate nursing interventions.
13. Use the nursing process as a framework for care of patients with spinal cord injury.

**Required Activities**

- Review neurology-related content in textbook.
  - Chapter 63; pages 331-332
- Review Neurology Topics and Nursing Management of the Neurologic Patient lecture outline notes.
- Attend lecture.
- Participate in Critical Thinking scenarios and Small Group activities during Lecture.
- Attend Lab simulation and perform return demonstration of Neurological Exam and care of the Neurologic Patient and neurologic interventions and nursing procedures related to the Neurologic Patient.
Lecture Objectives: Acute Myocardial Infarction and CABG

1. Describe the Pathophysiology, clinical manifestations, and treatment of coronary artery disease (CAD) and acute coronary syndrome (ACS), including angina pectoris and acute myocardial infarction.
2. Describe the relationship between CAD and ACS.
3. Identify modifiable and non-modifiable risk factors of CAD
4. Prioritize the nursing care for a patient with acute coronary syndrome including myocardial infarction.
5. Describe percutaneous coronary interventional and coronary artery revascularization procedures.
6. Describe the nursing care for a patient who has undergone percutaneous coronary interventional or coronary artery revascularization procedures.
7. Develop a plan of care for the patient who has undergone Heart catheterization, PTCA, and CABG.
8. Identify life-threatening complications of ACS and heart failure interventions.
9. Develop a discharge plan for a patient with ACS.
10. Compare metabolic acidosis & alkalosis, and respiratory acidosis & alkalosis with regard to causes, clinical manifestations, diagnosis and management.

Required Activities

- Review: Brunner and Suddarth, Ch. 26, 27; Read pgs. 755-796, 842-842, Review, Ch. 14, read 293-298
- In-Class Simulation
- Role-Playing
- Lecture
- Lab: Demonstration of skills with Return Demonstration

Lecture Objectives: Renal Objectives

1. Describe key factors involved with the development of Renal and Urologic disorders.
2. Differentiate the causes of kidney disease and Acute Renal Failure.
3. Discuss renal replacement procedures and treatments including peritoneal dialysis, hemodialysis, and kidney transplant. Other transplant procedures, specifically liver transplant included in discussion.
4. Describe laboratory and diagnostic studies and terminology utilized in the treatment of patients with Renal and Urologic disorders. Nursing Care of patient with catheter. Discuss Nephrotoxic drugs.
5. Compare and contrast the clinical manifestations, nursing management, and stage progression of patients with Acute Renal Failure.

Required Activities
• Review: Brunner and Suddarth, Ch. 44; Read pgs. 1312-1356. Review, Ch. 39, read pgs.1161-1166.
• Review Renal / Urologic Disorders and Nursing Treatment of the Urological Patient lecture outline notes.
• Attend lecture.
• Participate in Critical Thinking scenarios and Small Group activities during lecture.
• Attend Lab simulation and perform return demonstration of care of the patient with urological disorder and nursing procedures related to patients with urological devices.

Lecture Objectives: Thyroid Storm

Thyroid Storm (Thyrotoxic Crisis, Thyrotoxicosis)

1. Describe and discuss Thyroid Storm and its underlying cause hyperthyroidism as an emergent condition requiring immediate nursing intervention.
2. Describe clinical manifestations and emergency management of Thyroid Storm.

Required Activities:

Review: Brunner and Suddarth, Ch. 42; Read pgs. 1262-1265. Review, Ch. 39, read pgs.1161-1166.
Brunner & Suddarth’s: Chart 42-6, pp. 1263.

Lecture Objectives: Shock and ARDS

1. Describe Shock and the underlying pathophysiology.
2. Describe the clinical manifestations medical management, and nursing management for:
   i. Stages of Shock:
      1. Compensatory Stage
      2. Progressive Stage
      3. Irreversible Stage
3. Discuss the general management strategies in Shock
   i. Fluid Replacement
   ii. Vasoactive Medication Therapy
   iii. Nutritional Support
4. Describe the differences and similarities in shock due to:
   i. Hypovolemic Shock
   ii. Cardiogenic Shock
   iii. Neurogenic Shock
   iv. Anaphylactic Shock
   v. Septic Shock
5. Describe the pathophysiology clinical manifestations medical and nursing management of:
   i. Multiple Organ Dysfunction Syndrome
   ii. Acute Respiratory Failure
6. Describe the pathophysiology, clinical manifestations medical and nursing management of:
   i. Acute Respiratory Failure (ARF).
      1. Medical Management includes Pharmacology and Nutritional Therapy
   ii. Acute Respiratory Distress Syndrome
      1. Describe the pathophysiology, clinical manifestations, and medical and nursing management including Pharmacology and Nutritional Therapy

Required Activities

Brunner & Suddarth’s: Chapter 15: pp. 313 -335
Brunner & Suddarth’s: Table 15.2: Vasoactive Agents p. 322 & Table 15.3: Fluid Replacement p. 324