



Montgomery County
Community College

COURSE SYLLABUS & CLASS OUTLINE



NURSING 112
FALL 2012

MONTGOMERY COUNTY COMMUNITY COLLEGE
Nursing Program
NUR 112 – Nursing Care of Clients with Uncomplicated Health Care Needs
Course Syllabus
Fall 2012

CREDITS: 8 CREDITS (8-5-9)

COURSE DESCRIPTION:

This course focuses on the use of the nursing process to assist clients across the lifespan experiencing commonly occurring uncomplicated healthcare needs. There will be an emphasis on developing skills necessary to function as a member of the healthcare team. Clinical experiences will occur in a variety of settings.

FACULTY:

1. Full-time*

- | | | | |
|----|--|--------|--------------|
| a. | Holly Hillman (Co Team Leader) | SC 237 | 215-641-6481 |
| | hhillma@mc3.edu | | |
| b. | Martina Ware (Co Team Leader) | SC 220 | 215-641-6478 |
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| c. | Margaret Interrante | SC 245 | 215-619-7475 |
| | minterr@mc3.edu | | |
| d. | Judy Davis-Radich | SC 236 | 215-641-6480 |
| | jdavisra@mc3.edu | | |
| e. | Pamela Pfalzer | SC 235 | 215-641-6472 |
| | ppfalzer@mc3.edu | | |
| f. | Kristine Ellis | SC246 | 215-641-6667 |
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* Refer to individual faculty's office doors or course BB site for office hours.

2. Part-time

- | | | |
|----|-------------------|--------------|
| a. | Lillian Miller | 215-641-6471 |
| b. | Victoria Coleman | 215-641-6471 |
| d. | Rosanna Urbano | 215-641-6471 |
| e. | Patricia Boyce | 215-641-6471 |
| f. | Barbara Gallagher | 215-641-6471 |
| g. | Shannon Wells | 215-641-6471 |

COURSE OBJECTIVES:

1. Employ effective reasoning skills when using knowledge of sciences and humanities as a base for nursing practice.
2. Use the nursing process to meet uncomplicated healthcare needs.
3. Communicate effectively with members of the healthcare team to provide nursing care.
4. Demonstrate responsibility and accountability when practicing within the legal-ethical framework of professional nursing.

5. Perform selected nursing skills safely and with increasing independence.
6. Coordinate nursing care of assigned client(s).
7. Participate in activities that facilitate personal and professional growth.
8. Demonstrate caring behaviors while providing nursing care.

PREREQUISITES: BIO 132; NUR 110; ENG 102

PROGRESSION REQUIREMENT: BIO 140; SOC 101

COURSE ORIENTATION:

Schedule:

Class: Monday, 8:00 a.m. – 12:10 p.m.

Seminar: Monday 1:45-2:40 p.m. or 2:50-3:45 p.m. as scheduled; Wednesday 10:10-11:05am or 11:15am-12:10pm as scheduled

Lab: Tuesdays 8:00 a.m. – 12:00 p.m. as scheduled

Clinical: Wednesdays, Thursdays, Fridays or Saturdays, 6:30 a.m.-2:00pm, 7:00 a.m.-2:30 p.m., or 7:30 a.m.-3:00 p.m. as indicated by agency

OB Clinic: One Tuesday or Thursday within OB rotation 7:30 a.m. – 11:45 p.m. as scheduled

OR/PACU Observation: One Wednesday, Thursday or Friday morning per semester, typically within the Med/Surg rotation. Hours as indicated by agency.

Clinical Agencies: Abington Memorial Hospital
Doylestown Hospital
Grandview Hospital
Lansdale Hospital (OR/PACU Observation)
Mercy Suburban Hospital
Phoenixville Hospital

METHODOLOGY:

1. Classroom and clinical activities
2. Audio-visual material; computer technologies
3. Group discussion
4. Laboratory practice/testing
5. Assigned and supplemental readings
6. Case studies
7. Variety of writing assignments
8. Blackboard e-Education Platform

ATTENDANCE:

For successful achievement of course objectives, students are expected to attend all scheduled classes, seminars, labs and clinical experiences prepared to participate. In the event of an absence, students are responsible for information covered, handouts distributed, and any changes in assignments. **Any absence from seminar will result in a “0” for the seminar since this is a group activity that cannot be made up.** Students are expected to notify the course Team Leader of their intended absence/lateness to lab, and their clinical instructor of intended absence/lateness to clinical. Students are also encouraged to check the Course Blackboard site routinely for specifics or instructor messages pertaining to class, seminar, lab and/or clinical schedules.

Clinical: Students are expected to attend every clinical experience (which includes scheduled labs). **Absences during clinical or lab experiences totaling 5% of scheduled time will result in a warning, 10% in probation, and 15% may result in failure if objectives cannot be met or evaluated. NOTE:** Absence from the Prenatal/Postpartum lab will prohibit the student from attending their scheduled OB Clinic experience. Absence from the student’s scheduled Perioperative Lab will result in exclusion from their OR/PACU Observation experience. Subsequently a “Clinical Warning” or progression to “Clinical Probation” will ensue.

CLINICAL ELIGIBILITY REQUIREMENTS:

Make sure that ALL of your CLINICAL ELIGIBILITY RECORDS ARE CURRENT. It is your professional responsibility to know when your renewals are due and submit your required documentation accordingly. A student MAY NOT attend clinical if any eligibility record is outstanding. If your name is on the Team Leader’s weekly outstanding list you will not be permitted in the clinical area and you will receive a Clinical Warning for your absence and unprofessional behavior in failing to adhere to program policy.

As per Nursing Program Policy: Original health records and clearance forms must be received by the Nursing Program secretary 2 business days before forms expire to allow for updating of student records. It is particularly important for students to monitor their clearances between semesters and semester breaks in order to be in compliance. Updates occurring between semesters must be received by the Nursing Program secretary 2 business days before the start of the semester. Failure to submit forms in this timely manner will result in clinical ineligibility and the student will receive a clinical warning or progress to clinical probation/failure.

DO NOT bring any records to your clinical instructor. Also please do not ask a doctor's office to call the Nursing Program office; all validation must be submitted in writing to the Nursing Office.

BLACKBOARD e-EDUCATION PLATFORM:

The NUR112 Blackboard Course site is used extensively throughout the semester for ongoing announcements and group communication. ALL students are expected to check the *Announcement* page on a daily/weekly basis. The *Course Information & Course Documents* sections within the NUR112 blackboard site contain all necessary information pertaining to course requirements for class, seminar, lab, and clinical. Students do not need to print hard copies of the bulk documents, as copies will be

provided on orientation day. Important Reading assignments and semester schedules are also located on Blackboard, along with additional information and resources to help ensure student success in NUR112. Details regarding written assignments are located within the *Assignments* section and grades for tested material and written assignments can be found within the *My Grades/Grade Center* section.

GRADING:

Students must attain an average of 75% on all tested material prior to the inclusion of any other graded activity to successfully progress to NUR 211. As per Nursing Program Policy, students failing to achieve a 75% or greater testing average will not have the other graded activities included in their final grade for the course.

Students achieving a grade of less than 75% on tested material will receive a written **Progress Notice** from the course faculty. Any student receiving a grade less than 70% is expected to meet with either of the NUR112 Team Leaders for academic counseling. The **Progress Notice** is signed by both the faculty and student and acknowledges awareness of the student's unsatisfactory academic performance and expectation regarding use of the College/Nursing Program support services.

1.	Tests (5)	45%
2.	Final Exam	20%
3.	Seminars	20%
4.	Group Project	10%
5.	Critical Thinking Paper	5%
6.	Clinical performance	S/U

Students missing any exam are required to notify the instructor prior to 8:00 a.m. on the exam day (215-641-6471). Arrangements to take the make-up test are to be discussed with the N112 faculty within 24 hours of time of test. **Tests must be taken within one week of the original test date (preferably prior to scheduled clinical day that week). Five points will be deducted from the test score for each day past one week. Failure to follow above instructions may result in a "0" in that test or exam.** If any type of tested material is missed, the instructor or Team Leader may substitute a different test as appropriate. **As per Nursing Program policy, only one make-up test will be allowed during the semester.**

Unit Test reviews will be conducted by NUR112 course faculty the week following each unit test. Students desiring an individual test review must email the NUR112 Team Leader to request their test be given to a designated NUR112 faculty member for review and must complete the individual test review within two weeks of the exam date. Unit tests will not be available for review beyond two weeks of that particular exam date.

