

Name of Department: Instructor Name: Office Location: Office Hours: E-mail: Telephone: Class Meeting Days/Times: Lab/Clinical Days/Times	Nursing Mary Moser-Gautreaux EdD MSN CNS Nursing Education Rm112 A Monday & Wednesday 9am – 11:30am; Thursday 09-1200 and by appointment mmosergautreaux@unm.edu (505) 925-8873 Tuesday 1230-1515 Room Nursing Education 111 Varied/See Clinical Schedule
Syllabus Semester/Year F 16	
Title of Course:	NURS 234 Medical-Surgical Nursing II
Course Description:	Focuses on application of the nursing process to care for one or more adult clients and families with acute and chronic multisystem health problems. Clinical learning may take place in acute and community-based facilities, and simulations labs.
Credit Hours and Contact Hours:	Classroom Hours: 3 hours/week theory (3 credits) Lab/Clinical Hours: 96 hours/semester (2 credit) Total: 5 credits
Student Learning Outcomes	<ol style="list-style-type: none"> 1. Select appropriate principles of professional nursing practice that is patient-centered and culturally appropriate for individuals, families, and communities. 2. Applies principles of teamwork and collaboration to membership in the interprofessional healthcare team for the delivery of healthcare for quality patient outcomes 3. Analyze nursing care that is evidence based in a variety of healthcare settings. 4. Report evidence of the principles of quality improvement within a variety of healthcare settings. 5. Analyze principles of safe nursing practice. 6. Select appropriate types of technologies for the management of information.
Required Text(s) and Supporting Materials:	<ul style="list-style-type: none"> • Lewis, Diirksen, Heitkemper, Butcher (2014) 9th Ed Medical Surgical Nursing Assessment and Management of Clinical Problems. • Pagana, T.J.; Pagana, D.P. (2012). <i>Mosby's Diagnostic and Laboratory Test Reference</i>. (11th ed). St. Louis: Elsevier/Mosby.(or other current manual) • Potter, P.A., Perry, A.G. (2015) <i>Essentials of Nursing practice</i> (8th ed.). St. Louis: Elsevier/Mosby • Morris, D.G. (2009) <i>Calculate with Confidence</i>. (5th ed.). St. Louis: Elsevier/Mosby • Deglin, Vallerand, <u>Davis's Drug Guide for Nurses</u>, latest edition, F. A. Davis (or other current drug handbook)

	<ul style="list-style-type: none"> • Kaplan resources • Blackboard Learn® Contents • Liability and needle stick insurance, uniform, stethoscope, penlight, proper identification
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Course Communication	<p>Effective, ongoing communication is a key element of success in the nursing program. Instructors and staff communicate with students via email when not in class. Students need to check their UNM and Blackboard email accounts regularly. Full-time nursing instructors have voice mail, and communication should take place directly with your instructor. Full-time instructors hold scheduled office hours as posted in their syllabus and outside of their offices, and students may schedule conference times as needed. In addition, there is student representation on the nursing faculty committee, and the representatives are responsible for communicating pertinent information to their classmates. Part-time faculty will identify their preferred method for communication to the students.</p>
Electronic Device Usage:	<p>Cellphones and other devices except laptop computers are not permitted in the classroom setting. They must be silenced and put away. Cellphone that ring or are used during class or testing will result in the student being excused from the class or test. Any make-up of assignments or exams due to violation of this policy is solely at the discretion of the instructor. The use of computers is acceptable in the learning context of the class. Lectures may be audiotaped at the express permission of the instructor. Classroom capture is not available at this time.</p>
Academic Integrity	<p>Having academic integrity is paramount to your success in any class. Plagiarism or cheating is not tolerated. Any instance of this will result in a grade of zero for that assignment. Here is the link to the UNM Academic Dishonesty Policy: https://policy.unm.edu/regents-policies/section-4/4-8.html. The policy states:</p> <p><i>Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or who otherwise fails to meet the expected standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.</i></p> <p>Academic Dishonesty is defined as: <i>"Academic dishonesty" includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students;</i></p>

