

Isabella Graham Hart School of Practical Nursing

**Practical Nursing II
Medical/Surgical Nursing Care
Course Syllabus**

Course Information:

Course Number: PN 200

Course Title: Practical Nursing II: Medical Surgical Nursing Care (520.5 hours)

Theory Clock Hours: 307

Clinical Clock Hours: 97.5

Skills Lab Clock Hours: 101

Simulation Clock Hours: 15

Course Delivery Mode: Residential

Course Description:

This course focuses on the care of adult and older adult clients with common medical/surgical health problems. Emphasis is placed on physiological disorders that require management in an acute care facility. Clinical experiences provide the student with an opportunity to apply theoretical concepts and implement safe client care in selected acute care settings.

Clinical provides opportunities for students to utilize knowledge from fundamental nursing concepts and continue to build skills to provide safe, competent care of adult clients experiencing common alterations in body systems. Organized by the nursing process to achieve best practice outcomes in a medical/surgical setting. Skill development will focus on data gathering, beginning understanding of client records in regards to physical, diagnostic and laboratory reports, medication administration, oral reporting, and written documentation. Particular emphasis is placed on concepts of holistic care, holistic care, client education.

Prerequisites:

Successful completion of Anatomy and Physiology with a grade of 75% and Practical Nursing I with a grade of 80%

Program Outcomes (PO):

1. Practice nursing that is patient/client centered, caring, culturally sensitive, and based on the physiological, psychosocial, and spiritual needs of clients. (Patient-Centered Care)
2. Serve as a member of the interdisciplinary health care team to promote continuity of client care. (Interdisciplinary Collaboration)

3. Question the basis for nursing actions using current evidence from scientific and other credible sources as a basis for nursing practice and clinical judgment. (Evidence-Based Practice)
4. Promote quality improvement by contributing to the implementation of care-related plans to improve health care services. (Quality Improvement)
5. Provide a safe environment for clients, self, and others. (Safety)
6. Use information technology in the provision of client care. (Informatics)
7. Identify how one's personnel strengths and values affect one's identity as a nurse and one's contribution as a member of a health care team. (Professionalism)
8. Use leadership skills in the provision of safe, quality client care. (Leadership)

Student Learning Outcomes:

1. Assist in developing an evidence-based plan of care that includes cultural, spiritual, and developmentally appropriate interventions related to health promotion and common medical/surgical health alterations of adult clients. (PO 1)
2. Participate as a member of the health care team and client advocate while providing quality care that promotes client safety for adults. (PO 2)
3. Apply knowledge of pharmacology, pathophysiology, and nutrition, as well as evidence-based practice, to the care of adult clients with common medical/surgical health alterations. (PO 3)
4. Use information technology to access evidence-based literature as well as communicate with members of the health care team, accurately documenting client care in a secure and timely manner. (PO 6)
5. Participate in identifying the educational and safety needs of adult clients and their families, while reinforcing education provided by members of the health care team. (PO 5)
6. Use organizational, time management, and priority-setting skills when providing care to adult clients and when assigning and supervising unlicensed assistive personnel in selected settings. (PO 8)
7. Report concerns related to client safety and the delivery of quality care and participate in activities that promote performance improvement. (PO 4)
8. Adhere to ethical, legal, and professional standards while maintaining accountability and responsibility for the care provided to adult clients and their families. (PO 7)

Required Texts:

- Assessment Technologies Institute. (2019). *PN adult medical surgical nursing edition 10.0*. Assessment Technologies Institute, LLC.
- Assessment Technologies Institute. (2019). *Nursing leadership and management review module edition 8.0*. Assessment Technologies Institute, LLC.
- Assessment Technologies Institute (2020). *Pharmacology for nursing PN review module edition 8.0*. Assessment Technologies Institute, LLC.
- Burton, Marty A., and May Ludwig, Linda J. (2019). *Fundamental of Nursing Care (3rd ed.)*. Philadelphia: F.A. Davis
- Williams, L., Hopper, P (2019). *Understanding Medical-Surgical Nursing (6th ed.)*. Philadelphia: F. A. Davis.
- Linnard-Palmer, L., and Coats, G.H.(2017). *Safe Maternity & Pediatric Nursing Care (2nd ed)*.

Recommended Texts:

- Deglin, J., Vallerand, A., Sanoski, C. (2019). *Davis' Drug Guide for Nurses (16th ed.)*. Philadelphia: F. A. Davis. *
- Tabers (2017). *Taber's Cyclopedic Medical Dictionary (23rd ed)*. Philadelphia: F. A. Davis. *
- Van Leeuwen, A.M., Bladh, M. L. (2019). *Davis's Comprehensive Manual of Laboratory and Diagnostic Tests with Nursing Implications (8th ed.)*. Philadelphia: F. A. Davis.

Method of Instruction:

- Textbook readings
- Podcasts
- In-class lecture and group discussions
- Student presentations
- Written assignments
- Group work
- Videos
- Interactive activities

Grade Scale

An 80% or better is required for the successful completion of Practical Nursing I.

Grading is a mechanism to evaluate student levels of learning. The student will be evaluated for classroom learning, skills laboratory competencies, and clinical performance. The student is responsible for assigned reading material, written assignments, active participation, demonstration of employability skills, in-class/skills lab/clinical activities, and for seeking clarification of concepts that seem questionable. Students will be assessed with the use of quizzes, comprehensive exams, homework, non-graded assignment, and skills lab/clinical competencies. These assessments allow the student to identify those areas that need reinforcing

or further study.

Success on the NCLEX-PN State Board Examination is necessary for licensure to practice nursing. This may become improbable when grades fall below 80%.

Progression Requirements:

- A minimum 80% average in each individual nursing course
- A minimum 75% average in Anatomy and Physiology
- Obtain a 90% or greater on the Math Calculation Exam
- A minimum 80% average for assignments in each area of Clinical, Skills Lab and Simulation. If a student does not achieve an 80% in a specified area an Academic Improvement Plan will be required for progression. The student must meet the goals of the plan to continue in the program.
- A satisfactory grade is required in the Clinical and Skills Lab to progress to each course and for graduation.

Summary of Units

Unit of Instruction	Hours
Surgical	6
Musculoskeletal	18
Respiratory	24
Cardiovascular	24
Gastrointestinal	24
Sensory	12
Neurological	24
Endocrine	24
Genitourinary	24
Reproductive	18
Maternity	24
Abnormal Cell	12
Disaster Preparedness Communicable Diseases	12
Community Health	12
Mental Health	24
Total Hours	282

Theory Methods of Evaluation

Grading Methods	Worth
Exams (13- 4.6% each)	60%
Pre-Class Assignments	5%
Comprehensive Final Exam	10%
Skills Lab	5%
Simulation Lab	5%
Clinical Experience	5%
ATI - Medical-Surgical Proctored Assessment	5%
Classroom Assignments	5%

Clinical Methods of Evaluation

Weekly Assignments <ul style="list-style-type: none">• Journal• Narrative Note• Nursing process worksheet• Data gathering worksheets• Communication worksheets	Worth of overall clinical grade 10%
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Grade Scale

Medical Surgical Clinical is worth 5% of the overall final PN II course grade.

Clinical Student Learning Outcomes:

- 1 Provide safe, holistic, client-centered care for diverse clients experiencing acute health care problems.
- 1 Use effective verbal and nonverbal communication skills when providing care for clients and working with family members and the health care team
- 1 Identify the scientific rationale necessary to meet the basic physical, psychosocial and cultural needs of all clients based on evidence-based practice.
- 1 Enhance student's ability to promote client safety and quality health care.
- 1 Minimize of risk factors that could cause injury or harm while promoting quality care and maintaining a secure environment for clients, self, and others.
- 1 Use information technology as a communication and information gathering tool that supports clinical decision making and scientifically based nursing practice.
- 1 Demonstrate accountable and responsible behavior of the nurse that incorporates legal and ethical principles and complies with standards of nursing practice.
- 1 Utilize a set of skills that directs and influences others in the provision of individualized, safe, quality client care.

Clinical Objectives:

1. Use effective verbal and nonverbal communication skills when providing care for clients and working with family members and the health care team
2. Enhance student's ability to promote client safety and quality health care.
3. Apply ethical and legal concepts to the care of clients in acute care settings. Improve performance, communication, and efficiency in the clinical setting.
4. Demonstrate development of critical thinking skills through the use of reflective thinking, journaling, and problem solving through the nursing process.
5. Promote the empowerment of the student in preparation for the clinical setting.
6. Encourage students to self-analyze their performance and use critical thinking during the reflection process.
7. Demonstrate the ability to pass medications safely and competently.
8. Identify normal and abnormal lab values and relate them to client's medical conditions.
9. Document observations and data collection appropriately and timely in the medical record.
10. Correctly identifies from assigned client information-diagnosis, pathology/etiology of disease, nursing diagnosis, interventions and outcomes.

Clinical Attendance Policy

Attendance is necessary to meet the clinical student learning objectives successfully and to learn how to apply theory to clinical practice. Passing of clinical objectives is not possible if the faculty determines that student absence resulted in failure to meet the clinical learning objectives.

Failure to comply with the attendance procedures will be considered no call no show.

The clinical day begins at 7:30 am for days /4:00 pm for evenings

Students who arrive at clinical after 7:35 am/4:05 pm will be dismissed for the day, and one clinical day will be counted as absenteeism.

Students are allowed one clinical absence per semester before dismissal from the program

Clinical Day Procedure

Clinical Day:

Preconference:

Before the start of the clinical day, a pre-conference will be held. The time and location of the pre-conference are at the discretion of the clinical instructor. The focus will be reviewing goals for the day, including learning objectives. The pre-conference is intended to be a brief review of the day's activities. Clinical instructors will assist the clinical group in identifying care priorities, learning opportunities, and organizational needs.

Post Conference:

Post conferences are intended to discuss nursing care challenges of interest for the benefit of all the students in the clinical group and to share ideas for meeting these challenges. The clinical instructor will facilitate the post-conference discussion. Each student is expected to participate in evaluating the day's goals and learning experiences. Activities relevant to the clinical focus will be discussed with emphasis on expected and actual outcomes of care, alternative interventions, and staff nurse responsibilities in the overall management of care for the client.

Clinical Attire:

- Students must only wear approved uniforms to lab and clinical.
- Uniforms must be laundered, free of wrinkles, and free of stains.
- Identification Badge must be worn above the waist at all times.
- Plain, white, long or short sleeve t-shirts may be worn under the uniform.
- An approved warm-up jacket.
- Clean white nursing shoes or white sneakers
- No open-heeled clogs or shoes with holes in them (like Crocks) are allowed.
- White socks or stockings.
- Bandage scissors, black ink pen, watch (with a second hand), and stethoscope.
- Hair must be tied back, off the face, and is to be worn at or above the collar at all times.
- Students having a mustache or beard must keep it short, neat, and clean; Facial hair must be able to fit under or be entirely covered by a surgical mask.
- Fingernails are to be kept short and clean, not to extend beyond the fingertips, and nail polish must be in good repair.
- Undergarments may not be visible through the clinical uniform.
- Wedding bands and small earrings (limit of two per year) are permitted.

- Tattoos of offensive nature must be covered.

The following are NOT permitted:

- Use of perfumes, scented lotions, and aftershave.
- Artificial nails/gel polish/acrylic/dipped/powder nails.
- Artificial/false eyelashes are not permitted in the lab or clinical setting.
- Non-natural colored hair (i.e., pink, green, bright red, blue, purple, etc.)

Non-compliance with dress code:

- Will result in the implementation of the IGH Due Process Procedures for Student Dismissal (page 53).

Grade Scale

Medical Surgical Simulation is worth 5% of the overall final PN II course grade.

Grading is a mechanism to evaluate student levels of learning. The student will be evaluated for classroom learning, skills laboratory competencies, and clinical performance. The student is responsible for assigned reading, written assignments, and active participation in learning. It is required that students demonstrate employability skills, in-class/skills lab/clinical activities, and seeking clarification of concepts that seem questionable. Students will be assessed with the use of quizzes, comprehensive exams, homework, non-graded assignment, and skills lab/clinical competencies. These assessments allow the student to identify those areas that need reinforcing or further study.

Student Learning Outcomes:

Students will:

1. Utilize critical thinking and problem-solving processes that provide a framework for caring for patients in a structured healthcare setting.
2. Provide safe and effective nursing care in collaboration with members of the health care team using critical thinking, problem-solving, and the nursing process in a variety of settings through direct care, assignment, or delegation of care.
3. Evaluate clinical data, current literature, responses, and outcomes to therapeutic interventions to make appropriate nursing practice decisions within the scope of PN licensure.
4. Identify how their participation in best practice procedures contributes to quality improvement.
5. Implement appropriate interventions to promote a quality and safe environment for patients and their families.
6. Learn documentation essentials in Care Connect, RRH's electronic medical record.
7. Develop professional behavior and communication skills.