Students may not individually request their test be given to the Nursing Tutor for review, only a NUR112 Course Faculty member can suggest/recommend an individual student test review with the Nursing Tutor. Students are however strongly encouraged to attend the test-taking skills workshops offered by the Nursing Tutor and/or Tutorial Services.

Clinical experience is evaluated each semester. Grading is satisfactory or unsatisfactory. An unsatisfactory clinical grade in any of the three clinical rotations will result in a failure

of the course. In addition to performance in the clinical area, students are graded on laboratory skills, assessment and communication skills, and care plans. Strict confidentiality regarding the use of client information obtained during clinical experience is required. Any HIPAA breach will result in disciplinary actions.

Lab testing: ***By the completion of the first clinical rotation, all parenteral lab testing must be completed or the student will be issued a Clinical Warning.*** Skills pertaining to a particular clinical rotation must also be successfully tested in the laboratory by the date noted on the NUR112 Course Calendar. Please be sure to be adequately prepared for skill testing as your appointment is not intended to be a practice session. **One unsuccessful testing attempt in the laboratory will result in a clinical warning; two, a clinical probation; and three, a clinical failure.** All students are expected to adhere to their scheduled testing appointments. Failure to attend a scheduled skill test appointment, or repeated cancellations of scheduled appointments, is considered unprofessional behavior and will result in a clinical warning or progression to clinical probation. Any unsuccessful skill testing at the end of the semester will result in an “Unsatisfactory” grade for clinical and therefore course failure.

Critical Thinking Paper: The purpose of this paper is to demonstrate the student’s ability to identify a clinical situation that illustrates use of critical thinking in the management of care for a client with uncomplicated healthcare needs. The client situation to be used as a basis to write the critical thinking paper is to be confirmed by the Clinical Instructor within the respective clinical rotation. The submission date of the paper will be determined by that Clinical Instructor, not to exceed two weeks after completion of clinical rotation #1 or #2. For those completing this assignment within the third clinical rotation, the final deadline for submission is week #3 of the third clinical rotation as noted on the NUR112 Course Calendar.

Grading Scale for Nursing Program:

The Nursing Program’s policy is defined by a numerical rating system as follows:

A	=	93 - 100%
A-	=	91 - 92%
B+	=	88 - 90%
B	=	84 - 87%
B-	=	82 - 83%
C+	=	79 - 81%
C	=	75 - 78%
D	=	74 - 70%
F	=	<70%

Once grades are distributed, students will have one week within which to request a grade reevaluation. At the end of the one week period, all grades are finalized and no grade reevaluation request will be honored.

A grade of “C” is the minimal level of performance necessary to function safely and effectively and is required to progress to the next Nursing course. A course in which a grade less than “C” is earned may be repeated. See Progression in Nursing Program statement in Nursing Student Handbook.

MATH REQUIREMENT:

Pharmacology math will be assessed in the Parenteral Medication Lab and included in all exams. At least one math calculation will be a part of pre or post conference. Practice and tested calculations reflect integration of all previously learned pharmacology math. Failure to successfully perform pharmacology math within the clinical area will result in a clinical warning/probation/failure.

WITHDRAW/AUDIT POLICY:

Students desiring to withdraw from or audit this course should refer to the following policies within the Nursing Student Handbook: 1. *Grading Policy, item C*, and 2. the *Progression in Nursing Program Policy*. (Please note that a student may only request a change to Audit status on their first attempt in any given Nursing course.)

As noted in the *Progression in Nursing Program Policy* a request for a second Nursing course attempt must be placed in writing to Dr. Maria Toth, Director, Nursing Program with the inclusion of identified reasons for lack of success during the first attempt and planned strategies to be implemented to ensure success during the second attempt. Please be sure to include a current phone number and email address that you can be reached at in the letter. Should you wish to email this letter to Dr. Toth, she can be reached at mtoth1@mc3.edu.

Also, as noted in the Nursing Program's Grading Policy, a student who withdraws from a clinical course is no longer able to attend any course activity or use the College Nursing Laboratory. In accordance with College policy, a student is able to withdraw from NUR112 without a faculty signature prior to one week after mid-semester. **The last day to withdraw for the Fall 2012 semester will therefore be Tuesday 10/23/12.**

COMMUNITY SERVICE REQUIREMENT:

Community service is an integral part of the nursing program. There are 2 hours of required community service in this course. Students are requested to keep a log and description of the community service activity throughout the nursing program as part of the portfolio requirements. Students are required to complete a 2 hour community service project during the semester. Guidelines can be found in the clinical outline Appendix D1.

PRE-REGISTRATION INTO NUR211:

Pre-registration for NUR211 is done based on a NUR112 class ranking system. NUR112 class rank is determined by total test average at the time of pre-registration for NUR211. Students will be notified in private of their appointment time for pre-registration.

EMERGENCY CLOSING/CLASS CANCELLATIONS:

For information regarding the policy & procedure for emergency closing/class cancellations please refer to <http://www.mc3.edu/index.html> Text messaging service/notification is also available at <http://www.mc3.edu/txt/>. Upon notification of school closure, students should check the NUR112 Blackboard site for specifics related to class, seminar, lab and/or clinical.

STUDENTS WITH DISABILITIES:

Students with disabilities may be eligible for accommodations in this course. Please contact the Disabilities Services Center in College Hall 225 at 215-641-6575 to make an appointment to learn about eligibility and documentation guidelines. At the West Campus, contact the Coordinator of Disability Services in South Hall 147 (Student Success Center) at 610-718-1853. <http://www.mc3.edu/campusLife/student-resources/disabilities/>

It is the responsibility of the student to inform faculty of any special learning needs. We strongly encourage informing faculty of these needs prior to the semester. Any request for special testing accommodations must be accompanied by a letter from the Disabilities Services Center.

ACADEMIC SUPPORT/TUTORIAL SERVICES:

Free subject-area tutoring, academic workshops, and academic coaching are available at the Central Campus Learning Assistance Lab (LAL) and at the West Campus LAL. The LAL helps students develop learning strategies based on their unique learning styles with the goal of creating successful students and independent learners. <http://www.mc3.edu/campusLife/student-resources/la/>

The Nursing Tutor is also available to assist nursing students with Nursing Care Plan development; assessment documentation; pharmacology math tutoring; study skill strategies; test-taking strategies; and clinical skill remediation. Schedules and location of Nursing Tutor sessions are posted on the Nursing Student Resource Center Blackboard site and outside the Nursing Office each semester.

EARLY ALERT INITIATIVE:

As part of our commitment to promote the academic success of all of our students, the College utilizes an Early Alert system. Faculty may alert Academic Advisors about issues related to student absence and /or academic difficulty, if they are not resolved through discussion between the faculty and student. Please respond promptly to any Early Alert notification you receive through email, phone or mail, as your Academic Advisor hopes to offer you assistance in resolving these issues.

STUDENT SUPPORT AND REFERRAL TEAM (SSRT):

The Student Support and Referral Team is aware that students face many challenges in and out of the classroom. SSRT is a free, confidential referral service available to all students. It involves a support team of counselors, faculty and staff who assist students dealing with issues such as emotional distress, stress, anxiety, eating disorders, abuse, depression, grief, potential violence and substance abuse. SSRT works to connect students with College and community resources and caring professionals. If students recognize they have concerns, they may contact SSRT directly for assistance, either by sending an email to a secure, confidential address, StudentReferral@mc3.edu, or by visiting the Student Success Center located in College Hall at the Blue Bell Campus or South Hall at the Pottstown Campus.

NURSING STUDENT ACADEMIC CODE OF ETHICS:

The College provides an environment that fosters critical thinking and judgment. Students adhere to an Academic Code of Ethics by refraining from participation in acts of academic dishonesty. The Nursing faculty supports the College's *Student Academic Code of Ethics Policy* which can be found at <http://www.mc3.edu/aboutus/policies/aa-3/ethics.aspx>

It is the belief of the Nursing faculty that students should act in an ethical, as well as legal, manner. Therefore **academic dishonesty in any form will result in a grade of zero for the assignment/exam** as well as possible disciplinary action as outlined in the *Student Academic Code of Ethics Policy*.

Dishonesty in the clinical area is also unsatisfactory and will not be tolerated. After Nursing faculty review and discussion, the student may receive a clinical failure.

NURSING STUDENT CODE OF CONDUCT:

Students are expected to treat all members of the college community with dignity, respect, fairness and civility and to behave in a responsible manner at all times both in and outside the classroom. Please refer to the Student Code of Conduct <http://www.mc3.edu/aboutus/policies/sa-4/conduct.aspx>

SOCIAL MEDIA: (For all courses in the Health Sciences Division)

All students are expected to comply with the Social Media Procedures and Related College Polices described in the College's Social Media Handbook located on the College website at <https://mymccc.mc3.edu/allcampusresources/marketing/social-hb/Pages/policies.aspx> .