	<i>misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.</i>
Classroom Use/ Attendance/ Professional Behavior	<p>The classroom is available for student use outside of regularly scheduled classes when other classes are not in session. There is a reference area and computers available. In accordance with UNM policy there is no eating or drinking allowed around the computer areas. Students may have water in enclosed bottles during class.</p> <p>See the current Student Nurse Handbook for complete listing of attendance and professional behavior policies. https://valencia.unm.edu/academics/nursing/applications/student-handbook-2016.docx</p>
Student Concerns or Grievances	<p>UNM-Valencia nursing program follows the specific Grievance Procedure as provided in the UNM Valencia Catalog. Prior to participating in the campus procedure, the student is encouraged to review their complaint within the nursing department by following these steps:</p> <p>SBAR: To be used as a tool for communicating student concerns in a professional manner.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • The student completes the SBAR using professional language to communicate a concern about classroom, clinical or lab. You may check with your faculty if you are unsure if this process is necessary. • Email the completed SBAR to the instructor. • The instructor will contact the student after reviewing the SBAR to schedule a face to face meeting to discuss the SBAR. The student should bring a printed copy to the meeting.
Students with Disabilities:	<p>In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), reasonable accommodations are made to all qualified students unless such accommodations fundamentally alter a program or service or place an undue hardship on the operation of the University. If you have a documented disability, the Equal Access Services office will provide me with a letter outlining your accommodations. I will then discuss the accommodations with you to determine the best learning environment. If you feel that you need accommodations, but have not documented your disability, please contact Jeanne Lujan, the coordinator for Equal Access Services at 925-8910 or jmlujan@unm.edu.</p>

EQUAL OPPORTUNITY AND NON-DISCRIMINATION:	In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see page 15 - http://www2.ed.gov/about/offices/list/ocr/docs/ga-201404-title-ix.pdf). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: https://policy.unm.edu/university-policies/2000/2740.html .
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Teaching Methods

NURS 234 will use a variety of approaches to meet the student learning outcomes. These instructional methods may include, but are not limited to interactive lecture, audio-visual materials, guided discussions, group projects, role playing, self-evaluation, written assignments, computer and on-line activities, decision-making exercises, clinical experiences, field trips and observational experiences.

Evaluation/Grading Policies:

To successfully complete the course, the student must achieve 1) a minimum of 75% (C) test average 2) a minimum of 75% (C) overall course average, and 3) Pass in the clinical portion. Failure of any one or more of these components results in failure of the course. See the student handbook for progression policies. **There is no rounding of any score or course grade (examples: a 74.99% is not rounded to a 75%. A score of 90.99% is not rounded to a 91%).**

The course grade is based on the below listed components. Late assignments will result in a one (1) letter grade penalty for each calendar day the assignment is late. No assignment will be accepted if more than three (3) calendar days late.

Exams (5)	80%
Simulation	
Evidence Based Presentation and paper	15%
Kaplan	5%

KAPLAN POLICY

The UNM-Valencia Nursing Program has adopted a comprehensive assessment and review program from Kaplan Nursing. The intent of this program is to provide students with the tools they need to be successful in the nursing program and on the NCLEX-RN. The Kaplan program is 10% of the student’s grade in all nursing courses except HCHS125, NURS242, and NURS110. In NURS242, the Kaplan component is 35% of the course grade and there are no Kaplan points in HCHS 125 and NURS 110.