8. Delegate care based on the needs and acuity of the client within the scope of practice of each member of the health care team.

Simulation Objectives:

1. Provide a risk-free environment for student learners that reinforce critical thinking and clinical reasoning.
2. Enhance student’s ability to promote patient safety and quality health care.
3. Increase clinical competence through selected simulation scenarios.
4. Improve performance, communication, and efficiency in the clinical setting.
5. Promote evidence-based decision making.
6. Promote the empowerment of the student in preparation for the clinical setting.
7. Facilitate debriefing and positive feedback to enhance student learning.
8. Encourage students to self-analyze their performance and use critical thinking during the reflection process.

Simulation Methods of Evaluation

Grading Methods	Worth
Pre-Work	33.33%
Participation in Simulation	33.33%
Journal	33.33%

Pre-work: Simulation pre-work is due at the start of simulation. The pre-work is necessary for the student to understand the simulation for the day. Because this pre-work is essential to the student’s learning, it is not accepted late. This assignment is the ONE exception to the late assignment policy in the student handbook. You will receive a zero if it is not completed and turned into the submission box in Schoology on time. If you have questions regarding the pre-work, you should reach out to the instructor before the day of your simulation.

Participation: Participation in simulation is key to learning. Students who are fully engaged in the simulation and are participating and trying to learn will be rewarded for their effort. Students who do not participate in simulation in any way will receive a grade of 0 for their participation grade.

Journal: Reflection on learning is vital for the student and also assists the instructor in determining if the student has met the learning objectives for the day. Journals will be guided through questions found under the journal assignment for that simulation day. Answers to the journal questions should be well thought out and demonstrate that the student has put time and

effort into their answers and will be graded accordingly. Journals must be submitted to the submission box in Schoology.

Simulation Policy

- Use professional behavior in the Simulation Lab. This includes, but may not be limited to the following:
 - Demonstration of appropriate behavior during teachings and demonstrations. This includes; not talking while staff members are giving instructions, engaging in simulated situations, and actively participating in the clinical demonstrations.
 - Be professional just as you would if you were in a “real” patient setting.
- What happens in the lab stays in the lab:
 - Students are allowed to make mistakes in the lab so that active learning can take place. This information should not be discussed outside of the lab.
 - All students should be allowed to learn from the lab experiences in the same manner, and discussing scenarios with students who attend the lab at a later time takes away every student’s opportunity for learning.
- Follow the Dress Code:
 - Appropriate clinical uniforms must be worn at all times during the day.
 - Those who are not in proper uniform for simulation may be asked to leave.
- Bring all the necessary supplies:
 - Stethoscope
 - Watch with second hand
 - Pen
 - Assigned pre-work
 - Any books or resources necessary for the day
- Phones are not to be used during simulation time. Cellular phones and electronic devices should be set to the “off” or “silent” position while students are in the Simulation Lab, even when doing prep work or watching videos.
- Use appropriate language/conversations at all times. Swearing, profanities, or abusive discussions will be grounds for immediate dismissal from the lab experience.
- Follow Standard Precautions. Sharps and syringes are to be disposed of in appropriate Sharps containers.
- Leave the simulation lab in order. Please dispose of any trash, clean work areas when finished, and put equipment back in its proper place when you are done using it.

Course Policies

Assignment Policy

All assignments including mandatory non-graded assignments, are selected to enhance student learning through application activities. As such, students are required to review and submit all assignments meeting the following expectations:

- Professionally and Scholarly, which means typed, with your name, date, title of assignment, and in proper APA format
- Submitted to the appropriate assignment folder
- Screenshots or Emails of assignments are not accepted
- Submitted on time
 - Graded assignments that are turned in within 72 hours from the due date are considered late and will receive a 15-point reduction in grade.
 - Any assignment not turned in within 72 hours of the due date will receive a zero for the assignment. There will be no chance to make up missed assignments.
 - Assignment grades will be posted to the student's learning management account within two weeks of the due date.
- Non-graded mandatory assignments earn a grade of pass or fail and are to be submitted as directed. These are required to progress to the next course, and failure to submit as required may result in failure of the course.

Exam Policy during COVID

IGHSPN has transitioned to Exam Soft testing platform for virtual integration and all future and in-person classes. Exam Soft is a test-taking platform that creates a secure testing environment to maintain academic integrity, which protects exam content and prepares students for the NCLEX exam.

Exam Soft will virtually proctor students during the allotted exam time. Students will need to follow these guidelines during exam testing

- Prior to starting the exam and during the exam students are required to be verified by Exam ID to verify that it is the student taking the exam.
- Camera requirements:
 - During the exam students are required to have the computer camera angled on the student during the entire duration of the exam.
 - The student must fix position and leave their camera on themselves.
 - During the exam, students' faces are required to be visible during the duration of the exam.
 - Looking off-screen multiple times is considered a breach in academic integrity.

Once the exam is completed and uploaded to Exam Soft, each student exam is reviewed for breaches in academic integrity. The academic integrity report is provided to the faculty for review. Students identified with a breach of academic integrity will be subjected to an academic misconduct investigation.

Academic misconduct violates the standards of the Nursing Profession as well as the standards and expectations at Isabella Graham Hart School of Practical Nursing and is punishable by

warning, suspension, or dismissal from the program. See the Academic Misconduct policy for further details.

Exams

Regular attendance is a requirement of the program. If you are absent on the exam day, makeup exams must be completed within 24 hours of the return date.

A student is allowed a maximum of up to 30 minutes late. Students who arrive after 8:30am and 4:30pm will be required to reschedule the exam for the next class day.

Absence(s) or tardiness on exam days will result in the following:

Exam grades will be posted on a student's learning management account within one week after all students have taken the scheduled exams.

Remediation after an exam

The following class meeting time after grades are posted, faculty responsible for holding the exam will have the first 30 minutes of class to provide remediation to all students by going over and discussing the frequently missed questions. Any student wanting further remediation will have an opportunity to complete a 25 question ATI quiz. This will not be an open book quiz. If a student scores an 80% or higher, they will receive 3 additional points on their exam.

COVID Attendance Policy

In light of the COVID virus, classes have been converted to an online format. Students are required to log onto each class via Zoom at the scheduled time. Online class expectations include:

- Log onto the classroom link 10 minutes before class
- Turn the video camera on and be visible during class
- Turn the microphone on mute
- Be sure you are in a place that is free of distraction
- You are required to wear your uniform top for class sessions
- Have all your classroom resources ready and available

Attendance Policy (for in person classes)

In order to support the achievement of student learning outcomes, it is important to decrease distractions and maximize learning opportunities in the classroom.

- It is recommended that students report to class 15 minutes before the start of class.
- The class will start promptly at 8:00 am/4:00pm.
- Late students will be allowed entrance to the classroom quietly.
- Missed time will be counted as absenteeism and may lead to an inability to fulfill program requirements of 1200 hours.

Academic Integrity/Misconduct Policy

The cornerstone of the Profession of Nursing is a commitment to integrity in all forms. The Academic Misconduct policy defines the approach used for acts of academic misconduct involving students at IGHSPN. Academic integrity requires students to act with honesty and integrity in performing their academic responsibilities. Responsibilities include:

- Preparing and completing assignments,
- Taking of examinations,
- Completing clinical work and/or skill competencies
- Maintaining a conscientious effort to abide by all policies set forth by the administration, faculty, and staff at IGHSPN.

Any compromise of academic integrity constitutes academic misconduct.

Instances of academic misconduct include, but are not limited to:

- Plagiarism: Presenting as one's work, the words or ideas of another individual without proper acknowledgment
- Reusing coursework from another course without the permission of the faculty
- Completing coursework for another student
- Misrepresenting the share of responsibility for collaborative coursework and/or assignments
- Working with other students on course assignments without the permission of the faculty
- Cheating on an exam or quiz. Examples of cheating include, but are not limited to:
 - Looking at another student's exam or quiz,
 - Leaving the proctored room during an exam or quiz,
 - Engaging in unauthorized communications during an exam, either on the phone or in person, during the exam/quiz
 - Using "cheat sheets" notes, the internet or other resources during the exam/quiz,
 - Failing to follow the instructions of an exam or quiz.
- Providing false information on or tampering with attendance records, academic records, or other official documents or means of identification
- Taking deliberate action to destroy or damage another person's academic work
- Recording and/or disseminating content without the permission of the faculty
- Enabling another student to commit any act of academic misconduct

See Academic Misconduct Policy for further details.

Civility Policy

Civility is generally defined as being polite, courteous, and respectful to others. Conversely, incivility can be described as any "speech or action that is disrespectful or rude or ranges from insulting remarks and verbal abuse to explosive, violent behavior."

The IGH School of Practical Nursing Program is dedicated to creating a safe teaching-learning environment founded on respect and human dignity for all. Therefore, uncivil behavior will not be tolerated from students, faculty, or staff in any venue (classroom, clinical, simulation or lab).

A student experiencing or believes they have experienced uncivil behavior from another student, faculty, or staff should first attempt to address his/her concerns with that student unless they feel threatened or unsafe. In that case, or if the conversation is ineffective and the behavior continues, the student should speak with the Title IX Coordinator. If the issue is not resolved, the student should follow-up with the Title IX Coordinator.

*Clark, Cynthia M., and Springer, Pamela J., "Thoughts on Incivility: Student and Faculty Perceptions of Uncivil Behavior in Nursing Education," *Nursing Education Perspectives*, Vol. 28, No. 2, March/April 2007

Professionalism

The nursing profession has high standards that include appropriate conduct and personal appearance. The development of professional attitudes and behaviors is essential in preparation for a nursing career. The professionalism learned at IGH will serve as the foundation of professional demeanor during a career in health care. These standards are to be met at clinical facilities and school. Being unprofessional refers to any behavior that violates the Patient's Bill of Rights, the Code of Conduct, HIPAA requirements, or reflects negatively on Rochester Regional Health, Isabella Graham Hart School of Practical Nursing, or the nursing profession.

To assist the student with development of professional attributes, the student will be evaluated in all courses (Academic, Skills Lab, Simulation Lab, and Clinical) on professional characteristics, including, but not limited to:

- Honest and Ethical: express integrity
- Accountable: answerable for their actions
- Responsible: liable and conscientious
- Dependable: trustworthy and reliable
- Courteous: polite and respectful behavior and language, including both written and verbal communications.
- Punctual: arrives for class, lab, and clinical at the specified time and follows procedures for absenteeism.
- Dress professionally, appears neat and clean.
- Prepares for class, lab, clinical experiences
- Participates in class, lab, and clinical.
- Demonstrates self-motivation for professional learning.
- Practices nursing, in accordance with the PN/VN Nurse Practice Act, established standards of practice, and institutional policies and procedures.
- Utilizes an established nursing code of ethics, the Patient Bill of Rights, and the Self Determination Act as a framework for practice.
- Maintains professional accountability.

Cell Phone Use

The use of cellular phones or any other electronic communication devices, including but not limited to smartwatches for any purpose during exams, skills lab, simulation lab, or clinical hours is prohibited by IGHSPN. Electronic device use, ringing, and texting, use of social media such as Facebook, Twitter, etc., are unacceptable during class hours.

If any student is found to violate this policy, they will be asked to surrender the electronic device until the class is finished. Disciplinary actions will be taken against those who are unwilling to adhere to school policy. Please refer to the Code of Conduct Policy.

Prohibited Student Conduct and Policy

All IGHSPN students must conduct themselves appropriately and civilly, with proper regard for the rights and welfare of other students, personnel and other members of the school community, and the care of school facilities and equipment.

The best discipline is self-imposed, and students must assume and accept responsibility for their behavior, as well as the consequences of their misconduct. The IGHSPN administration and faculty, however, recognize the need to set specific and clear rules for student conduct. The rules of conduct listed below are not all-inclusive. They are intended to focus on safety and respect for the rights and property of others. Students who do not accept responsibility for their behavior and violate school rules will be required to accept the penalties for their conduct.

Consequences for the violation of any policy or required behaviors may lead to dismissal.

However, the IGHSPN administration reserves the right to impose a higher level of discipline or combine disciplinary consequences depending on the facts of each situation and the nature of the offense.

The following are guidelines used for determining disciplinary action and may be used in determining immediate dismissal from the program. The following may not be all-inclusive; therefore, any offenses outside the below will be reviewed on a case by case basis. Discipline will be imposed on students who engage in the following:

Disorderly Conduct: Examples of disorderly conduct include but are not limited to:

- Running in hallways
- Making unreasonable noise
- Using language or gestures that are profane, lewd, vulgar or abusive
- Obstructing vehicular or pedestrian traffic
- Engaging in any willful act which disrupts the regular operation of the school community
- Computer/electric communications misuse, including any unauthorized use of computers, software, or internet account; accessing inappropriate websites; or any other violation of the RRH acceptable use policy.
- Bringing to school or having in his/her possession any item considered a nuisance (audio or other personal music devices), dangerous (firearms, weapons, chains, sharp objects, firecrackers) or inappropriate (e.g., pornographic material)

Insubordinate Conduct: Examples of insubordinate conduct include:

- Failing to comply with the reasonable directions of teachers, school administrators or other school employees or otherwise demonstrating disrespect
- Missing or leaving a class, school grounds or a clinical site without permission
- Entering any area without authorization
- Refusing to leave any classroom, lab or clinical site after being directed to do so

- by IGHSPN authorized personnel
- Accessing medical records without permission, including but not limited to HIPAA violations.