(For all courses in the Health Sciences Division that Incorporate a Practicum/Clinical/ Externship experience) - All students are expected to comply with the Social Media Procedures and Related College Polices described in the College's Social Media Handbook located on the College website at <https://mymccc.mc3.edu/allcampusresources/marketing/social-hb/Pages/policies.aspx> . Health Sciences students enrolled in a health careers program are reminded of their obligation to demonstrate professional behavior, uphold ethical and professional standards, and ensure compliance with applicable federal requirements such as HIPAA on any/all social networking sites. Sharing of confidential information related to the educational experience is unacceptable and will result in disciplinary action up to and including dismissal from the program.

VETERANS STATEMENT:

Student veterans may be eligible for benefits and services related to military service <http://www.mc3.edu/campusLife/student-resources/veterans>. At Central Campus, contact George Pannebaker, the Military and Veterans Affairs Advisor, in College Hall Room 259, call 215-619-7307 or e-mail veterans@mc3.edu to learn about education benefits and healthcare entitlements. Students at the West Campus call 215-619-7307 or e-mail veterans@mc3.edu for further information or to arrange a meeting with the advisor.

STUDENT EVALUATION OF FACULTY:

All students must complete an online faculty evaluation form before the end of the course. At approximately week 8 of this course you will receive an email through your College email account with directions and a link to the student evaluation form. Please be assured that it is not possible to identify a specific student's response to the survey. In addition, faculty will not receive survey results until after grades have been posted. The Nursing Faculty value your input and use it to improve their courses.

COURSE EVALUATION:

In addition to the Faculty Evaluation surveys, ALL students are expected to complete the NUR112 Course Evaluation Survey in Blackboard at the completion of the semester.

RECOMMENDATIONS FOR NUR213 PORTFOLIO:

Clinical database and care plans
Critical thinking paper
Teaching-learning project
OB Clinic Process recording
Reflective clinical journal
Seminar preparation
Maintain record of activities demonstrating Professional Development & Community Service

REQUIREMENTS AS NOTED IN THE "PORTFOLIO DEVELOPMENT" POLICY WITHIN THE NURSING STUDENT HANDBOOK:

Portfolio Activity	NUR 106	NUR 110	NUR 112
Purchase 2 inch 3 ring binder	X		
Organize Binder to include identified sections	X		
Create skills checklist tracking sheet	X		
Write goal statement	X		
Begin resume development	X		
Record Team efforts and group activities	X	X	X
Maintain Teaching-Learning Activity Tracking Sheet		X	X
Maintain skills checklist		X	X
Include a sample of an additional course assignment	X	X	X
Include 1 database and care plan from each semester. Discuss why you selected this careplan for inclusion.		X	X
Maintain Continuing Education and additional learning activities log	X	X	X
Maintain record of activities demonstrating professional development		X	X
At the end of each semester discuss how you have integrated the curricular threads (human needs, nursing process and roles of the nurse) of the Nursing Program as you have progressed through the program. Citing specific examples identify strengths and areas of growth.	X	X	X
Maintain Community Service log	X	X	X

TEXTBOOKS:

Required Textbooks (continuation texts from NUR110)

1. Deglin, J.H. and Vallerand, A.H. (2011). *Drug guide for nurses*. (12th ed.) Philadelphia, PA: F.A. Davis.
2. Doenges, M. and Moorhouse, M. (2010). *Nurses pocket guide: Diagnoses, interventions, and rationales*. (12th ed.) Philadelphia, PA: F.A. Davis.
3. Lewis, S., Heitkemper, M., Dirksen, S., Bucher, L., & Camera, I.M. (2011). *Medical-surgical nursing: Assessment and management of clinical problems*. (8th ed.) St. Louis, MO: Mosby.
4. Olsen, J.L., Giangrasso, A.P., Shrimpton, D.M. & Dillon, P.M. (2011). *Medical dosage calculations*. (10th ed.) Upper Saddle River, NJ: Pearson Education Inc.
5. Fischbach (2009) *Manual of Laboratory and Diagnostic Tests* (8th ed.) Philadelphia, PA: Lippincott, Williams & Wilkins.
6. Taylor, C., et al. (2011). *Fundamentals of Nursing* (7th ed.). Philadelphia, PA: Lippincott, Williams & Wilkins.

Required Textbooks (in addition to continuation texts from NUR110)

7. Lowdermilk, D., Perry, S., & Cashion, K. (2010). *Maternity nursing*. (8th ed.) St. Louis, MO: Mosby.
8. Wong, D. & Hockenberry-Eaton, M. (2009). *Essentials of pediatric nursing*. (8th ed.) St. Louis, MO: Mosby.

Recommended Textbooks

1. A medical and nursing dictionary.
2. Sparks, S.M. & Taylor, C.M. (2010). *Nursing diagnosis reference*. (8th ed.) Springhouse, PA: Springhouse Corporation
3. Student Study Guides to accompany Maternity, Pediatric, and Medical/Surgical Nursing textbooks.
4. An NCLEX-RN Review text, NCLEX® Review 4000 Study Software for NCLEX-RN® (Individual Version) or NCLEX® Review 10,000 online subscription

HOMEWORK LOAD:

Approximately 24 hours per week with independent lab time.

COURSE OUTLINE

- I. Safety/Protection from Infection
 - A. Assessment of Safety/Protection from Infection
 - B. Nursing Process w/ Selected Nursing Diagnoses
 - C. Conditions Illustrating Safety/Protection from Infection Needs Across the Lifespan

- II. Activity/Rest and Sleep
 - A. Assessment of Altered Activity
 - B. Nursing Process w/ Selected Nursing Diagnoses
 - C. Conditions Illustrating Altered Activity Across the Lifespan

- III. Developmental Needs
 - A. Assessment of Developmental Needs
 - B. Nursing Process w/ Selected Nursing Diagnoses
 - C. Growth and development of hospitalized children

- IV. Regulation and Sensation/Comfort
 - A. Assessment of Regulation and Sensation
 - B. Nursing Process w/ Selected Nursing Diagnoses
 - C. Conditions Illustrating Altered Regulation and Sensation Across the Lifespan

- V. Oxygenation
 - A. Assessment of Altered Oxygenation
 - B. Nursing Process w/ Selected Nursing Diagnoses
 - C. Conditions Illustrating Altered Oxygenation Across the Lifespan

- VI. Circulation
 - A. Assessment of Altered Circulation
 - B. Nursing Process w/ Selected Nursing Diagnoses
 - C. Conditions Illustrating Altered Circulation Across the Lifespan

- VII. Fluid/Electrolyte Balance/Hydration
 - A. Assessment of Altered Fluid and Electrolyte Balance
 - B. Nursing Process w/ Selected Nursing Diagnoses
 - C. Conditions Illustrating Altered Fluid and Electrolyte Balance Across the Lifespan

- VIII. Nutrition
 - A. Assessment of Altered Nutrition
 - B. Nursing Process w/ Selected Nursing Diagnoses
 - C. Conditions Illustrating Altered Nutrition Across the Lifespan

- IX. Bowel Elimination
 - A. Assessment of Altered Bowel Elimination
 - B. Nursing Process w/ Selected Nursing Diagnoses
 - C. Conditions Illustrating Altered Bowel Elimination Across the Lifespan

- X. Urinary Elimination
 - A. Assessment of Altered Urinary Elimination
 - B. Nursing Process w/ Selected Nursing Diagnoses
 - C. Conditions Illustrating Altered Urinary Elimination Across the Lifespan

- XI. Skin Integrity/Hygiene
 - A. Assessment of Skin Integrity/Hygiene
 - B. Nursing Process w/ Selected Nursing Diagnoses
 - C. Conditions Illustrating Altered Skin Integrity/Hygiene Needs Across the Lifespan

- XII. Mental Health, Sexuality
 - A. Assessment of Mental Health and Sexuality Needs
 - B. Nursing Process w/ Selected Nursing Diagnoses
 - C. Conditions Illustrating Mental Health Needs Across the Lifespan
 - D. Conditions Illustrating Altered Sexuality Needs Across the Lifespan

- XIII. Social, Cultural, Ethnic, Spiritual Needs
 - A. Assessment of Social, Cultural, Ethnic, Spiritual Needs
 - B. Nursing Process w/ Selected Nursing Diagnoses
 - C. Conditions Illustrating Altered social/Cultural/Ethnic/Spiritual Needs Across the Lifespan

MONTGOMERY COUNTY COMMUNITY COLLEGE
Nursing Program
Nursing Care of Clients With Uncomplicated Health Care Needs
NUR 112
8-5-9
Class Study Guide

Course Orientation

The focus of this course is the use of the nursing process to assist clients across the lifespan experiencing commonly occurring uncomplicated health care needs.