Disruptive Conduct: Examples of disruptive conduct include:

- Failing to comply with the reasonable directions of teachers, school administrators or other school personnel
- Physically restraining or detaining any other person or removing such person from any place where he/she has authority to remain
- Obstructing the free movement of persons and vehicles in any place where such movement is authorized or permitted
- Bringing children, family, or friends to school during class hours without permission
- Recording of lectures without written permission from RRH
- Sending text messages or using a mobile device during class

Violent Conduct: Examples of violent conduct include:

- Committing an act of violence such as hitting, kicking, punching, scratching, spitting or biting (this is not an exhaustive list) upon a teacher, administrator, or other school employees, or attempting to do so; Committing an act of violence upon another student, or any other person lawfully on RRH property or attempting to do so
- Possessing a firearm or weapon; Authorized law enforcement officials are the only persons permitted to have a firearm or weapon in their possession while on RRH property or at a school function
- Displaying what appears to be a firearm or weapon
- Threatening to use any firearm or weapon
- Intentionally damaging or destroying the personal property of a student, teacher, administrator, other employee or any person lawfully on school property
- Intentionally damaging, destroying or defacing school property

Endangering the Safety, Morals, Health or Welfare of Others: Examples of prohibited conduct include:

- Lying to school personnel
- Stealing the property of other students, school personnel, or any other person lawfully on RRH property or attending a school function
- Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them
- Discrimination, which includes the use of race, color, creed, national origin, religion, gender, sexual orientation, disability or other protected status as a basis for treating another in a negative manner
- Harassment, which includes a sufficiently severe action, or a persistent, pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be, or which a reasonable person would perceive as, ridiculing, demeaning, or threatening

- Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm
- Selling, using, or possessing obscene material
- Using vulgar or abusive language, cursing, or swearing
- Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either; "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs."
- Inappropriately using, selling, or sharing prescription and over-the-counter drugs
- Gambling
- Indecent exposure, that is, exposure of the private parts of the body in a lewd or indecent manner
- "Sexting," which includes the sending, receiving, or possession of sexually explicit messages, photographs, or images by electronic devices
- Cyberbullying, which includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory e-mail messages, instant messages, text messages, digital pictures or images, or website postings (including blogs)
- Initiating a report of fire or other catastrophes without valid cause, misuse of 911, tampering with or discharging a fire extinguisher
- Engaging in any act which violates an established IGHSPN/RRH rule or policy, willfully inciting others to commit any of the acts herein, or engaging in irresponsible behavior or conduct contrary to decent, polite, honorable, and honest standards

Students Who Engage in Academic Misconduct: Examples of academic misconduct include:

- Plagiarism
- Cheating
- Copying
- Altering records
- Assisting another student in any of the above

Program Dismissal: Additional infractions that may constitute immediate dismissal from the program:

- Endangering the safety of a client through an act of omission or commission, including medication or dosage error
- Failure to secure faculty member when preparing and administering medications for a client
- Any action that results in the affiliating facility prohibiting a student from clinical participation at that site
- Any actions (or lack of) that result in the notification of the NYSDOH by a client/family or agency
- Repeated disruption or involvement in a verbal or physical altercation in a classroom or clinical setting
- Academic dishonesty including cheating or plagiarism

- Endangering the safety of a client or violating the school's Student Code of Conduct may result in an immediate academic dismissal at any time during the student's enrollment. The student is not eligible for re-admission into the nursing program

Student Learning Assignments

Assessment Technologies Institute (ATI) TM, LLC

ATI is a learning system that is used to assess a student's mastery of content and to prepare the student for the NCLEX PN. IGHSPN utilizes practice and proctored assessments that allow students to monitor their achievement of content mastery. In PN II, students complete the Medical-Surgical Proctored Exam, focused review assessments, and ATI Pharmacology Made Easy Modules. Students will also begin Virtual ATI in PN II and complete in PN III. Please see the syllabus for PN III for grading criteria.

Davis Edge LPN/LVN

Davis Edge is a web-based adaptive learning system. The faculty will create a 25-question quiz that is based on each course's assigned chapter readings. The assigned quiz in Davis Edge is not time-limited, and you can exit and resume your work later. The quiz is intended to reinforce content obtained through the readings. You are encouraged to utilize your textbook while completing the quizzes.

ATI PN II Med-Surgical Proctored Assessment Grading Scale:

Level 3: A student meeting the criterion for Proficiency Level 3:

- is expected to exceed NCLEX-PN standards in this content area.
 - should demonstrate a high level of knowledge in this content area that confidently supports academic readiness for subsequent curricular content.
 - should exceed most expectations for performance in this content area.
- *Note that these definitions were based on expertise of the nurse educators who participated

Level 2: A student meeting the criterion for Proficiency Level 2:

- is expected to readily meet NCLEX-PN standards in this content area.
- should demonstrate a level of knowledge in this content area that more than adequately supports academic readiness for subsequent curricular content.
- should exceed minimum expectations for performance in this content area

Level 1: A student meeting the criterion for Proficiency Level 1:

- is expected to just meet NCLEX-PN® standards in this content area.
- should demonstrate the minimum level of knowledge in this content area required to support academic readiness for subsequent curricular content.
- should meet the absolute minimum expectations for performance in this content area.

Below level 1

Total Percentage of Grade	Proficiency Level	Total Points
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5%	Level 3 (68.1% - 100%)	100
4%	Level 2 (67.2% - 68%)	80
3%	Level 1 (48%-67.1%)	60
2%	Below level 1 (Below 48%)	40

ATI Capstone:

Students will start the ATI capstone program within PN II. Students will be given a schedule to complete modules within the ATI capstone program. Students will receive points based on their participation in the ATI capstone program. Students will not receive points if the student does not complete the pre-work, assessments, and post-work on the allocated due date.

The ATI Capstone Content Review + Virtual-ATI will include:

- Proctored ATI Capstone Comprehensive A
- Six weeks of content modules with completion of the following:
 - o Prepare
 - Weekly tips
 - Review of Concepts
 - Pre-assessment quiz
 - o Test
 - Weekly content assessment completed Friday at Home
 - o Improve
 - Focused Review
 - Post-assessment assignment
 - Weekly assignments will be due on Tuesday by midnight.
 - Proctored ATI Capstone Comprehensive B
 - Completion of the Virtual-ATI NCLEX Review to the 25% stage prior to graduation

Graded Assignments

Students will be assigned mandatory assignments throughout the semester to prepare students for in-class activities, exams, or application of learning. These assignments are designed to enhance the students learning and are required to progress to PNIII and are worth 5% of your PN II grade. The assignments will be assigned by faculty members to coincide with the unit of instruction.

Units of Instruction:

- This is a six-hour course that will explore the basic level of surgical nursing.
- Medical Asepsis and Infection Control is not Required Reading, although it is highly recommended, as this would be a review since it was taught in Fundamentals

Medical-Surgical Nursing

Surgical Unit

January 2021

Date	Content	Student Learning Activities
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Day 1	<ul style="list-style-type: none"> • Medical Asepsis and Infection Control • Surgical Asepsis • Nursing Care of Patients Having Surgery • Preoperative Nursing • Postoperative Nursing 	<p>Pre-class Assignment – Due before Class The following modules can be found in the <i>My ATI</i> tab.</p> <p><u>ATI:</u></p> <p>My ATI</p> <ul style="list-style-type: none"> • The Communicator – Client undergoing Surgery • Skills Module – Surgical Asepsis <ul style="list-style-type: none"> ○ Preparing a Sterile Field ○ Pouring a Sterile Solution ○ Adding Items to a Sterile Field <p>** Good Review/ Not Required** Burton/Smith/Ludwig: Chapter 14, p. 225-247</p> <p>Burton/Smith/Ludwig: Chapter 22, p. 424 – 441</p> <p>Williams & Hopper: Chapter 12, p. 170 – 201</p> <p>ATI: Chapter 84, p. 599 – 604</p> <p>ATI: Chapter 85, p. 605 -610</p>
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Surgical Unit Objectives

- Define the three phases of perioperative nursing
 - Preoperative
 - Intraoperative

- Postoperative
- Differentiate between types of surgery:
 - By purpose
 - Degree of urgency
 - Degree of risk
- Understand the process of informed consent/surgical authorization
 - Nurses role in informed consent
- Identify three different typed of surgical drains
- Identify the differences between clean technique and sterile asepsis
- State the purpose of preoperative, intraoperative and postoperative medications
- Understand surgical risk factors and interventions of prevention
- Describe the process for sterile dressing change with different dressings
- Explain the nurse’s role in discharge teaching
- Compare roles and function of perioperative team
- Identify the risk of surgery through the life span
 - Pediatrics population
 - Elderly population
- Define Malignant Hyperthermia and the care of the patient during this crisis

Medical-Surgical Nursing
Musculoskeletal Unit
January 2021

Date	Content	Student Learning Activities
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Day 1	<p>Musculoskeletal System</p> <ul style="list-style-type: none"> • Aging and the Musculoskeletal System • Musculoskeletal Diseases • Osteomyelitis • Osteoporosis • Gout • Osteoarthritis • Osteoarthritis vs Rheumatoid Arthritis • Lupus 	<p>Pre-class Assignment – Due before Class</p> <p>Pharmacology Made Easy 4.0 (Under the Learn Tab)</p> <ul style="list-style-type: none"> • <u>The Musculoskeletal System</u> • Drug Therapy for Rheumatoid Arthritis • Drug Therapy for Osteoporosis • Case Study • Activities <p>Health Assess (Under the Apply Tab)</p> <ul style="list-style-type: none"> • Musculoskeletal and Neurological <p>(Don't need to do neurological information)</p> <p>Understanding Medical-Surgical Nursing (6th ed.) Williams Hopper</p> <p>Ch. 45, pp 934 - 946</p> <p>ATI: <i>PN Adult Medical Surgical Nursing - Edition 10.0</i></p> <p>Musculoskeletal Diagnostic Procedures Ch 59, pg. 399 – 402</p> <p>Osteoporosis Ch 62, pg. 415 – 420</p> <p>Osteoarthritis and Low Back Pain Ch 64, pg. 431 - 436</p>
Day 2	<p>Musculoskeletal Conditions</p> <ul style="list-style-type: none"> • Sprains • Strains 	<p>Understanding Medical-Surgical Nursing (6th ed.) Williams Hopper</p>

	<ul style="list-style-type: none"> • Fractures • Compartment Syndrome • Fat Embolism • Cast Care • Traction • Amputation <p>Orthopedic Surgeries</p> <ul style="list-style-type: none"> • Arthroscopy • Rotator Cuff Repair • Carpal Tunnel Release • Open Reduction Internal Fixation (ORIF) • Total Joint Arthroplasty 	<p>Ch. 46, pp 947 - 978</p> <p>Fundamentals of Nursing Care: Concepts, Connections, & Skills (3rd ed.) Burton, May Ludwig, & Smith</p> <p>Ch. 27, pp 557 – 574</p> <p>ATI: <i>PN Adult Medical Surgical Nursing - Edition 10.0</i></p> <p>Arthroplasty Ch 60, pg. 403 – 408</p> <p>Amputations Ch 61, pg. 409 – 413</p> <p>Musculoskeletal Trauma Ch 63, pg. 421 – 430</p>
Day 3	Review	

Musculoskeletal Unit Objectives:

- Define terminology related to the musculoskeletal unit
- Investigate diagnostic tests and nursing consideration pertinent to the diagnosis of musculoskeletal disorders
- Examine nursing diagnosis and interventions appropriate for managing care of the client with musculoskeletal disorders
- Describe the pathophysiology, etiology, assessment findings, medical/surgical management, and nursing care for clients experiencing musculoskeletal disorders
- Discuss the classifications, indications, general drug actions, contraindications, precautions, and general adverse reactions associates with the administration of medications used for respiratory disorders including:
 - Glucocorticoids
 - NSAIDS (Nonsteroidal anti-inflammatory drugs)
 - Monoclonal
 - Anti-Inflammatory Agents
 - Calcium Supplements
 - Opioids
 - Adjuvant Medications for pain

- Differentiate pediatric, gerontological, and cultural considerations for clients with musculoskeletal disorders

Medical Surgical Nursing
Respiratory Unit

Date	Content	Assigned Reading
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<p>Day One</p>	<p>Respiratory Assessment</p> <p>Diagnostic Tests and Procedures</p> <ul style="list-style-type: none"> • Oxygen Saturation Test (O2 sat or SpO2) ▪ Chest x-ray (CXR) ▪ Sputum Culture and Sensitivity ▪ Arterial Blood Gases (ABGs) ▪ Throat Culture ▪ Nasal Samples ▪ Capnography ▪ Pulmonary Function Studies ▪ Pulmonary Angiography ▪ Bronchoscopy <p>Nursing Interventions</p>	<p><u>Ticket To Class:</u> Go to ATI Pharm Made Easy 4.0 located in the learn tab. Click on the Respiratory Module. Complete The Respiratory System: Introduction This section will help you review A & P.</p> <p>Williams & Hopper: Ch 29. pp 529 - 533 Review: Figures 29.7, 29.9; and Table 29.2 Ch. 29. pp 537-555</p> <p>ATI: <i>PN Adult Medical Surgical Nursing – Edition 10.0</i> Ch 15. pp 95-102; Ch 16. pp 103-110 <i>PN Pharmacology for Nursing - Edition 7.0</i> Airflow Disorders: Ch 16. pp 125-132</p> <p><u>Class Activity ATI Health Assess Respiratory Module 12/11:</u> Go to ATI Select Apply tab, Click Health Assess Module. Further Instructions will be given in class. Students will be required to participate in breakout sessions.</p> <p><u>Pediatric Considerations:</u> Linnard-Palmer & Coats: Respiratory System Ch 15 p 219 Respiratory Conditions Ch 32. pp 526-540</p> <p>ATI: <i>PN Nursing Care of Children - Edition 10.0</i> Respiratory Disorders Ch 15. pp 83-90</p> <p><u>Gerontological Considerations:</u> Dahlkemper: Respiratory System Assessment of, Ch 15. pp 236-237 Infections in, Ch 13 pp 199-202; 205 In mobility problems, Ch 17. pp 250-251 Normal age related changes in, Ch 2. pp 23-24; 29; p 89 ;Ch 7. p 103</p>
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		<p><u>Cultural Considerations:</u></p> <p>Dahlkemper: Ch 9. Exercise and pain pp 131- 132 Ch 13. Infections p 205 Ch 15. Physiological Assessment p 230-244</p> <p><u>Diagnostic Tests:</u></p> <p>Williams & Hopper Ch 29. pp 533-537</p>
Day Two	<p>Upper Respiratory Disorders</p> <p>Disorders of the Nose and Sinuses</p> <ul style="list-style-type: none"> • Epistaxis, • Nasal Polyps • Deviated Septum, • Sinusitis, • Sleep Apnea, • Rhinitis, • Pharyngitis, • Laryngitis, • Tonsillitis/Adenoiditis, <p>Infectious Disorders</p> <ul style="list-style-type: none"> • Influenza, <p>Malignant Disorders</p> <ul style="list-style-type: none"> • Cancer of the Larynx, 	<p><u>Ticket To Class:</u> Go to ATI Pharm Made Easy 4.0 located in the learn tab. Click on the Respiratory Module. Complete Drug Therapy for Upper Respiratory Disorders. Complete medication template for medication classification Sympathomimetics; drug prototype phenylephrine (Neo-Synephrine). We will complete antihistamine in class together</p> <p>Williams & Hopper: Ch 30. pp 557-569</p> <p>ATI: <i>PN Adult Medical Surgical Nursing - Edition 10.0</i> Ch 17 pp 111-114 <i>PN Pharmacology for Nursing - Edition 7.0.</i> Ch 17. pp 133-142</p> <p><u>Pediatric Considerations:</u></p> <p>ATI: <i>PN Nursing Care of Children - Edition 10.0</i> Ch 15. pp 83-90</p> <p><u>Gerontological Considerations:</u></p> <p>Dahlkemper: Ch 16. p 248-251</p>
Day Three Day Four	<p>Lower Respiratory Disorders</p> <p>Infectious disorders</p> <ul style="list-style-type: none"> • Acute Bronchitis 	<p><u>Ticket To Class:</u> Go to ATI Pharm Made Easy 4.0 located in the learn tab. Click on the Respiratory Module. Complete Drug Therapy for Non-Infectious Lower Respiratory Airflow Disorders. Complete</p>

<p>Review</p>	<ul style="list-style-type: none"> • Bronchiectasis • Pneumonia • Tuberculosis <p>Restrictive Respiratory Disorders</p> <ul style="list-style-type: none"> • Pleurisy • Pleural effusion • Empyema • Pulmonary fibrosis • Atelectasis <p>Acute Respiratory Considerations</p> <ul style="list-style-type: none"> • Acute Respiratory Distress Syndrome (ARDS) • Acute Renal Failure (ARF) • Pulmonary Embolus (PE) • Chest trauma <p>Obstructive Respiratory Disorders</p> <ul style="list-style-type: none"> • COPD • Emphysema • Chronic bronchitis • Asthma • Cystic fibrosis 	<p>medication template for medication classification Beta2-Adrenergic Agonists; drug prototype</p> <p>Williams & Hopper: Ch 31. Pgs. 572-602. Pg 589 (Table 31.4 Selected Medications Used for Lower Respiratory Disorders)</p> <p>ATI: <i>PN Adult Medical Surgical Nursing - Edition 10.0</i> Infectious Disorders Ch 17. p 113 Asthma Ch 18. p 119-121 COPD Ch 19. p 125-128 Tuberculosis Ch 20. p 131-134 PE Ch 21. p 137-140 Pneumothorax, hemo, flail Ch 22. Pgs. 143-146 Resp Failure Ch 23. Pgs. 149-153</p> <p><i>PN Pharmacology for Nursing - Edition 7.0</i> Mycobacterial, Fungal, and Parasitic Infections Ch 41. Pgs. 339-343</p>
	<p>Respiratory Medications</p>	<p><u>Pediatric Considerations:</u></p> <p>ATI: <i>PN Nursing Care of Children - Edition 10.0</i> Acute/Infectious Resp Illness Ch 16. pp 91-97 Asthma Ch 17. pp 101-103 Cystic Fibrosis Ch 18. pp 107-109</p> <p>Linnard-Palmaer & Coats: Ch 32. pp 526-542</p> <p><u>Gerontological Considerations:</u></p> <p>Dahlkemper: Infection Ch 13. pp 199-202 Review of Systems: Pulmonary Ch 14. Pp 222-223; pp 274</p> <p>albuterol (Proventil HFA). We will complete prednisone in class together.</p>

		<p><u>Ticket To Class:</u> Go to ATI Pharm Made Easy 4.0 located in the learn tab. Click on the Respiratory Module. Complete Case study and Questions (located under actives and in the case study).</p> <p><u>Class Activity Davis Edge Student Interactive Resources:</u> Go to DavisEdge Select Med Surg Module, Click Student Resources; Select Interactive resources. Further Instructions will be given in class to complete Respiratory Distress Interactive Scenario. Students will be required to participate in breakout sessions.</p>
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Respiratory Unit Objectives:

- Define terminology related to the respiratory unit.
- Investigate diagnostic tests and nursing considerations pertinent to the diagnosis of respiratory disorders.
- Examine nursing diagnosis and interventions appropriate for managing the care of a client with respiratory disorders.
- Describe the pathophysiology, etiology, assessment findings, medical/surgical management and nursing care for clients experiencing respiratory disorders.
- Discuss the classifications, indications, general drug actions, contraindications, precautions, interactions, and general adverse reactions associated with the administration of medications used for respiratory disorders, including:
 - Bronchodilators
 - Leukotriene Modifiers
 - Sedating Antihistamines
 - Non-sedating Antihistamines
 - Sympathomimetics
 - Antitussives
 - Beta 2 Adrenergic Agents
 - Anticholinergics
 - Methylxanthines
 - Glucocorticoids
 - Expectorants
 - Mucolytics
 - Antibiotics
 - Antibacterial
 - Antimycobacterial
 - Antiparasitic

- Antifungals
 - Antivirals
- Differentiate pediatric, gerontological, and cultural considerations for clients with respiratory disorders.

Medical Surgical Nursing
Cardiovascular Unit
January 2021

Date	Content	Essential Readings
Day One	Cardiovascular:	<p><u>Ticket into class:</u> Complete ATI pharm made easy Cardiovascular System</p> <p>Read Before Class: Williams and Hopper 6th edition CH 21 pp 339-359 CH 22 pp 361-372 CH 23 373- 400</p> <p>ATI PN Adult medical-surgical: CH 24 pp 157-162 CH 26 pp 169-176 CH 29 pp 193-200 CH 31 pp 211-216</p>
Day Two	Cardiovascular:	<p><u>Ticket into class:</u> Complete ATI video case study: Heart Failure</p> <p>Read: Williams and Hopper 6th edition CH 24 pp 401- 435 CH 25 pp 436-456 CH 26 pp 458-481</p> <p>ATI: CH 25 pp 163-168 CH 27 pp 177-184 CH 28 pp 185-192 CH 30 pp 201-210</p>

Day Three	Cardiovascular:	<p><u>Ticket into class:</u> Complete ATI pharm made easy Hematologic system</p> <p>Read: Williams and Hopper 6th edition CH 27 pp 483-495 CH 28 pp 497-523</p> <p>ATI: CH 33 pp 223-226 CH 34 pp 227-230 CH 35 pp 231-238</p>
Day Four	Presentations	<p>Presentation Day Presentations (in-class activity)</p> <p>On the 4th day of class students will be split into breakout groups and assigned a specific cardiovascular medication to complete a medication template on. The groups will present the information to their classmates during class. The faculty ask students to bring a medication template to the fourth-class day!</p> <p>Students need to include:</p> <ul style="list-style-type: none"> • Classifications • Brand names/Trade Names • Indications • Side Effects • Contraindications • Client teaching
	Cardiovascular Medications	<p>ACE inhibitors ARBs Aldosterone Antagonists Direct Renin Inhibitors</p>

		Alpha 1 Blockers Beta Blockers Adrenergic Neuron Blockers Centrally Acting Alpha 2 antagonists Alpha/beta blockers Thiazide Diuretics Loop Diuretics Potassium-sparing Diuretics Inotropic Agents Inotropic/Sympathomimetics Inotropic/Phosphodiesterase Inhibitors HMG-CoA Reductase Inhibitors Fibrates Nitrates Calcium Channel Blockers Beta Blockers Sodium Channel Blockers Potassium Channel Blockers Iron preparations Vitamin B12 Folic Acid Desmopressin Factors VIII and IX Factor Xa/Thrombin Inhibitors Vitamin K antagonists Salicylates Adenosine Diphosphate Receptors Thrombolytics Erythropoietic Growth Factor Leukopoietic Growth Factor Thrombopoietic Growth Factor
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Cardiovascular Unit Objectives:

- Define terminology related to the Cardiovascular unit.
- Investigate diagnostic tests and nursing considerations pertinent to the diagnosis of Cardiovascular disorders.
- Examine nursing diagnosis and interventions appropriate for managing the care of a client with Cardiovascular disorders.
- Provide nursing interventions used in caring for clients with Cardiovascular disorders
- Integrate processes and skills of critical thinking and leadership to promote and continuously improve the quality and safety of client care.
- Describe the pathophysiology, etiology, assessment finding, medical/surgical management and nursing care for patients experiencing:

- Discuss the classifications, uses, general drug actions, contraindications, precautions, interactions, and general adverse reactions associated with the administration of medications used for Cardiovascular disorders.
- Differentiate pediatric, gerontological and cultural considerations for clients with cardiovascular disorders.

Assignments:

Pharmacology Made Easy 4.0:

Login into your ATI account and go to *my ATI* tab. Then go under the learn tab where you will find a Pharmacology Made Easy 4.0 card. Click on the Pharmacology Made Easy 4.0 card and you will get a drop-down menu. Search for the Reproductive and Genitourinary systems and then click on begin lesson. Before day 1 and day 3 you will need to complete the correlating system in ATI.

Video Case Studies PN 2.0

Login into your ATI account and go to *my ATI* tab. Then go under the apply tab. Under the learn tab you will find the Video Case Studies PN 2.0 card. Click on the card and a drop-down menu will open. Search for the Heart Failure video case study. Before day 2 complete the video case study and the test.