Class Objectives

1. Recognize the shift from wellness to illness in clients across the lifespan and the implications for nursing care.
2. Identify contributing factors including mental health, developmental stage, sexuality, social, cultural and spiritual values and beliefs associated with meeting health care needs.
3. Describe the role of the nurse in settings with clients across the lifespan experiencing commonly occurring uncomplicated health care needs.
4. Discuss standards of care in specific clinical settings.
5. Identify legal implications related to specific clinical settings.

In order to discuss the nursing focus of the related conditions, knowledge of the following information will provide a structured guide for class preparation:

1. Definition of diagnosis (how disease process affects normal anatomy and physiology)
2. Theories of etiology
3. Population at risk
4. Early signs and symptoms
5. Usual course and prognosis
6. Diagnostic studies and results which show abnormality
7. Usual procedures and treatments
8. Therapeutic diet, if applicable
9. Categories of medications
10. Activity alterations, if applicable
11. Safety measures

Safety/Protection from Infection

Class Objectives

1. Identify the contributing factors, including developmental stage, associated with altered safety/protection from infection.
2. Identify signs and symptoms associated with altered safety/protection from infection.
3. Identify nursing responsibilities for diagnostic studies and therapeutic measures associated with safety/protection from infection.
4. Describe appropriate nursing interventions to promote safety/protection from infection.
5. Discuss use of the nursing process in managing care for selected clients.

Topical Outline

- A. Assessment Of Safety/Protection From Infection
 1. Contributing factors
 - a. developmental
 - 1) perinatal/postpartum
 - 2) neonate through adolescent
 - 3) adult
 - b. environmental
 - c. physical
 2. Signs and symptoms of altered safety/protection from infection
 - a. sensory impairments
 - b. motor impairments
 - c. integument impairments
 3. Diagnostic studies
 - a. amniocentesis
 - b. direct/indirect Coombs
 - c. TORCH study
 - d. toxicology levels
 - e. culture and sensitivity
 - 1) wounds
 - 2) urine
 - 3) blood
 - 4) sputum
 - f. Papanicolaou smear
 - g. colposcopy

- B. Selected Nursing Diagnoses
 - 1. Infection: high risk
 - 2. Trauma: high risk
 - 3. Knowledge deficit
 - 4. Injury: high risk
 - 5. Poisoning: high risk
- C. Planning/Goals (Outcomes)
- D. Planning/Interventions
 - 1. Standard precautions
 - 2. Transmission-based precautions
 - 3. Fire/Electrical safety
 - 4. Discharge planning
 - 5. Medication administration - parenteral
 - 6. Client teaching
- E. Implementation
 - 1. Perform interventions and activities prescribed during planning phase
 - 2. Document
 - 3. Report
- F. Evaluation
- G. Conditions Illustrating Safety/Protection from Infection Needs
 - 1. Preventative care/routine health assessment
 - a. perinatal client, intrapartal, postpartal
 - 1) appointment schedule, danger signs
 - 2) environmental hazards/teratogens
 - 3) TORCH/RH factor - RhoGAM administration
 - 4) HIV in pregnancy
 - b. neonate through adolescent
 - 1) substance abuse in pregnancy – neonatal effects
 - 2) immunizations
 - 3) communicable diseases
 - 2. Accident Prevention/Nosocomial Infections

3. Emergency care
 - a. poisonings
 - b. codes (response in hospital)
 - c. birth

4. Parenteral medication administration lab

Required Readings: As per Reading Lists

Activity/Rest and Sleep Needs

Class Objectives

1. Identify the contributing factors, including developmental stage, associated with altered activity/rest and sleep.
2. Identify signs and symptoms associated with altered activity/rest and sleep.
3. Identify nursing responsibilities for diagnostic studies and therapeutic measures associated with activity/rest and sleep.
4. Describe appropriate nursing interventions to promote activity/rest and sleep.
5. Describe selected conditions that deviate from the normal.
6. Discuss use of the nursing process in managing care for selected clients.

Topical Outline

A. Assessment Of Altered Activity

1. Contributing factors
 - a. developmental
 - 1) perinatal/postpartum
 - a) fetal activity
 - b) the 5 "P's" of labor and delivery
 - c) involution
 - 2) neonate through adolescent
 - 3) adult
 - b. environmental
2. Signs and symptoms
 - a. joint pain
 - b. redness, edema, heat
 - c. deformities
 - d. range of motion
 - e. insomnia
 - f. disorientation
 - g. lethargy
 - h. irritable
 - i. restrictions in physical activity
3. Diagnostic studies
 - a. x-rays
 - b. EMG
 - c. arthroscopy
 - d. arthrocentesis
 - e. blood studies
 - f. biophysical profile

- g. daily fetal movement record (DFMR)
- h. fetal monitoring
- i. ultrasound

B. Selected Nursing Diagnoses

1. Infection: high risk
2. Injury: high risk
3. Pain
4. Sleep pattern disturbance
5. Fatigue
6. Impaired physical mobility

C. Planning/Goals (Outcome)

D. Planning/Interventions

1. Exercises
 - a. prenatal/childbirth education
 - b. postpartal
 - c. upper body/lower body exercises
2. Cast care
3. Traction
4. Pharmacology
5. Surgery
6. Diet
 - a. calcium needs
 - b. acid - ash
 - c. low purine
 - d. high fiber, protein, vitamin E, iron
8. Discharge planning

E. Implementation

1. Perform interventions and activities prescribed during planning phase
2. Document
3. Report

F. Evaluation

G. Conditions Illustrating Altered Activity

1. Premature labor and tocolysis
2. Inflammatory joint conditions
 - a. gout
 - b. rheumatoid arthritis
 - c. juvenile rheumatoid arthritis
3. Skeletal deformities

- a. hip dysplasia
- b. club foot
- c. scoliosis

- 4. Fractures
- 5. Osteoporosis
- 6. Osteoarthritis

Required Readings: As per Reading Lists

Developmental, Social, Cultural, Ethnic, Spiritual Needs

Class Objectives

1. Identify the contributing factors, including developmental stage, social, cultural, and spiritual values and beliefs associated with meeting health care needs.
2. Identify signs and symptoms, including social, cultural and spiritual needs.
3. Identify nursing responsibilities for diagnostic studies and therapeutic measures associated with meeting health care needs.
4. Describe appropriate nursing interventions to promote health care needs.
5. Describe selected conditions that deviate from the normal.
6. Discuss use of the nursing process in managing care for selected clients.

Topical Outline

A. Assessment Of Developmental, Social, Cultural, Ethnic, Spiritual Needs

1. Contributing factors
 - a. developmental
 - 1) neonate through adolescent
 - 2) perinatal/post partal
 - 3) adult
 - b. environmental
2. Signs and symptoms
3. Diagnostic tools
 - a. Denver II
 - b. Bloch's Cultural Assessment

B. Selected Nursing Diagnoses

1. Coping Family: Potential for Growth
2. Coping, Ineffective Individual
3. Altered Family Processes
4. Hopelessness
5. Role Performance: Altered
6. Social Isolation
7. Spiritual Distress
8. Knowledge Deficit
9. Altered Health Maintenance
10. Pain
11. Altered Growth and Development
12. Health Seeking Behavior

- C. Planning/Goals/Outcomes
- D. Planning/Interventions
 - 1. Client counseling
 - 2. Pharmacology
 - 3. Discharge planning
- E. Implementation
 - 1. Perform interventions and activities prescribed during planning phase
 - 2. Document
 - 3. Report
- F. Evaluation
- G. Conditions illustrating altered social/cultural/ethnic/spiritual needs
 - 1. Perinatal, intrapartal and postpartal clients
 - 2. Neonate through adolescent
 - 3. Adult client

Required Readings: As per Reading Lists

Regulation and Sensation/Comfort

Class Objectives

1. Identify the contributing factors, including developmental stage and environmental factors, associated with altered regulation/sensation.
2. Identify signs and symptoms associated with altered regulation/sensation.
3. Identify nursing responsibilities for diagnostic studies and therapeutic measures associated with regulation/sensation.
4. Describe appropriate nursing interventions to promote regulation/sensation.
5. Describe selected conditions that deviate from the normal.
6. Discuss use of the nursing process in managing care for selected clients.