Medical Surgical Nursing
Gastrointestinal (GI) Unit
January 2021

Date	Content	Learning Activities
Day One	<p>Gastrointestinal Assessment</p> <p>Diagnostic Tests and Procedures</p> <ul style="list-style-type: none"> • Carcinoembryonic antigen (CEA) • Stool samples • LFTs • CMP • Barium swallow • Barium Enema • Esophagogastroduodenoscopy • Endoscopic retrograde cholangiopancreatography • Colonoscopy • Liver biopsy <p>Therapeutic Measures</p> <ul style="list-style-type: none"> • Enteral Nutrition • Gastrointestinal decompression • Paracentesis 	<p>ATI Pharm Made Easy 4.0: Pharm Made Easy is an interactive tutorial to help students learn about Pharmacology and medications given in practice. Located in ATI in the learn tab.</p> <p>Module: Gastrointestinal Systems complete the following:</p> <p>Day 1- Ticket to Class Review Introduction & Drug Therapy for Peptic Ulcers Complete a medication template on Histamine2-receptor- ranitidine (Zantac). We will complete proton pump inhibitors in class together.</p> <p>Williams & Hopper: Ch 32 Pg 616</p> <p><u>Pediatric Considerations:</u> Linnard-Palmer & Coats: Ch 34 Pg 613-615</p> <p><u>Gerontological Considerations:</u> Dahlkemper: Ch 2Pg 25; Ch 14 213; 237 Williams & Hopper: Ch 32 Pg 615</p> <p><u>Cultural Considerations:</u> Williams & Hopper: Ch 32 Pg 618; 620</p> <p>Williams & Hopper: Ch 32 Pg 621</p> <p>ATI PN Med Surg <i>PN Nursing Care of Children - Edition 11.0 Ch. 39 pg 257-264</i></p>

		<p>ATI PN Med surg - Edition 11.0 Ch. 40 pg 265-274</p>
<p>Day Two</p>	<p>Upper Gastrointestinal Disorders</p> <ul style="list-style-type: none"> • Oral disorders • Esophageal cancer • Hiatal Hernia • Gastroesophageal Reflux Disease • Esophageal Varices • Gastritis • Peptic Ulcer Disease • Gastric Cancer • Gastric Surgery 	<p>Day 2- Ticket to Class Review Drug therapy for irritable bowel syndrome (IBS) & Drug therapy for inflammatory bowel disease Complete a medication template on Opioids- , loperamide (Imodium). We will complete prokinetics in class together.</p> <p>Williams & Hopper: Ch 33 pg 642-656</p> <p><i>ATI: PN Adult Medical Surgical Nursing - Edition 11.0 Ch.41, 42, 43: pg 275-295</i></p> <p><u>Pediatric Considerations:</u> ATI: <i>PN Nursing Care of Children - Edition 11.0 Ch 22 & 23 pg 135-145</i> Linnard-Palmer & Coats: Ch 34 Pg 614-625</p> <p><u>Gerontological Considerations:</u> Dahlkemper: Ch. 16 Pg 257</p>

Day Three	<p>Lower Gastrointestinal Disorders</p> <ul style="list-style-type: none"> • Inflammatory and infectious disorders • Inflammatory bowel disease • Irritable bowel disease • Irritable bowel syndrome • Abdominal hernias • Absorption disorders • Intestinal obstructions • Anorectal problems • Lower gastrointestinal bleeding • Colorectal cancer 	<p>Day 3- Ticket to Class Review Drug therapy for nausea, drug therapy for constipation, drug therapy for diarrhea Complete a medication template on 5-Aminosalicylates- Sulfasalazine. We will complete Immunosuppressants in class together.</p> <p>Williams & Hopper: Ch 34 pg 658-682</p> <p><i>ATI: PN Adult Medical Surgical Nursing – Edition 11.0 Ch 44, 45: 295-309</i></p> <p><u>Pediatric Considerations:</u> <i>ATI: Nursing Care of Children - Edition 11.0 Ch. 23 145-148</i></p>
Day Four	<p>Disorders of the Liver</p> <ul style="list-style-type: none"> • Hepatitis • Acute Liver Failure • Chronic Liver Failure and Cirrhosis <p>Disorders of the Pancreas</p> <ul style="list-style-type: none"> • Acute Pancreatitis • Chronic Pancreatitis • Cancer of the Pancreas <p>Disorders of the Gallbladder</p> <ul style="list-style-type: none"> • Cholecystitis 	<p>Day 4- Ticket to Class Complete Case Study, Activities and module posttest. These activities and posttest will help bring together all the items that were discuss in this unit and reviewed in this module.</p> <p>Linnard-Palmer & Coats: Ch 34 Pg 625-6 30</p> <p>Williams & Hopper: Ch 35 Pg 692</p>

		<p>ATI: PN Adult Medical Surgical Nursing - Edition 11.0 319-326</p> <p>Williams & Hopper: Ch 35 Pg 706 ATI: Ch 47 Pg 319 PN Adult Medical Surgical Nursing - Edition 11.0 313-319</p> <p>Williams & Hopper: Ch 35 Pg 713 ATI: PN Adult Medical Surgical Nursing - Edition 11.0 pg 309-312</p>
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Gastrointestinal Unit Objectives

- Define terminology related to the gastrointestinal unit.
 - Ascites
 - Asterixis
 - Colic
 - Colitis
 - Cholelithiasis
 - Portal hypertension
 - Steatorrhea
 - Fistulas
 - Melena
 - Megacolon
 - Fissures
 - Volvulus
 - Intussusception
- Investigate diagnostic tests and nursing considerations pertinent to the diagnosis of gastrointestinal disorders.
- Examine nursing diagnosis and interventions appropriate for managing the care of a client with gastrointestinal disorders.
- Describe the pathophysiology, etiology, assessment findings, medical/surgical management and nursing care for clients with gastrointestinal disorders.
- Discuss the classifications, indications, general drug actions, contraindications, precautions, interactions, and general adverse reactions associated with the administration of medications used for gastrointestinal disorders, including:

- Histamine 2 receptor antagonist
- Proton Pump Inhibitors
- Antacids
- Mucosal Barriers
 - Antiemetics
- Corticosteroids
- 5-Aminosalicylates
- Immunomodulators
- Antidiarrheal
- Stimulant laxatives

Differentiate pediatric, gerontological, and cultural considerations for clients with gastrointestinal disorders.

Medical Surgical Nursing
Special Senses Unit
January 2021

Date	Content	Assigned Reading
Day One	Sensory System: Vision and hearing	<p>Williams & Hopper: Assessment:Ch. 51 pp 1091 - 1112 Sensory Disorders Ch. 52 pp 1113-1143</p> <p>ATI: <i>PN Adult Medical Surgical Nursing – Edition 10.0</i> Disorders of Eye: Ch. 13 p 79-84 Middle/Inner Ear Disorders: Ch. 14 p 85-90</p> <p><u>Geriatric Considerations:</u> Caring for Older Adults Holistically seventh edition</p> <p>Dahlkemper Ch.2 p 27-29 (Eyes and Ears only) Ch. 15 p 233 (Eyes and Ears only) Ch. 20 p 319 (Eyes and Ears only)</p> <p><u>Pediatric Considerations:</u> Linnard-Palmer and Coats Child with Sensory Impairment: Ch. 30 pp 490-503</p>
Day Two	<p>Introduction to the Integumentary System</p> <p>Caring for Clients with Skin, Hair, and Nail Disorders</p> <p>Caring for Clients with Burns</p>	<p>ATI Modules Please complete before coming to class and be prepared to discuss. Please review before class to facilitate active discussion</p> <p>Skills Modules 2.0 (Under the Apply Tab)</p> <ul style="list-style-type: none"> • Skin • Health history • Skin Color • Skin Texture and Moisture • Skin Integrity • Skin Temperature • Skin Mobility and Turgor • Nails • Health Promotion

	<ul style="list-style-type: none"> • QUIZ Williams & Hopper: <ul style="list-style-type: none"> Integument: Ch 53. pp 1144 - 1158 Anatomy and Physiology pp 1144-46 Diagnostic Tests pp 1151-53 Diagnoses/Interventions pp 1153-58 Disorders: Ch 54. pp 1159 – 1189 <ul style="list-style-type: none"> Pathophysiology/Etiology: pp 1159-60 Pressure Injuries: pp 1159 - 70 Inflammatory Disorders: pp 1170-74 Infectious Disorders: pp 1174 – 80 Parasitic Disorders: pp 1180-82 Skin Lesions: pp 1182 – 87 Burns: Ch 55. pp 1190 – 1206 <ul style="list-style-type: none"> Pathophysiology/Etiology: pp 1190 – 92 Diagnostic Tests: p 1193 Therapeutic Measures: pp 1193 – 98 Diagnoses/Interventions: pp 1198 – 06 ATI: <ul style="list-style-type: none"> <i>PN Adult Medical Surgical Nursing – Edition 10.0</i> <ul style="list-style-type: none"> Integument Ch 65. pp 439-442; Skin Disorders Ch 66. pp 443 – 447 Burns pp 449 – 456 <i>PN Pharmacology for Nursing - Edition 7.0</i> <ul style="list-style-type: none"> Medications for Pain and Inflammation:: Ch. 30-33. pp 259 – 284 <ul style="list-style-type: none"> Medications for Infections: Unit 12: Ch. 37-42. pp 317 - 352 <u>Pediatric Considerations:</u> Linnard-Palmer & Coats: <ul style="list-style-type: none"> Hospitalized Child: Ch 26 pp 398 - 423 ATI: <ul style="list-style-type: none"> <i>PN Nursing Care of Children – 10.0 Ed.</i> <ul style="list-style-type: none"> NCLEX Connections: p 195 Integumentary Disorders: Ch. 29-31. pp 197 - 214 <u>Gerontological Considerations:</u> Dahlkemper:
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		Aging Experience: Ch 2: Integumentary: pp 24-25 Physiological Assessment: Ch 15: Integumentary: p 238 Common Clinical Problems: Physiological: Ch 16: Alternation in Skin Integrity; Pressure Ulcers pp 258 – 260
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Special Senses Unit Objectives

- Define terminology related to the special senses unit.

<u>Visual:</u> <ul style="list-style-type: none"> ○ Visual impairment ○ Legally blind ○ Hyperopia 	<u>Integument Diag/Proc</u> <ul style="list-style-type: none"> ○ Culture/Sensitivity ○ Bacterial Infection ○ Viral Lesion ○ Alopecia ○ Ecchymosis ○ Erythema ○ Petechia ○ Turgor 	<ul style="list-style-type: none"> ○ Cellulitis ○ Dermatitis ○ Eschar ○ Pruritis ○ Psoriasis ○ Purulent ○ Autograft ○ Epithelialization ○ Escharotomy
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- Investigate diagnostic tests and nursing considerations pertinent to the diagnosis of burns, skin and sensory disorders.
- Examine nursing diagnosis and interventions appropriate for managing the care of a client with burns, skin and sensory disorders.
- Provide nursing interventions used in caring for clients with burns, skin and sensory disorders.
- Describe the pathophysiology, etiology, assessment finding, medical/surgical management and nursing care for patients experiencing:

Visual:

- Macular degeneration
- Cataracts
- Glaucoma
- Retinoblastoma
- Conjunctivitis
- Neonatorum
- Retinopathy of prematurity

Hearing:

- Otis media
- Meniere disease
- Vertigo
- Increased cerumen
- Sensorineural hearing loss
- Cochlear implants

Skin Disorders:

Burns

- Discuss the classifications, uses, general drug actions, contraindications, precautions, interactions, and general adverse reactions associated with the administration of medications used for burns, skin and sensory disorders.

Visual:

- Anticholinergic agents (atropine 1% ophthalmic solution)
- Pilocarpine ophthalmic solution
- Beta blockers (timolol ophthalmic solution)
- Prostaglandins analogs (latanoprost)
- Carbonic anhydrase inhibitors
- IV mannitol

Hearing:

- Meclizine
- Antiemetics
- Diphenhydramine
- Scopolamine
- Diazepam

Integument / Burns

- Nonopioid Analgesics
- Opioid Agonists and Antagonists
- Adjuvant Medications for Pain
- Miscellaneous Pain Medications
- Antimicrobials:
 - Bacterial Walls
 - Protein Synthesis
 - Urinary Tract Infections
 - Mycobacterial, Fungal, and Parasitic Infections

- Viral Infections
- Differentiate gerontological, pediatric, and cultural considerations for clients with burns, sensory and skin disorders.