Topical Outline

- A. Assessment of Regulation and Sensation
 1. Contributing factors
 - a. developmental
 - 1) perinatal, intrapartum, postpartum
 - a) hormonal changes
 - b) changes in sensation
 - 2) neonate through adolescent
 - 3) adult - menopause
 - b. environmental
 2. Signs and symptoms
 - a. change in level of consciousness
 - b. hypo/hyperthermia (newborn)
 - c. pain
 - d. anxiety
 - e. hypo/hyperglycemia
 3. Diagnostic studies
 - a. Human Chorionic Gonadatropin (HCG)
 - b. blood glucose and glucose/ketones
 - c. urine testing

- d. ultrasound
- e. Electroencephalogram (EEG)
- f. Computerized Axial Tomography (CAT SCAN)

B. Selected Nursing Diagnoses

- 1. Sensory/perceptual alterations
- 2. Injury: high risk
- 3. Self esteem disturbance
- 4. Impaired communication
- 5. Social isolation
- 6. Sleep pattern disturbance
- 7. Pain
- 8. Ineffective individual coping
- 9. Self care deficit
- 10. Fear
- 11. Knowledge deficit
- 12. Altered nutrition: more than body requirement
- 13. Hypothermia
- 14. Hyperthermia

C. Planning/Goals (Outcomes)

D. Planning/Interventions

- 1. Client teaching
- 2. Pharmacology
- 3. Modify diet
- 4. Discharge planning
- 5. Comfort measures
- 6. Surgery

E. Implementation

- 1. Perform interventions and activities prescribed in planning phase
- 2. Document
- 3. Report

F. Evaluation

G. Conditions Illustrating Altered Regulation and Sensation

- 1. Diabetes mellitus
 - a. insulin dependent (type 1)
 - b. non-insulin dependent (type 2)
 - c. gestational diabetes

2. Pain management
 - a. acute - surgical
 - b. labor induced
3. Seizures: petit mal and grand mal
4. Conditions of the eye: cataract and glaucoma
5. Conditions of the ear: labyrinthitis and Meniere's disease

Required Readings: As per Reading Lists

Oxygenation Needs

Class Objectives

1. Identify the contributing factors, including developmental stage, associated with altered oxygenation.
2. Identify signs and symptoms associated with altered oxygenation.
3. Identify nursing responsibilities for diagnostic studies and therapeutic measures associated with oxygenation.
4. Identify appropriate nursing interventions to promote oxygenation.
5. Describe selected conditions that deviate from the normal.
6. Discuss use of the nursing process in managing care for selected clients.

Topical Outline

- A. Assessment Of Altered Oxygenation
 1. Contributing factors
 - a. developmental
 - 1) perinatal/post partum
 - a) respiratory assessment during pregnancy
 - b) gas exchange via the placenta
 - 2) neonate through adolescent
 - 3) adult
 - b. environmental
 2. Signs and symptoms
 - a. inability to move secretions
 - b. adventitious breath sounds
 - c. hypoxia/cyanosis
 - d. respiratory distress - flaring, grunting, retracting, tachypnea, use of accessory muscles
 - e. orthopnea
 - f. dyspnea
 - g. change in mentation
 - h. periodic fetal heart rate decelerations and variability changes
 - i. hypo/hyperthermia (newborn)

3. Diagnostic studies
 - a. diagnostic imaging studies
 - b. chest x-ray
 - c. peak flow
 - d. sputum culture
 - e. ultrasound
 - f. pulse oximetry
 - g. fetal scalp pH
 - h. fetal monitoring
 - i. amniocentesis
 - 1) lecithin/sphingomyelin (L/S) ratio
 - 2) phosphatidyl glycerol level
 - j. wet slide preparation

B. Selected Nursing Diagnoses

1. Ineffective airway clearance
2. Impaired gas exchange
3. Activity intolerance
4. Ineffective breathing pattern
5. Anxiety
6. Knowledge deficit
7. Acute pain

C. Planning/Goals (Outcomes)

D. Planning/Intervention

1. Chest PT
2. Postural drainage
3. Oxygen therapy
4. Mist tent
5. Nebulizer
6. Oral suctioning and hygiene
7. Monitoring: fetal, cardiac-respiratory, apnea
8. Pharmacology
9. Surgery
10. Diet modification/fluids
11. Discharge planning

E. Implementation

1. Perform interventions and activities prescribed during planning phase
2. Document
3. Report

F. Evaluation

G. Conditions Illustrating Altered Oxygenation

1. Alterations in respiratory system in pregnancy
2. Respiratory Distress in the newborn
3. Postpartum Cesarean Section
4. Cold stress (newborn)
5. Asthma
6. Bronchiolitis
7. Croup
8. Tonsillitis
9. Otitis Media
10. Respiratory Syncytial Virus (RSV)
11. Pneumonia
12. SIDS

Required Readings: As per Reading Lists

Recommended Nursing Network Applications: Auscultation of Breath Sounds

Circulation Needs

Class Objectives

1. Identify the contributing factors, including developmental stage, associated with altered circulation.
2. Identify signs and symptoms associated with altered circulation.
3. Identify nursing responsibilities for diagnostic studies and therapeutic measures associated with circulation.
4. Describe appropriate interventions to promote circulation.
5. Describe selected conditions that deviate from the normal.
6. Discuss use of the nursing process in managing care for selected clients.

Topical Outline

A. Assessment Of Altered Circulation

1. Contributing factors
 - a. developmental
 - 1) perinatal/postpartum
 - a) cardiac assessment during pregnancy
 - b) fetal circulation
 - 2) neonate through adolescent
 - 3) adult
 - b. risk factors
 - 1) modifiable
 - 2) non-modifiable
2. Signs and symptoms
 - a. skin changes: color and temperature
 - b. syncope
 - c. edema
 - d. cardiac decompensation - cough, dyspnea, tachycardia, frothy sputum
 - e. numbness
 - f. positive Homan's sign
 - g. pain
 - h. visual disturbances
 - i. deep tendon reflexes (DTRs)
 - j. change in urine output

3. Diagnostic studies
 - a. monitoring: fetal
 - b. urinalysis
 - c. blood
 - d. EKG
 - e. echocardiogram
 - f. radionuclide imaging
 - g. chest x-ray
 - h. exercise electrocardiography (stress test)
 - i. continuous ambulatory monitor (Holter)

- B. Selected Nursing Diagnoses
 1. Cardiac output - decreased
 2. Altered tissue perfusion
 3. Fluid volume - deficit/excess
 4. Pain
 5. Activity intolerance
 6. Anxiety

- C. Planning/Goals (Outcomes)

- D. Planning/Interventions
 1. Avoid IM injections
 2. Interpretation of EKG/fetal monitor changes
 3. Oxygen therapy
 4. Counseling and teaching
 5. Lifestyle changes
 6. Pain control
 7. Pharmacology
 8. Discharge planning

- E. Implementation
 1. Perform interventions and activities prescribed during planning phase
 2. Document
 3. Report

- F. Evaluation

- G. Conditions Illustrating Altered Circulation
 1. Blood: composition and volume
 - a. anemias
 - b. hemophilia
 - c. menstrual cycle irregularities

2. Cardiac conditions
 - a. cardiac conditions of risk during antepartum, intrapartum & postpartum periods
 - b. peripartum cardiomyopathy
 - c. congenital cardiac defects
 - 1) atrial septal defect
 - 2) ventricular septal defect
 - 3) patent ductus arteriosus
 - 4) coarctation of the aorta
 - 5) tetralogy of Fallot
 - d. coronary artery disease
 - 1) angina pectoris/unstable angina
 - e. rheumatic fever/ rheumatic heart disease
 - f. mitral valve prolapsed
3. Cardiac Dysrhythmias
 - a. Sinus Dysrhythmias
 - b. Premature Atrial Contractions (PAC's)
 - c. Premature Ventricular Contractions (PVC's)
4. Vascular disorders
 - a. hypertension
 - b. pregnancy induced hypertension
 - c. lower extremity arterial disorders
 - d. venous disorders
 - 1) thrombophlebitis
 - 2) varicose veins

Required Readings: As per Reading Lists

Fluid/Electrolyte Balance/Hydration

Class Objectives

1. Identify the contributing factors, including developmental stage, associated with altered fluid/electrolyte and acid/base balance.
2. Identify signs and symptoms associated with altered fluid/electrolyte and acid/base balance.
3. Identify nursing responsibilities for diagnostic studies and therapeutic measures associated with fluid/electrolyte and acid/base balance.
4. Identify appropriate nursing interventions to promote fluid/electrolyte and acid/base balance.
5. Describe selected conditions that deviate from the normal.
6. Discuss use of the nursing process in managing care for selected clients.