Medical Surgical Nursing
Neurology Unit
January 2021

Date	Content	Essential Reading
Day One	<p>Neurology Assessment</p> <ul style="list-style-type: none"> ▪ Nerve Tissue ▪ Spinal Cord ▪ Brain ▪ Cranial Nerves ▪ Autonomic Nervous System <p>Health History / Physical Exam</p> <ul style="list-style-type: none"> ▪ Level of Consciousness (LOC) ▪ Mental Status ▪ Eye Exam ▪ Muscle Function Exam ▪ Cranial Nerve Exam <p>Diagnostic Tests and Procedures</p> <ul style="list-style-type: none"> • Laboratory Tests ▪ Lumbar Puncture ▪ Spinal X-Ray Examination ▪ Computed Tomography ▪ Magnetic Resonance Imaging ▪ Angiogram ▪ Electroencephalogram ▪ Glasgow Coma Scale <p>Therapeutic Measures</p> <ul style="list-style-type: none"> • Positioning 	<p>ATI Pharm Made Easy 4.0: Pharm Made Easy is an interactive tutorial to help students learn about Pharmacology and medications given in practice. Located in ATI in the learn tab.</p> <p>Module: Gastrointestinal Systems complete the following:</p> <p style="padding-left: 40px;">Day 1- Ticket to Class Review Introduction & Drug Therapy for Muscle spasms. Complete a medication template on baclofen. We will review in class together.</p> <p>Williams & Hopper (6th Ed): Ch 47. Pgs. 979 - 994 Review: Figures 47.1, 47.2, 47.3, 47.4, 47.5, 47.6, 47.7, 47.8, 47.9, 47.10</p> <p>Williams & Hopper (6th Ed): Ch 47. Pgs. 989 – 995 (Tables 47.3, 47.4, 47.5)</p> <p><u>Pediatric Considerations:</u> Linnard-Palmer & Coats: Ch 15. Pgs. 256 (Table 15.2)</p> <p>ATI: <i>PN Nursing Care of Children - Edition 11.0</i> Neuro Assessment Infants pg 10</p>

	<ul style="list-style-type: none"> ▪ Activities of Daily Living ▪ Communication ▪ Nutrition ▪ Family 	<p><i>Children-adolescents pg 11</i></p> <p>Williams & Hopper (6th Ed): Ch 47. Pgs. 995 - 996</p> <p><u>Gerontological Considerations:</u> Dahlkemper: Data Collection Ch 14. Pg 214</p> <p>Williams & Hopper (6th Ed): Ch 47. Pgs. 996 - 998 ATI: PN Adult Medical Surgical Nursing – Edition 11.0 Ch 4 pp. 23 Pain management</p> <p><u>Pediatric Considerations:</u> Linnard-Palmer & Coats: <i>Congenital Neurological Disorders- Cerebral Palsy</i> Ch 27. Pgs. 486-488</p>
Day Two	<p>Central Nervous System Disorders</p> <ul style="list-style-type: none"> ▪ CNS Infections <ul style="list-style-type: none"> ○ Meningitis ○ Encephalitis ▪ Increased Intercranial Pressure ▪ Headaches <ul style="list-style-type: none"> ○ Migraine ○ Tension/Muscle ○ Cluster ▪ Seizure Disorders <ul style="list-style-type: none"> ○ Partial ○ Generalized ○ Status Epilepticus ▪ Traumatic Brain Injury <ul style="list-style-type: none"> ○ Concussion ○ Contusion ○ Hematoma(subdural/epidural) ▪ Complications <ul style="list-style-type: none"> ○ Brain Herniation ○ Diabetes insipidus ○ Acute Hydrocephalus ○ Labile Vital Signs 	<p>Day 2- Ticket to Class Review Drug therapy for Seizure Disorders & Drug therapy for Parkinson’s Disease Complete a medication template on Hydantoins-phenytoin (Dilantin). We will complete Dopamine-replacement drugs together in class together.</p> <p>Williams & Hopper(6th Ed): Ch 48. Pgs. 1000-1003 <u>Nursing Process/Care: Brain Infection/Injury</u> Pgs. 1004-1009 (Table 48.4) ATI: <i>PN Adult Medical Surgical Nursing – Edition 11.0</i> Ch 5 Meningitis pp. 29-32 Ch 6 Seizures pp. 33-38 Ch 11 Headaches pp 61-64</p>

	<ul style="list-style-type: none"> ○ Post-Traumatic stress Disorder(PTSD) ○ Cognitive and Personality Changes ▪ Brain Tumors ▪ Intracranial Surgery ▪ Spinal Disorders <ul style="list-style-type: none"> ○ Herniated Disks ○ Spinal Stenosis ▪ Spinal Cord Injuries <ul style="list-style-type: none"> ○ Cervical ○ Thoracic and Lumbar ○ Spinal Shock ▪ Neurodegenerative and Neurocognitive Disorders <ul style="list-style-type: none"> ○ Dementia ○ Delirium ○ Parkinson Disease ○ Huntington Disease ○ Alzheimer Disease 	<p>ATI PN Nursing care of Children Seizures pp 66-70</p> <p><u>Pediatric Considerations:</u></p> <p>Linnard-Palmer & Coats: <i>Injuries/Infections:</i> <i>Drowning, Lead Poisoning, Meningitis, Reye’s Syndrome, Spinal Cord Injury, Traumatic Brain Injury</i> Ch 27. Pgs. 488-477</p> <p><i>Headaches:</i> Ch 27. Pgs. 497- 498</p> <p><i>Hydrocephalus, Increased Intercranial Pressure:</i> Ch 27. Pgs. 499-501 Seizure pgs. 501-508</p> <p><u>Gerontological Considerations:</u></p> <p>Dahlkemper: <i>Parkinson’s</i> Ch 14. Pg 220</p> <p><u>Spinal Complications/Surgical Management</u></p> <p>Williams & Hopper(6th Ed): Ch 48. Pgs. 1028-1037 (Table 48.8)</p> <p>Williams & Hopper(6th Ed): Ch 48. Pgs. 1037-1050</p> <p>ATI: <i>PN Adult Medical Surgical Nursing - Edition 11.0</i> Ch 7 Parkinson’s pp. 39-42 Ch 8 Alzheimer’s pp. 43-48 Ch 12 Increased Intracranial Disorders pp. 65-73</p> <p><u>Pediatric Considerations:</u></p> <p>ATI: <i>PN Nursing Care of Children - Edition 11.0</i> Ch 12 pp 59-64 Acute Neuro Ch 13 pp 65-70 Seizures</p>
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<p>Day Three & Day Four</p>	<p>Cerebrovascular Disorders</p> <ul style="list-style-type: none"> • Transient Ischemic Attack • Stroke • Cerebral Aneurysm • Subarachnoid Hemorrhage • Intracranial Hemorrhage <p>Neuromuscular Disorders</p> <ul style="list-style-type: none"> • Multiple Sclerosis • Myasthenia Gravis • Guillain-Barre` Syndrome • Amyotrophic Lateral Sclerosis • Post-polio Syndrome • Restless Leg Syndrome <p>Cranial Nerve Disorders</p> <ul style="list-style-type: none"> • Trigeminal Neuralgia • Bell Palsy 	<p>Day 3- Ticket to Class Review Drug therapy for Alzheimer’s disease, drug therapy for Multiple Sclerosis, drug therapy to treat Migraine Headaches Complete a medication template on Cholinesterase inhibitors-donepezil (Aricept). We will complete Immunomodulators in class together.</p> <p>Williams & Hopper(6th Ed): Ch 49 1053</p> <p>ATI: <i>PN Adult Medical Surgical Nursing - Edition 11.0</i> Ch 9 pp. 49-56</p> <p><u>Gerontological Considerations:</u> Dahlkemper: pp 218-220</p> <p>Day 4- Ticket to Class Complete Case Study, Activities and module posttest. These activities and posttest will help bring together all the items that were discuss in this unit and reviewed in this module.</p>
	<p>Medications Anticonvulsants-preventive agents Benzodiazepines-emergency agents Cholinesterase Inhibitors N-Methyl-D-Aspartate (NMDA) Antagonist Dopamine Agonists Monoamine Oxidase B (MAO-B) Inhibitor Thrombolytic Agents</p>	<p>Williams & Hopper(6th Ed): Ch. 50 pp. 1073</p> <p><u>Gerontological Considerations:</u> Dahlkemper: pp 138 ATI:</p>

	<p>Cholinesterase Inhibitors Glucocorticoids Immunosuppressants Antispasmodics</p>	<p><i>PN Adult Medical Surgical Nursing - Edition 11.0</i> Ch 10 pp. 57-60 Williams & Hopper(6th Ed): Ch. 50 pp. 1086</p> <p>Williams & Hopper(6th Ed): Ch 48.5 pp. 1012 Ch 48.9 pp. 1038 Ch 48.11 pp. 1045 Ch 49.2 pp. 1059 Ch 50.1 pp. 1075</p>
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Neurology Unit Objectives

- Define terminology related to the neurology unit.
- Investigate diagnostic tests and nursing considerations pertinent to the diagnosis of neurology disorders.
- Examine nursing diagnosis and interventions appropriate for managing the care of a client with neurology disorders.
- Describe the pathophysiology, etiology, assessment findings, medical/surgical management and nursing care for clients experiencing neurology disorders.
- Discuss the classifications, indications, general drug actions, contraindications, precautions, interactions, and general adverse reactions associated with the administration of medications used for neurology disorders, including:
 - Corticosteroids
 - Cholinesterase inhibitors
 - Dopamine agonists
 - Dopamine releaser
 - Monoamine Oxidase B (MAO-B) Inhibitor
 - Antiepileptics
 - Muscle relaxants
 - Centrally acting anticholinergics
 - Catechol o-methyltransferase (COMT) inhibitors
 - Antibiotics
 - Antifungals
 - Antivirals
- Differentiate pediatric, gerontological, and cultural considerations for clients with neurology disorders.

Medical Surgical Nursing
Endocrine Unit
January 2021

Date	Content	Student Learning Activities
Day One	Endocrine system function and assessment <ul style="list-style-type: none"> • Review Normal A & P • Health History • Physical Exam • Diagnostic Tests 	<p>ATI Pharm Made Easy 4.0: Pharm Made Easy is an interactive tutorial to help students learn about Pharmacology and medications given in practice. Located in ATI in the learn tab.</p> <p>Module: Gastrointestinal Systems complete the following:</p> <p>Day 1- Ticket to Class Review Introduction to Endocrine System & Drug Therapy for Hypothalamic Disorders Complete a medication template on Antidiuretic hormone (vasopressin). We will complete growth hormones in class together.</p> <p>Read: Williams & Hopper(6th Ed): Ch 38 pp. 773</p> <p>ATI: <i>PN Adult Medical Surgical Nursing - Edition 10.0</i> Ch 68 Diagnostic Tests pp 459</p> <p><u>Ped Considerations:</u> Linnard-Palmer & Coats(2017): Ch 34 pp 564</p> <p><u>Gerontological Considerations:</u> Dahlkemper: Ch 14 pp 214 Williams & Hopper(6th Ed): Ch 38.10 pp 782</p>
Day Two	Care of Patients with Endocrine Disorders <ul style="list-style-type: none"> • Pituitary Disorders • Diabetes Insipidus 	<p>Day 2- Ticket to Class Review Drug therapy for Thyroid Disorders & Adrenal Disorders Complete a medication template on Antidiuretic Thyroid preparations</p>

	<ul style="list-style-type: none"> • Syndrome of Inappropriate Antidiuretic Hormone • Growth Hormone Deficiency • Acromegaly • Pituitary Tumors <p>Thyroid Disorders Parathyroid Disorders Adrenal Gland Disorders</p>	<p>hormone- Levothyroxine (Synthroid). We will complete Antithyroid hormones in class together.</p> <p>Williams & Hopper(6th Ed): Ch 39 pp. 790</p> <p>ATI: <i>PN Adult Medical Surgical Nursing - Edition 10.0</i> Ch 69 Pituitary Disorders pp 465 Ch 70 Hyperthyroidism pp 473 Ch 71 Hypothyroidism pp 481 Ch 72 Adrenal Disorders pp 485</p> <p><u>Ped Considerations:</u> Linnard-Palmer & Coats: Ch 32 pp 579-588 ATI: <i>PN Nursing Care of Children - Edition 10.0</i> Ch 33 pp 223 Growth Hormone Deficiency <u>Gerontological Considerations:</u> Dahlkemper: Ch 14 pp 225 Hypothyroidism</p>
<p>Day Three & Four</p>	<p>Care of Patients with Diabetes Mellitus</p> <ul style="list-style-type: none"> Pre Diabetes Type I Type 2 Gestational Diabetes Metabolic Syndrome <p>Diagnostic Tests</p> <ul style="list-style-type: none"> Fasting Blood Glucose Random Blood Glucose Oral Glucose Tolerance Test Glycohemoglobin (A1C) <p>Acute Complications</p> <ul style="list-style-type: none"> Diabetic Ketoacidosis Hyperosmolar Hyperglycemic State 	<p>Day 3- Ticket to Class Review Drug therapy for Diabetes Mellitus Complete a medication template on Sulfonylureas-glipizide. We will complete Biguanides & Alpha-glucosidase inhibitors in class together.</p> <p>Williams & Hopper(6th Ed): Ch 40 pp. 815 ATI: <i>PN Adult Medical Surgical Nursing - Edition 10.0</i> Ch 73 Diabetes Mellitus pp 493 <u>Ped Considerations:</u> Linnard-Palmer & Coats: Ch 32 pp 583-588 Linnard-Palmer & Coats: Ch 8 pp 136</p>

	<p>Long Term Complications Reactive Hypoglycemia</p>	<p>ATI: <i>PN Nursing Care of Children - Edition 10.0</i> Ch 32 pp 217</p> <p>Williams & Hopper(6th Ed): Ch 40 pp. 818</p> <p>Williams & Hopper(6th Ed): Ch 40 pp 829</p> <p>Day 4- Ticket to Class Complete Case Study, Activities and module posttest. These activities and posttest will help bring together all the items that were discuss in this unit and reviewed in this module.</p> <p>Williams & Hopper(6th Ed): Ch 40 pp. 835</p> <p><u>Cultural Considerations:</u> Williams & Hopper(6th Ed): Ch 40 pp. 821</p>
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Endocrine Unit Objectives

- Define terminology related to the endocrine unit.
- Investigate diagnostic tests and nursing considerations pertinent to the diagnosis of endocrine disorders.
- Examine nursing diagnosis and interventions appropriate for managing the care of a client with endocrine disorders.
- Provide nursing interventions used in caring for clients with endocrine disorders
- Describe the pathophysiology, etiology, assessment finding, medical/surgical management and nursing care for clients experiencing:
- Discuss the classifications, uses, general drug actions, contraindications, precautions, interactions, and general adverse reactions associated with the administration of medications used for endocrine disorders.
 - Sulfonylureas
 - Meglitinides
 - Biguanides
 - Thiazolidinediones
 - Alpha-glucosidase inhibitors
 - Gliptins
 - Insulin
 - Amylin mimetics
 - Incretin mimetics
 - Glucagon
 - Thyroid replacements
 - Antithyroid drugs
 - Growth hormone
 - Antidiuretic hormone
 - Glucocorticoids
 - Mineralocorticoids

- Integrate processes and skills of critical thinking, and leadership to promote and continuously improve the quality and safety of client care delivery.
- Differentiate gerontological, pediatric, and cultural considerations for clients with endocrine disorders.

Medical Surgical Nursing
Genitourinary (GU)
January 2021

Date	Content	Essential Readings
Day One	<p>Urinary System Function and Disorders</p> <p>Nursing Care of Patients with Disorders of the Urinary System</p>	<p>Ticket to Class</p> <p>ATI Readings and Activities My ATI – Learn Tab – Pharm Made Easy 4.0 – The Reproductive and GU Systems – Urinary Tract</p> <p>Apply Tab – Health Assess – Rectum and GU Video Case Studies – Urinary Tract Infection</p> <p>Real Life PN Med-Surg 3.0 – Urinary Tract Infection</p> <p>Read: Williams Hopper</p> <p>Chapter 36 pp 719 – 740</p> <p>Chapter 37 pp 740 – 772</p> <p>ATI Med/Surg: Chapter 49 pp 335-339 Chapter 51 pp 347-353 Chapter 52 pp 355-361 Chapter 53 pp 363-367</p> <p>ATI Pharm:</p> <p>Chapter 40 pp 333-338</p> <p><u>Ped Considerations: Linnard-Palmer and Coats</u> Chapter 37 pp 619-635</p>

		<u>Gerontological Considerations:</u> Urinary Incontinence Loss of elasticity with sphincters <u>Cultural Considerations:</u>
Day Two	Hemodialysis and Peritoneal Dialysis	Read: ATI Med/Surg: Chapter 50 pp 341-345 Work on group projects
Day Three	Nursing Care of Male Patients with Genitourinary Disorders Benign Prostatic Hyperplasia	Read: Williams Hopper Chapter 43 pp 899 - 909 **STOP at Penile Disorders ** ATI Med/Surg: Chapter 58 pp 393-396
Day Four	Renal Diagnostic Procedures	Poster Presentations (Group Project) <u>Student Presentations</u> Students will work in groups and be assigned a diagnostic procedure for a urinary

		<p>disorder. Faculty will decide the topic for each group. The students will present their designated subject matter to the class. Groups will be distributed on the first day of class.</p> <ul style="list-style-type: none"> • Everyone must participate in the presentation • Everyone must be actively involved in the group project • There will be assigned time in the classroom to work on the presentation • Presentations will be on Day Four, last day of class for the urinary unit • Presentations will be no more than 10 minutes in length • Grading will be done using the Poster with Presentation rubric <p><u>What should be included:</u></p> <ol style="list-style-type: none"> 1. What is the diagnostic procedure 2. What is the test looking for 3. What is normal values(If is a laboratory test) 4. How is the test performed 5. What are the nursing interventions/considerations 6. Include client education
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Genitourinary Unit Objectives

- Define terminology related to the Genitourinary unit.
- Investigate diagnostic tests and nursing considerations pertinent to the diagnosis of Genitourinary disorders.
- Examine nursing diagnosis and interventions appropriate for managing the care of a client with Genitourinary disorders.
- Provide nursing interventions used in caring for clients with Genitourinary disorders
- Integrate processes and skills of critical thinking and leadership to promote and continuously improve the quality and safety of client care.

- Describe the pathophysiology, etiology, assessment finding, medical/surgical management and nursing care for clients experiencing:
 - Urinary incontinence
 - Urine retention
 - Urinary tract infections
 - Urethral strictures
 - Renal Calculi
 - Hydronephrosis
 - Polycystic kidney disease
 - Chronic renal diseases
 - Glomerulonephritis
 - Acute kidney injury
 - Chronic kidney disease
 - Cancer of the Bladder & Kidney
- Discuss the classifications, uses, general drug actions, contraindications, precautions, interactions, and general adverse reactions associated with the administration of medications used for Genitourinary disorders.
 - Sulfonamides and trimethoprim
 - Urinary Tract antiseptics
 - Fluoroquinolones
 - Urinary Tract analgesic
- Differentiate gerontological, pediatric, and cultural considerations for clients with Genitourinary disorders.

Assignments:

Medical Surgical Nursing
Reproduction Unit
January 2021

Date	Content	Essential Readings
Day One	Reproduction: Male reproduction system and disorders	<p>Pharmacology Made Easy 4.0:</p> <p>Login into your ATI account and go to my ATI. Then go under the learn tab. Under the learn tab you will find a Pharmacology Made Easy 4.0 card. Click on the Pharmacology Made Easy 4.0 card and you will get a drop-down menu. Search for the Reproductive and Genitourinary systems and then click on begin lesson. Before day 1 and day 2 you will need to complete the correlating system in ATI.</p> <p><u>Ticket into class:</u> Complete ATI pharm made easy male reproduction</p> <p><u>Read before class:</u> Williams and Hopper 6th edition Ch. 41, pp 854-862 Ch. 43 pp 898- 918</p> <p>ATI Med/Surg: Ch 57 pp 391-393</p>
Day Two	Reproduction: Female reproduction	<p><u>Ticket to class:</u> Complete Pharm made easy female reproduction</p> <p><u>Read Before Class:</u> Linnard-Palmer and Coats 2nd edition: Ch: 3 pp 27-50 Williams and Hopper 6th edition Ch. 41 pp 839-854 Ch. 42 864-882</p>

		ATI Med/Surg: Ch 54 pp 371-377 Ch 55 pp 379-383 Ch. 56 pp 385-389
Day Three	STI's	<u>Read Before Class:</u> Williams and Hopper 6th edition Ch 44 pp 919-933 https://www.cdc.gov/std/default.htm
	Contraceptive	<u>Read Before Class:</u> Linnard-Palmer and Coats 2nd edition: Ch: 3 pp 27-50 Williams and Hopper 6th edition Ch. 42 pp 882-896 ATI Med/Surg Maternal-Newborn: Ch 1 pp 3-9
	Human Reproduction and Fetal Development	<u>Read Before Class:</u> Linnard-Palmer and Coats 2nd edition Ch. 1 pp 1-18 Ch. 2 pp 18-25 Ch. 4 pp 51-67

Reproduction Unit Objectives

- Define terminology related to the reproduction
- Investigate diagnostic tests and nursing considerations pertinent to the diagnosis of reproduction disorders.
- Examine nursing diagnosis and interventions appropriate for managing the care of a client with reproduction disorders.
- Provide nursing interventions used in caring for clients with reproduction disorders
- Integrate processes and skills of critical thinking and leadership to promote and continuously improve the quality and safety of client care.
- Describe the pathophysiology, etiology, assessment finding, medical/surgical management and nursing care for patients experiencing:
 - Breast disorders
 - Menstrual disorders
 - Toxic shock syndrome
 - Displacement disorders
 - Fertility disorders
 - Cancers of the reproductive organs (male and female)
 - Penile disorders

- Testicular disorders
 - Sexual functioning disorders
 - Teratogens of fetal development
 - Sexually transmitted diseases (STI's)
- Discuss the classifications, uses, general drug actions, contraindications, precautions, interactions, and general adverse reactions associated with the administration of medications used for birth control.
- Differentiate gerontological, pediatric, and cultural considerations for clients with reproduction disorders.

Medical Surgical Nursing
Maternity Unit
January 2021

Date	Content	Essential Readings
Day One	Maternity: Antepartum	<p>Ticket into class: Please complete ticket to class 24 hours before class days one, two and three. If there are any questions please contact instructor via Schoology at least 48 hours before class.</p> <p>ATI Measuring fundal height skills module pre-test Ticket to class (Day 1): Log into your ATI account and go to my ATI. Then under the APPLY tab choose Video Case Studies view the case studies fundal height assessment. Please view the case study then complete the pre-test.</p> <p>Read Before Class: Linnard-Palmer and Coats 2nd edition Ch. 5, pp 68-82 Ch. 6 pp 83-94 Ch 7 pp 96-114 Ch 8 pp 115-140</p> <p>ATI Maternal-Newborn: Ch. 2 pp 11-15 Ch 3 pp 17-22 Ch. 4 pp 23-25 Ch 6 pp 35-41 Ch 8 pp 53-59</p> <p>In class assignment: ATI Maternal Newborn Video Case Studies PN 2.0 Fundal Assessment</p>
Day Two	Maternity: Intrapartum	<p>Ticket into class: ATI Skills module Stages of Labor Practice Challenge</p>

		<p>Ticket to class (Day 2): Follow above instructions above. Select APPLY tab then Skills Module 2.0, then maternal newborn. Select step-by-step viewing for stages of labor and complete practice challenge.</p> <p>Read Before Class: Linnard-Palmer and Coats 2nd edition Ch 9 pp 141-176 Ch 10 pp 176-196 Ch 11 pp 197-210</p> <p>ATI Maternal-Newborn: Ch 5 pp 27-34 Ch 9 pp 61- 65 Ch 10 pp 69-81 Ch 11 pp 83- 87</p> <p>In class assignment: ATI Skills Module Maternal Danger Signs during pregnancy ATI Maternal Newborn Video Case Study 2.0 Complications of Pregnancy</p>
Day Three	Maternity: Postpartum	<p>Ticket to class: ATI Skills Module Maternal Newborn Ticket to class: (Day 3): Follow above instructions, under Skills module 2.0 complete maternal newborn, then under the Evidence Based Research tab choose Postpartum Care.</p> <p>Read Before Class: Linnard-Palmer and Coats 2nd edition: Ch 12 pp 211-224 Ch 13 pp 225-236 Ch 14 pp 237-247 Ch 15 pp 248-268</p>

		<p>Ch 16 pp 269-280 Ch 17 pp 281-301</p> <p>ATI Maternal-Newborn: Ch 12 pp 91- 100 Ch 13 pp 101- 112 Ch 14 pp 115-121 Ch 15 pp 123-134 Ch 16 pp 135-143 Ch 17 pp 145-148</p> <p>In class assignment: ATI Skills Module Maternal Newborn Postpartum Assessment</p>
Day Four	Brochure Presentations	Presentation Day
	Maternity Medications	<p>Nifedipine Magnesium Sulfate Betamethasone Oxytocin Methergine Hemabate Misoprostol Erythromycin ointment Vitamin K Hepatitis B</p>

Maternity Unit Objectives

- Define terminology related to the maternity unit.
- Investigate diagnostic tests and nursing considerations pertinent to the diagnosis of maternity disorders.
- Examine nursing diagnosis and interventions appropriate for managing the care of a client with maternity disorders.
- Provide nursing interventions used in caring for clients with maternity disorders
- Integrate processes and skills of critical thinking and leadership to promote and continuously improve the quality and safety of client care.
- Describe the pathophysiology, etiology, assessment finding, medical/surgical management and nursing care for patients experiencing:
 - Hyperemesis gravidarum
 - Spontaneous abortion
 - Ectopic pregnancy

- Gestational trophoblastic disease
- Placenta previa
- Placenta abruptio
- Placenta percreta/increta/accrete
- Isoimmunization
- Cervical insufficiency
- Gestational diabetes
- Gestational hypertension
- Pre-eclampsia/eclampsia
- Post-partum hemorrhage
- Endometritis
- Mastitis
- Postpartum depression
- Hyperbilirubinemia
- Neonatal withdrawal syndrome
- Discuss the classifications, uses, general drug actions, contraindications, precautions, interactions, and general adverse reactions associated with the administration of medications used for maternity disorders.
 - Nifedipine (Procardia)
 - Magnesium Sulfate
 - Betamethasone
 - Oxytocin (Pitocin)
 - Methergine (Methylergometrine)
 - Hemabate (Carboprost)
 - Misoprostol (Cytotec)
 - Erythromycin ointment
 - Vitamin K
 - Hepatitis B
- Differentiate pediatric and cultural considerations for clients with maternity disorders.