Topical Outline

- A. Assessment Of Altered Fluid And Electrolytes
 1. Contributing factors
 - a. developmental
 - 1) perinatal/postpartum
 - 2) neonate through adolescent
 - 3) adult
 - b. environmental
 2. Signs and symptoms
 - a. change in urine output
 - b. change in weight
 - c. variations in vital signs
 - 1) blood pressure
 - 2) pulse
 - 3) respirations
 - d. changes in skin
 - e. change in mental state
 - f. adventitious breath sounds
 - g. changes in mucous membranes

3. Diagnostic studies
 - a. serum electrolytes
 - b. blood studies
 - c. urinalysis
 - d. ABG interpretation
 - e. amniocentesis

- B. Selected Nursing Diagnoses
 1. Fluid volume excess
 2. Fluid volume deficit
 3. Oral mucous membranes, altered

- C. Planning/Goals (Outcomes)

- D. Planning/Interventions
 1. Measure intake and output
 2. Weigh daily
 3. Monitor level of consciousness
 4. Objective measurement of skin turgor
 5. Modify diet
 6. Neurovascular check
 7. Body positioning
 8. Client teaching
 9. Pharmacology
 10. Management of IV fluids
 11. Discharge planning

- E. Implementation
 1. Perform interventions and activities prescribed in planning phase
 2. Document
 3. Report

- F. Evaluations

- G. Conditions Illustrating Altered Fluid and Electrolytes
 1. Hypo/hyper imbalances
 - a. sodium
 - b. potassium
 - c. calcium
 - d. magnesium

2. Fluid volume excess
 - a. intracellular—water intoxicated
 - b. extracellular—edema
3. Fluid volume deficit
 - a. intracellular—hyperosmolar imbalance: dehydration
 - b. extracellular—bleeding disorders
 - 1) prenatal
 - a) abortion
 - b) ectopic pregnancy
 - c) gestational trophoblastic disease
 - 2) intrapartal
 - a) abruptio placenta
 - b) placenta previa
 - 3) postpartum hemorrhage

Required Readings: As per Reading Lists

Nutrition

Class Objectives

1. Identify the contributing factors, including developmental stage, associated with altered nutrition.
2. Identify signs and symptoms associated with altered nutrition.
3. Identify nursing responsibilities for diagnostic studies and therapeutic measures associated with nutrition.
4. Describe appropriate interventions to promote nutrition.
5. Describe selected conditions that deviate from the normal.
6. Discuss use of the nursing process in managing care for selected clients.

Topical Outline

A. Assessment

1. Contributing factors
 - a. developmental
 - 1) perinatal/postpartum
 - 2) neonate through adolescent
 - 3) adult
 - b. environmental
2. Signs and symptoms
 - a. changes in body weight
 - b. pain
 - c. nausea/vomiting
 - d. dysfunctional eating patterns
3. Diagnostic studies
 - a. endoscopy
 - b. blood
 - 1) Hgb and Hct
 - 2) H. pylori
 - 3) Phenylketonuria
 - 4) Maple syrup urine disease

B. Selected Nursing Diagnoses

1. Aspiration: High Risk
2. Breast Feeding, Effective Ineffective/Interrupted
3. Infant Feeding Patterns, Ineffective
4. Nutrition, Altered: Less Than Body Requirements
5. Nutrition, Altered: More Than Body Requirements
6. Oral Mucous Membranes, Altered
7. Pain
8. Swallowing, Impaired

C. Planning/Goals

D. Planning/Interventions

1. Positioning
2. Diet Teaching
 - a. weight gain in pregnancy
 - b. breast/bottle feeding
3. Client teaching
4. Pharmacology
5. Surgery
6. Discharge planning

E. Implementation

1. Perform interventions and activities prescribed in planning phase
2. Document
3. Report

F. Evaluation

G. Conditions Illustrating Altered Nutrition

1. Congenital anomalies
 - a. phenylketonuria
 - b. maple syrup urine disease
 - c. cleft lip/palate
 - d. esophageal atresia/tracheoesophageal fistula
2. childhood and childbearing iron requirements & deficiencies
3. hyperemesis gravidarum
4. pica
5. colic
6. celiac disease
7. pyloric stenosis
8. hiatal hernia/GERD

9. peptic ulcer disease
 - a. gastric
 - b. duodenal

10. cholelithiasis/cholecystitis

Required Readings: As per Reading Lists

Bowel Elimination

Class Objectives

1. Identify the contributing factors, including developmental stage, associated with altered elimination.
2. Identify signs and symptoms associated with altered elimination.
3. Identify nursing responsibilities for diagnostic studies and therapeutic measures associated with elimination.
4. Describe appropriate nursing interventions to promote elimination.
5. Describe selected conditions that deviate from the normal.
6. Discuss use of the nursing process in managing care for selected clients.

Topical Outline

A. Assessment

1. Contributing factors
 - a. developmental
 - 1) perinatal/postpartal
 - 2) neonate through adolescent
 - 3) adult
 - b. cultural
2. Signs and symptoms
 - a. change in bowel elimination patterns
 - b. pain
 - c. change in stool characteristics
3. Diagnostic studies
 - a. endoscopy
 - b. radiologic studies

B. Selected Nursing Diagnoses

1. Constipation
2. Diarrhea
3. Impaired skin integrity
4. Fluid volume deficit
5. Altered nutrition
6. Knowledge deficit

- C. Planning/Goals
- D. Planning/Interventions
 - 1. Modify diet
 - 2. Client teaching
 - 3. Pharmacology
 - 4. Surgery
 - 5. Gastric and intestinal decompression
 - 6. Discharge planning
- E. Implementation
 - 1. Perform interventions and activities prescribed in planning phase
 - 2. Document
 - 3. Report
- F. Evaluation
- G. Conditions Illustrating Altered Bowel Elimination
 - 1. Intussusception
 - 2. Imperforate anus
 - 3. Hernia (inguinal and umbilical)
 - 4. Appendicitis
 - 5. Rectocele
 - 6. Diverticulosis/diverticulitis
 - 7. Inflammatory Bowel Disease
 - a. Ulcerative colitis
 - b. Crohn's disease

Required Readings: As per Reading Lists

Urinary Elimination

Class Objectives

1. Identify the contributing factors, including developmental stage, associated with altered elimination.
2. Identify signs and symptoms associated with altered elimination.
3. Identify nursing responsibilities for diagnostic studies and therapeutic measures associated with elimination.
4. Describe appropriate nursing interventions to promote elimination.
5. Describe selected conditions that deviate from the normal.
6. Discuss use of the nursing process in managing care for selected clients.

Topical Outline

A. Assessment

1. Contributing factors
 - a. developmental
 - 1) perinatal, intrapartal, postpartal
 - 2) neonate through adolescent
 - 3) adult
 - b. environmental
2. Signs and symptoms
 - a. dysuria
 - b. pain
 - c. displaced uterine fundus
 - d. fever
3. Diagnostic studies
 - a. radiologic studies
 - c. cystoscopy
 - c. renal ultrasound

B. Selected Nursing Diagnoses

1. Urinary incontinence
2. Altered urinary elimination
3. Infection
4. Fluid volume deficit
5. Self care deficit
6. Sleep pattern disturbance
7. Sexual dysfunction
8. Pain: acute
9. Impaired skin integrity

- C. Planning/Goals
- D. Planning/Interventions
 - 1. Client teaching
 - 2. Catheter irrigation
 - 3. Pharmacology
 - 4. Surgery
 - 5. Modify diet
 - 6. Discharge planning
- E. Implementation
 - 1. Perform interventions and activities prescribed in planning phase
 - 2. Document
 - 3. Report
- F. Evaluation
- G. Conditions
 - 1. Congenital genitourinary defects
 - a. hypospadias/epispadias
 - b. phimosis
 - c. undescended testicles/hydrocele
 - 2. Cystocele
 - 3. Enuresis
 - 4. Urinary tract infection
 - a. urethritis
 - b. cystitis
 - c. pyelonephritis
 - 5. Nephrosis/ acute glomerulonephritis
 - 6. Calculi (calcium, uric acid, cystine, struvite)
 - 7. Benign prostatic hypertrophy (BPH)

Required Readings: As per Reading Lists

Mental Health, Sexuality

Class Objectives

1. Identify the contributing factors, including mental health, developmental stage, and sexuality, associated with meeting health care needs.
2. Identify signs and symptoms associated with mental health and sexuality needs.
3. Identify nursing responsibilities for diagnostic studies and therapeutic measures associated with meeting health care needs.
4. Describe appropriate nursing interventions to promote health care needs.
5. Describe selected conditions that deviate from the normal.
6. Discuss use of the nursing process in managing care for selected clients.

Topical Outline

- A. Assessment of Mental Health and Sexuality Needs
 1. Contributing factors
 - a. developmental
 - 1) perinatal/postpartum
 - 2) neonate through adolescent
 - 3) adult
 - b. environmental
 2. Signs and symptoms
 3. Diagnostic studies
 - a. culture and sensitivity
 - b. serology, VDRL, fluorescent antibody study
 - c. Papanicolaou smear
- B. Selected Nursing Diagnoses
 1. Coping Family: Potential for Growth
 2. Coping, Ineffective Individual
 3. Decisional Conflict
 4. Denial
 5. Fear
 6. Grieving Anticipatory
 7. Parenting Altered: High Risk
 8. Powerlessness
 9. Self Esteem, Low
 10. Knowledge Deficit
 11. Sexual Dysfunction
 12. Altered Sexual Patterns

13. Anxiety
 14. Impaired Skin Integrity
 15. Pain
 16. Body Image Disturbance
 17. Infection: High Risk
- C. Planning/Goals/Outcomes
- D. Planning/Interventions
1. Client counseling
 2. Pharmacology
 3. Discharge Planning
- E. Implementation
1. Perform interventions and activities prescribed during planning phase
 2. Document
 3. Report
- F. Evaluation
- G. Altered Conditions
1. Conditions illustrating mental health needs
 - a. perinatal, intrapartal and postpartal clients
 - 1) ethical issues
 - 2) psychosocial
 - 3) parenting
 - b. neonate through adults
 - 1) psychosocial interactions of the neonate (behaviors and bonding)
 - 2) anticipatory guidance (for parents)
 - 3) developmental approaches (for clients)
 2. Conditions illustrating altered sexuality needs
 - a. sexually transmitted infections
 - b. impact of illness on sexuality

Required Readings: As per Reading Lists

Skin Integrity/Hygiene

Class Objectives

1. Identify the contributing factors, including developmental stage, associated with altered skin integrity/hygiene.
2. Identify signs and symptoms associated with altered skin integrity/hygiene.
3. Identify nursing responsibilities for diagnostic studies and therapeutic measures associated with skin integrity/hygiene.
4. Describe appropriate nursing interventions to promote skin integrity/hygiene.
5. Describe selected conditions that deviate from the normal.
6. Discuss use of the nursing process in managing care for selected clients.

Topical Outline

A. Assessment of Skin Integrity/Hygiene

1. Contributing factors
 - a. developmental
 - 1) perinatal, intrapartum, postpartum
 - 2) neonate through adolescent
 - 3) adult
 - b. environmental
2. Signs and symptoms
 - a. pruritis
 - b. abnormal vaginal discharge
 - c. changes in skin
3. Diagnostic studies
 - a. bilirubin levels
 - b. culture and sensitivity

B. Selected Nursing Diagnoses

1. Impaired skin integrity
2. Infection: high risk
3. Pain
4. Anxiety
5. Fear
6. Body image disturbance
7. Social isolation
8. Ineffective individual coping: high risk

C. Planning/Goals (Outcomes)

- D. Planning/Interventions
 - 1. Comfort measures
 - 2. Phototherapy
 - 3. Pharmacology
 - 4. Client teaching
 - 5. Surgery
 - 6. Discharge planning
- E. Implementation
 - 1. Perform interventions and activities during planning phase
 - 2. Document
 - 3. Report
- F. Evaluation
- G. Conditions Illustrating Altered Skin Integrity/Hygiene Needs
 - 1. Skin changes in pregnancy
 - 2. Circumcision
 - 3. Physiologic jaundice of the newborn
 - 4. Skin disorders:
 - a. Psoriasis
 - b. Eczema
 - c. Acne
 - d. Dermatitis
 - 5. Infectious diseases
 - a. impetigo
 - b. ringworm
 - c. thrush
 - d. scabies
 - e. tinea capitis

Required Readings: As per Reading Lists

**MED-SURG READING ASSIGNMENTS IN LEWIS, HEITKEMPER, DIRKSEN,
O'BRIEN & BUCHER (old edition - 7th edition)**

NOTE: Chapters assigned not only complement Med/Surg lectures and clinical, but also to enhance content presented in Pediatric & Maternity lectures.

Safety/Protection From Infection

Inflammation & Wound Healing Chapter 13 pp. 193-212

Activity/Rest & Sleep

Musculoskeletal System	Chapter 62	pp. 1614-1628
Fractures	Chapter 63	pp. 1635-1651
OA/RA	Chapter 65	pp. 1693-1711
Gout	Chapter 65	pp. 1715-1716
Osteoporosis	Chapter 65	pp. 1686-1690

Regulation/Sensation

Visual & Auditory Systems	Chapter 21	pp. 398-415
Visual & Auditory Problems		
Intraocular Disorders (Cataracts & Glaucoma)	Chapter 21	pp. 425-429; 432-436
Inner Ear Problems (Meniere's Disease & Labyrinthitis)	Chapter 21	pp.441-442
Diabetes Mellitus	Chapter 49	pp. 1253-1289

Developmental, Social, Cultural, Ethnic, Spiritual, Mental Health, Sexuality

Health Disparities	Chapter 2	pp. 19-25
Culturally Competent Care	Chapter 3	pp. 26-38

Oxygenation

Respiratory System	Chapter 26	pp. 509-532
Pneumonia	Chapter 28	pp. 560-569
Asthma	Chapter 29	pp. 607-629

Circulation

Circulatory System	Chapter 32	pp. 739-760
Hypertension	Chapter 33	pp. 761-783
CAD & Acute Coronary Syndrome	Chapter 34	pp. 784-802; 810-813
Dysrhythmias	Chapter 36	pp. 842-850; 854
Rheumatic Fever and Heart Disease	Chapter 37	pp. 875-878
Mitral Valve Prolapse	Chapter 37	pp.879-880
PAD of Lower Extremities	Chapter 38	pp. 892-893; 900-908
Venous Disorders	Chapter 38	pp. 909-921

MED-SURG READING ASSIGNMENTS IN LEWIS, HEITKEMPER, DIRKSEN, O'BRIEN & BUCHER (old edition - 7th edition) continued:

NOTE: Chapters assigned not only complement Med/Surg lectures and clinical, but also to enhance content presented in Pediatric & Maternity lectures.

Fluid & Electrolyte

F&E / Acid-Base Imbalances	Chapter 17	pp. 314-341
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Nutrition

Gastrointestinal System	Chapter 39	pp. 926-947
GERD/Hiatal Hernia	Chapter 42	pp. 1003-1010
Peptic Ulcer Disease	Chapter 42	pp. 1014-1028
Cholelithiasis & Cholecystitis	Chapter 44	pp. 1126-1133
Bowel Elimination		
Inflammatory Bowel Disease	Chapter 43	pp. 1051-1060
Diverticulosis/Diverticulitis	Chapter 43	pp. 1076-1077
Bladder Elimination		
Urinary System	Chapter 45	pp. 1136-1153
UTI/Pyelonephritis/Urinary Calculi	Chapter 46	pp. 1154-1162; 1169-1173
Benign Prostatic Hyperplasia	Chapter 54	pp. 1414-1422
Skin/Hygiene		
Integumentary System	Chapter 23	pp. 449-459
Integumentary Problems	Chapter 24	pp. 466-478

**MED-SURG READING ASSIGNMENTS IN LEWIS, HEITKEMPER, DIRKSEN,
BUCHER & Camera (new edition - 8th edition)**

NOTE: Chapters assigned not only complement Med/Surg lectures and clinical, but also to enhance content presented in Pediatric & Maternity lectures.