Maternal/Newborn brochure assignment:

Under New York State, LPN's can be responsible for patient education. In maternal/newborn nursing an LPN can reinforce all patient education and should be knowledgeable in pregnancy teratogens, and high-risk conditions that might arise in the population.

Create a brochure that can be used to educate patients about teratogens, current issues, or high-risk conditions that can occur in pregnancy. You will need to research a teratogen or high-risk condition and provide a recent research article (within the last 5 years) that discusses the maternal teratogen or high-risk condition. On the last day of class, you will present your topic (5 min presentation). Faculty will provide students a list of topics to choose from on the first of instruction and ask students to select their topic by the end of the first day of instruction.

Each brochure should include:

1. Define the teratogen or high-risk condition.
2. Explain how the teratogen or high-risk condition is diagnosed including signs and symptoms, and testing.
3. Describe how the teratogen or high-risk condition affects the pregnant population including the effect on maternal/fetal health, growth and development, and complications.
4. Discuss treatments of the teratogen or high-risk condition.

Resources can include:

You will need to reference materials in your poster in APA format.

You may not use Wikipedia, or Web MD.

You can use your book, educational journals, or pregnancy foundations. (March of Dimes, WHO, etc.)

Contact Rachel Becker the librarian to help find materials.

Group Presentation:

1. The presentation will be no more than 30 minutes. You should discuss the following:
2. Explain each component listed above.
3. Discuss article chosen that is relevant to assigned topic.
4. Discuss something that you learned from assignment.
5. Discuss that you found to be challenging in completing the assignment.
6. Each presentation should include an introduction, body, and conclusion

Group	Topic
Group 1	Gestational Diabetes
Group 2	Amniotic Fluid Embolism
Group 3	Gastroschisis in pregnancy
Group 4	Cholestasis in pregnancy
Group 5	Pre-eclampsia
Group 6	Hypertension in pregnancy
Group 7	Hyperemesis
Group 8	Methadone use in pregnancy
Group 9	Trichomoniasis in pregnancy
Group 10	Covid-19 in pregnancy
Group 11	Cocaine use in pregnancy

Medical Surgical Nursing
Abnormal Cell
January 2021

Date	Content	Essential Readings
Day One	<ul style="list-style-type: none"> • Immune System • Hypersensitivity Reactions • Autoimmune Disorders • Hematologic Disorders • Hemorrhagic Disorders • Disorders of White Blood Cells • Lymphatic Disorders • Splenic Disorders 	<p>Ticket to class Pharm made easy 4.0 – Homologic System – Desmopressin</p> <p>Pharm made easy 4.0 – Types of Cancer – Drug Therapy for Cancer and other disorders</p> <p>Readings: Williams Hopper</p> <p>Chapter 18 – pp 280 – 294</p> <p>Chapter 19 – pp 295 – 316</p> <p>Chapter 28 –pp 497 – 523</p> <p><u>Gerontological Considerations:</u> Williams Hopper Immune System Chapter 18 pp 285 Anemia Chapter 28 pp 499</p> <p><u>Cultural Considerations:</u></p>

Abnormal Cell Unit Objectives

- Define terminology related to the Abnormal Cell unit.
- Investigate diagnostic tests and nursing considerations pertinent to the diagnosis of abnormal cell disorders.
- Examine nursing diagnosis and interventions appropriate for managing the care of a client with abnormal cell disorders.
- Provide nursing interventions used in caring for clients with abnormal cell disorders
- Integrate processes and skills of critical thinking and leadership to promote and continuously improve the quality and safety of client care.
- Describe the pathophysiology, etiology, assessment finding, medical/surgical management and nursing care for clients experiencing:
 - Cancer
 - Chemotherapy

- Radiation
- Immune Disorders
- Leukemia
- Multiple Myeloma
- Lymphatic Disorders
- Non-Hodgkin Lymphomas
- Discuss the classifications, uses, general drug actions, contraindications, precautions, interactions, and general adverse reactions associated with the administration of medications used for abnormal cell disorders.
 - Opioids and nonopioids for cancer pain
 - Hormone therapy
 - Chemotherapy
 - Radiation
 - Target therapy (molecular-based)
- Differentiate gerontological, pediatric, and cultural considerations for clients with abnormal cell disorders.

Medical Surgical Nursing
 Disaster Preparedness/Communicable Disease Unit
 January 2021

Date	Content	Essentials Readings
Day One	Disaster Preparedness	Read: Classroom materials and PowerPoint
Day Two	Communicable Diseases and HIV	Read Williams and Hopper: Ch 20 pp 317-338 ATI Med/Surg: Ch 7 pp 7-13 Linnard-Palmer and Coats Ch 39 pp 657- 674 ATI Med/Surg: Ch 75 pp 511-515 Ch 76 pp 517-522 ATI Nursing Care of Children: Ch 34 pp 229- 236 Ch 35 pp 237-242 Ch 37 pp 247-252

Disaster Preparedness/Communicable Disease Unit Objectives

- Define terminology related to the disaster preparedness and communicable diseases unit.
- Investigate diagnostic tests and nursing considerations pertinent to the diagnosis of disaster preparedness and communicable diseases disorders.
- Examine nursing diagnosis and interventions appropriate for managing the care of a client with disaster preparedness and communicable diseases disorders.
- Provide nursing interventions used in caring for clients with disaster preparedness and communicable diseases disorders
- Integrate processes and skills of critical thinking and leadership to promote and continuously improve the quality and safety of client care.
- Describe the pathophysiology, etiology, assessment finding, medical/surgical management and nursing care for patients experiencing:

- HIV/AIDS.
- Influenza
- Hepatitis A, B, C
- Meningitis
- Pneumonia
- Tetanus
- Shingles
- Chickenpox
- Measles
- Mumps
- Rubella
- Tuberculosis
- Human papilloma virus
- Covid
- Discuss the classifications, uses, general drug actions, contraindications, precautions, interactions, and general adverse reactions associated with the administration of medications used for disaster preparedness and communicable diseases disorders.
 - Antiviral Therapy
 - Tetanus diphtheria (Td booster)
 - Measles, mumps, rubella (MMR) vaccine
 - Varicella vaccine
 - Pneumococcal vaccine
 - Hepatitis B
 - Hepatitis A
 - Influenza vaccine
 - Meningococcal polysaccharide vaccine
 - Human papilloma virus
 - Zoster vaccine
- Differentiate gerontological, pediatric, and cultural considerations for clients with a communicable disease.

Medical Surgical Nursing
Community Health Unit
January 2021

Date	Content	Student Learning Activities
Day One	<p>Overview of Community Health Nursing</p> <p>Essentials of Community Health Nursing Health Promotion and Disease Prevention</p> <p>Factors Influencing Community Health</p> <ul style="list-style-type: none"> • Health Care Delivery Systems • Cultural Issues Effecting Health Care • Environmental Health • Access to healthcare <p>Community Assessment, Education, and Program Planning</p> <ul style="list-style-type: none"> • Windshield Survey • Community Health Diagnosis <p>Community Health Practice Settings</p> <ul style="list-style-type: none"> • Public Health • Home Health • Occupational Health • Hospice • Faith Community • School • Forensics 	<p>Read: Dahlkemper (6thed) - Leadership Chapter 4 p 54-56 ATI Community Health Chapter 1 pp 7- 11</p> <p>Burton & Ludwig (3rd ed) Chapter 2 p 14-26 Williams & Hopper (6th Ed): Chapter 3 pp 17- 20 Chapter 4 p 33-40 ATI Community Health Chapter 2 pp 13- 21 Chapter 2 p 17</p> <p><u>Cultural Considerations:</u> ATI Community Health Chapter 2 pp 13- 15</p> <p>ATI Community Health Chapter 4 pp 31- 39</p> <p>ATI Community Health Chapter 5 pp 41- 49</p>

Day Two	<p>Care of Specific Populations</p> <p>Vulnerable Populations</p> <p>Continuity of Care Transitions in Care</p>	<p>ATI Community Health Chapter 6 pp 47-51</p> <p>ATI Community Health Chapter 7 pp 54- 62</p> <p><u>Ped Considerations:</u> ATI Community Health Chapter 6 pp 51-52 Chapter 7 pp59-60</p> <p><u>Gerontological Considerations:</u> ATI Community Health Chapter 6 p 53</p> <p>ATI Community Health Chapter 9 pp 73- 79</p>
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Community Health Unit Objectives

- Define terminology and concepts related to the community health.
- Investigate nursing considerations pertinent to the diagnosis of community health and public health concerns.
- Examine nursing diagnosis and interventions appropriate for managing overall healthcare of a community and of vulnerable populations.
- Provide nursing interventions used in caring and maintaining health for community and public health concerns.
- Describe the pathophysiology, etiology, assessment finding, medical/surgical management and nursing care for clients in the community setting.
- Discuss the classifications, uses, general drug actions, contraindications, precautions, interactions, and general adverse reactions associated with the administration of medications in the community setting.
- Integrate processes and skills of critical thinking, and leadership to promote and continuously improve the quality and safety of client care delivery.
- Differentiate gerontological, pediatric, and cultural considerations for clients in the community.

Assignments:

Windshield Survey

The Windshield Survey is comprised of general qualitative observations that give you a snapshot of the community that you can capture as you drive/walk through the community. The demographic data can be obtained online, through the public library, county or township administration buildings or online resources. Collect data about your community. If possible

take pictures to share with your group and class. We will identify health concerns in our community through our observations and our interactions.

1. Identify three actual problems or three risk concerns for your community. Look for common themes within the community.
2. Identify 3 possible solutions or what resources would be needed to help resolve or improve the concerns that were identified.

Look at the different levels of prevention when identifying concerns in your community. Utilize resources such as healthy people and the windshield survey tool to assist you.

Medical Surgical Nursing
Mental Health Unit
January 2021

Date	Content	Essential Readings
Day One	<p>Mental Health vs Mental Illness</p> <p>Data collection of mental status examination</p> <p>Effective and ineffective coping skills</p> <p>Therapeutic and non-therapeutic communication</p> <p>Types of therapy</p>	<p>Read: Williams Hopper</p> <p>Chapter 56 pp 1207 – 1220</p> <p>Chapter 57 pp 1221 - 1244</p> <p>ATI Pharm:</p> <p>Chapter 6 pp 43 – 48</p> <p>Chapter 7 pp 49 – 58</p> <p>Chapter 8 pp 59 – 64</p> <p>Chapter 9 pp 65 – 72</p> <p>Chapter 10 pp 73 - 82</p> <p><u>Ped Considerations:</u> Children with a mental illness</p> <p><u>Gerontological Considerations:</u> Major neurocognitive disorder Delirium Depression Suicide</p> <p><u>Cultural Considerations:</u> Suicide Therapeutic Communication</p>
Day Two	<p>Anxiety Disorders</p> <p>Obsessive Compulsive Disorder (OCD)</p> <p>Mood Disorders</p>	<p>Ticket to Class</p> <p>My ATI – Apply Tab – Real Life Mental Health 3.0</p> <ul style="list-style-type: none"> • Alcohol Use Disorder • Anxiety Disorder • Bipolar Disorder • Schizophrenia

Day Three	Personality Disorders Schizophrenia Autism Spectrum Disorders Trauma-Related Disorders	
Day Four	Suicide Eating Disorders Substance Use Disorders	Ticke to Class My ATI – Apply Tab – The Communicator 2.0 •Adolescent clients at risk for suicide •Adult Clients at risk for medication use and suicide

Mental Health Unit Objectives

- Define terminology related to the mental health unit.
- Investigate diagnostic tests and nursing considerations pertinent to the diagnosis of mental health disorders.
- Examine nursing diagnosis and interventions appropriate for managing the care of a client with mental health disorders.
- Provide nursing interventions used in caring for clients with mental health disorders
- Integrate processes and skills of critical thinking and leadership to promote and continuously improve the quality and safety of client care.
- Describe the pathophysiology, etiology, assessment finding, management, and nursing care for clients experiencing:
 - Anxiety disorders
 - Depressive disorders
 - Bipolar disorders
 - Suicide
 - Personality disorders
 - Schizophrenia
 - Substance abuse
 - Eating disorders
 - Victims of abuse and violence
- Discuss the classifications, uses, general drug actions, contraindications, precautions, interactions, and general adverse reactions associated with the administration of medications used for mental health disorders.
 - Benzodiazepines
 - Selective serotonin reuptake inhibitors (SSRI antidepressants)
 - Tricyclic antidepressants

- Mood Stabilizer
 - Mood-stabilizing antiepileptic drugs
 - Antipsychotics
 - Monoamine oxidase inhibitors (MAOIs)
- Differentiate gerontological, pediatric, and cultural considerations for clients with mental health disorders.