Safety/Protection From Infection

Inflammation & Wound Healing Chapter 13 pp. 186-205

Activity/Rest & Sleep

Musculoskeletal System (review) Chapter 62 pp. 1568-1582
Fractures Chapter 63 pp. 1590-1604
OA/RA Chapter 65 pp. 1641-1658
Gout Chapter 65 pp. 1662-1664
Osteoporosis Chapter 64 pp. 1634-1635

Developmental, Social, Cultural, Ethnic, Spiritual, Mental Health, Sexuality

Health Disparities & Chapter 2 pp. 20-35
Culturally Competent Care

Regulation/Sensation

Visual & Auditory Systems Chapter 21 pp. 384-401
Visual & Auditory Problems
Intraocular Disorders Chapter 22 pp. 412-415; 418-422
(Cataracts & Glaucoma)
Inner Ear Problems Chapter 22 pp.427-428
(Meniere's Disease)
Diabetes Mellitus Chapter 49 pp. 1218-1242

Oxygenation

Respiratory System Chapter 26 pp. 497-518
Bronchitis/Pertusis/Pneumonia Chapter 28 pp. 546-553
Asthma Chapter 29 pp. 588-609

Circulation

Circulatory System Chapter 32 pp. 715-737
Hypertension Chapter 33 pp. 738-756
CAD & Stable Angina Chapter 34 pp. 761-777
Dysrhythmias Chapter 36 pp. 818-825
Rheumatic Fever and Chapter 37 pp. 850-852
Rheumatic Heart Disease
Mitral Valve Prolapse Chapter 37 pp.854
PAD of Lower Extremities Chapter 38 pp. 867; 874-880
Venous Disorders Chapter 38 pp. 882-893

**MED-SURG READING ASSIGNMENTS IN LEWIS, HEITKEMPER, DIRKSEN,
BUCHER & Camera (new edition - 8th edition) continued:**

NOTE: Chapters assigned not only complement Med/Surg lectures and clinical, but also to enhance content presented in Pediatric & Maternity lectures.

Fluid & Electrolyte

F&E / Acid-Base Imbalances Chapter 17 pp. 201-327

Nutrition

Gastrointestinal System Chapter 39 pp. 898-919
GERD/Hiatal Hernia Chapter 42 pp. 971-977
Peptic Ulcer Disease Chapter 42 pp. 987-998
Cholelithiasis & Cholecystitis Chapter 44 pp. 1095-1100

Bowel Elimination

Inflammatory Bowel Disease Chapter 43 pp. 1022-1029
Diverticulosis/Diverticulitis Chapter 43 pp. 1046-1047

Bladder Elimination

Urinary System Chapter 45 pp. 1104-1120
UTI/Pyelonephritis/Urinary Calculi Chapter 46 pp. 1122-1129; 1135-1141
Benign Prostatic Hyperplasia Chapter 55 pp. 1378-1386

Skin/Hygiene

Integumentary System Chapter 23 pp. 436-447
Benign Dermatologic Problems Chapter 24 pp. 458-461

Maternity Nursing -8th Edition

Readings for Women's Health Labs pp. 46-53, Prenatal Exam/GYN Exam
p. 172, Table 6-2 & Clinical Pathway, p. 208
p. 31 & Evidenced Based Practice – Self-Breast Exam
pp. 70-89, Bleeding/Infection/Breasts
p. 141, Evidence-Based Practice , Breasts
pp. 96-121, Contraception/Abortion
p. 163, Table 5-1, Fetal Growth & Development
pp. 319-330, Fetal Heart Monitoring
p. 347, Leopolds Maneuvers
pp. 535-542, Breastfeeding

*Chapters 13 &14, pp. 383-407, Postpartum
Assessment, & Table 14-1, p. 397

*Chapters 16 & 17, Newborn Assessment

***MUST READ BEFORE FIRST CLINICAL**

Review pp. 26-36 Female A&P and Menstruation

Introduction/Safety Protection from infection

pp. 1-10, Intro to Women's Health; pp.37-38, Barriers to care; pp. 38-42, Health risks;
pp. 80-81, HIV; pp. 135-136, Terms Fetal Development; pp. 190-192, Terms to Nagles
Rule; pp. 199-207, Prenatal Visit. ALL CHAPTER 13; ALL CHAPTER 14; p. 395,
teaching checklist; p. 397, Table 14.1; pp. 563-576, Fetal Surveillance; pp. 617-620,
Substance abuse; pp. 735-736, infections; pp. 751-752, Terms Newborns at Risk; pp.
779-789, Substance abuse to ABO incompatibility, Review Table 24-7, Table 24-8 and
Neonatal Abstinence Scoring System.

Physiology of Pregnancy

All Chapter 6; Table 6-2, Signs & Symptoms of pregnancy; pp. 218-221, Discomforts of
pregnancy

Activity/ Rest &Sleep

pp. 285-295, Childbirth preparation; All Chapter 9; pp. p. 336, Terms; p. 346, Care
Path; pp. 369-382, Evidenced-Based Practice to Key Points; pp. 347-359, Assessment of
Fetal heart rate to Labor support by Doulas; p. 361, Interventions for Emergencies; pp.
677-690, Preterm Birth to Dystocia

Regulation/Sensation

pp. 295-312, Pharm management of discomfort to Key Points; p. 297, Evidenced-Based
Practice; p. 301, Emergency: Maternal Hypotension with Decreased Placental Perfusion;
p. 305, Box 10-4, Side Effects of Epidural; p. 306, Contraindications to epidural block;
p. 307, General anesthesia; p. 310, Med Administration-Severe allergic reaction
paragraph; p. 311,

Box 10-5; p. 312, Safety and general care; pp. 580-599, Key Terms to hyperthyroidism; pp. 773-774, Infant of diabetic mom; pp. 701-702, Oxytocin to Operative vaginal birth

Oxygenation

pp. 612-613, Asthma; pp. 705-714, Cesarean birth to Postterm pregnancy

Circulation

pp. 601-610 Cardiovascular disorders to Anemia; pp. 624-630, Key Terms to and including Evidenced-Based practice box; pp. 332, Nursing Process Box and p. 633, Patient instructions for self- management; pp. 676-677, Terms Labor at Risk; pp. 733-734, Coagulopathies and thromboemboli

Fluid & Electrolytes

pp. 643-647, miscarriage; pp. 648-658, gestational complications; p. 653, Table 21-7; pp. 724- 730, Postpartum hemorrhage

Nutrition

Review NUR 110 prenatal nutrition content; p. 250, Evidenced-Based Practice; Supplements;
p. 251, Pica; p. 252, Adolescents; p. 259, Nausea/Vomiting; pp. 599-602, Thyroid disorders and Maternal PKU; pp. 610-611, Anemia and Folate deficiency; pp. 641-643, Hyperemesis gravidarum

Elimination

pp. 735, UTI; pp. 737-738, Sequelae of childbirth

Mental Health

pp. 194-196, Establishing a relationship with the fetus to Sibling adaptation;
pp. 416-417, Terms; p. 424, Table 15-4; pp. 741-748, Postpartum psyche to panic disorder

Sexuality

pp. 71-84, STIs; p. 413, Resume sexual intercourse after birth; pp. 661-662, Table 21-9; Women's Health content elaborated on in PowerPoint presentation regarding cervical cancer screening

Cultural Care

pp. 12- 18, The Family in cultural context to Community and home care; p. 287, Cultural beliefs about pain; p. 344, Cultural considerations- Birth Practices; p. 502, Cultural considerations- Cultural Beliefs and Practices Infant Care

Legal/Ethical Issues

pp. 10-11, Standards and Practice and Ethical Issues; Read "Nurse Alerts" when they appear in readings. Lecture is predominantly outlined in PowerPoint presentation and reviews current legislation and considerations related to specialty nursing practice.

Skin/Hygiene

Readings integrated into lab/clinical and class concepts: Perineum care, incisional care, hygiene, normal pregnancy and newborn skin alterations

PEDIATRIC READING ASSIGNMENTS IN WONG'S ESSENTIALS OF PEDIATRIC NURSING (8th edition)

Safety/Protection From Infection	pp. 2-11, 221-223, 350-375, 426-435, 450-451, 453-464, 469-480, 508-511, 531-533, 702-705, 777, 1167-1168
Developmental	pp. 10-15, 72-86, 98-107, 118-156, 687-698
Activity/Rest & Sleep	pp. 1107-1120, 1122-1126, 1130-1134, 1139-1143
Regulation/Sensation	pp. 1005-1016, 1042-1058
Oxygenation	pp. 401-404, 717, 738-742, 755-777, 783-795
Circulation	pp. 862-873, 893-894, 912-923, 925-927
Nutrition	pp. 113-118, 343-347, 384-395, 395-401, 745-749, 827-829, 843-849, 849-852, 855-856
Elimination	pp. 537-538, 711-715, 814-825, 829-831, 849, 852-853, 950-962
Skin/Hygiene	pp. 248, 1061-1071, 1079-1081, 1084-1091