Kaplan also provides both focused review (practice) and integrated (proctored tests). The focused review tests are designed for student self-assessment and provide students with immediate question feedback and rationales. Instructors will direct the students to the appropriate focused review tests in each course. In order to receive credit, students must complete the focused review tests as assigned and during the designated time period specified in individual course syllabi. In order for the student to take the Kaplan integrated test, each student must have completed the assigned online focused review test(s). Grade points for focused

review tests are awarded based on the score achieved. The 10% of each course grade allotted to Kaplan will be derived from four sources and totaled for a possible 100 points

Focused Review (practice) Test in Assigned Content Area	Points
90-100%	25
80-89.9%	20
60-79.9%	15
40-59.9%	10
< 39.9%	0
Integrated (proctored) Test in Content Area	
≥ 70 th percentile	25
60- 69.99 th percentile	20
50–59.9 th percentile	15
40–49.9 th percentile	10
<40 th percentile	0
Remediation of Focused Review Test(s)	
Remediates all questions minimum of 1 minute	25
Remediates all questions minimum of 45 seconds	20
Remediates only wrong questions minimum of 45 seconds	15
Remediates >50% minimum of 45 seconds	10
Remediates < 50% and/or minimum of 45 seconds	0
Remediation of Integrated Test	
Remediates all questions minimum of 1 minute	25
Remediates all questions minimum of 45 seconds	20
Remediates only wrong questions minimum of 45 seconds	15
Remediates >50% minimum of 45 seconds	10
Remediates < 50% and/or minimum of 45 seconds	0
Total points	

Focused Review Tests

Focused review tests are assigned by course faculty. Tests taken at times other than when they are assigned will mean no points are awarded for the test.

KAPLAN NCLEX-RN® Secure Predictor Exam

As a part of NURS 242, the student is required to take the Kaplan NCLEX-RN Secure Predictor Exam and achieve a minimum cut score of 65% in a maximum of 2 attempts to achieve full points. The purpose of this test is to predict student readiness for the NCLEX-RN. The full policy on Kaplan point distribution in NURS 242 is in the course syllabus.

All assignments are to be created as a Microsoft Word document and uploaded into the appropriate link in Blackboard. Written work must follow APA 6th edition guidelines. Refer to the APA Publication Manual 6th ed. (a copy is on reserve in the library) and/or the Purdue Owl website.

Font setting must be Times New Roman or Arial at 12pt.

Grading Scale

98-100 A+	75-77 C
94-97 A	70-74 C-
91-93 A-	67-69 D+
88-90 B+	64-66 D
84-87 B	60-63 D-
81-83 B-	0-59 F
78-80 C+	

Attendance Policy and Policies on Clinical/Lab Behavior:

Attendance for clinical/lab is mandatory. There are some circumstances under which students should not be in the clinical setting. These include, but are not limited to, hospitalization and communicable illnesses. It is always the responsibility of the student to notify the clinical instructor and the course faculty member prior to the time of the absence. If proper notification is not provided, the absence will be considered unexcused. Unexcused absence will result in a 0 for that clinical day and failure of the course.

See the Nursing Student Handbook for all policies and requirements.

This Syllabus, including the Course Schedule, is subject to change at the discretion of the Instructor in accordance with UNM Valencia Academic Policies. In the event there is a discrepancy between the syllabus and the Student Handbook, the current Student Handbook is the authoritative source.

Kaplan

**Course Schedule
Fall 2016**

WK	Date	Objectives	Prep
1	8/22/2017	Introduction, Syllabus Review, Clinical Rotation	
1	8/22/17	<ul style="list-style-type: none"> Topic 1: Evidence Based Practice in Medical Surgical Nursing <ul style="list-style-type: none"> Apply concepts of evidenced based practice to nursing practice (SLO 3) 	<p>Lewis pp15-16 Bring PICOT statement to class</p> <p>Nursing Concepts Online - RN 2.0, 2nd Edition</p> <p>Evidence case study</p>
2	8/29/17	<p>Topic 2: Care of the Patient with Upper Respiratory Problems</p> <ul style="list-style-type: none"> Accurately interpret the significance of findings obtained from the assessment and diagnostic studies (SLO 6) Describe the clinical manifestations and nursing and collaborative management of problems of the nose, paranasal sinuses, pharynx and larynx (SLO 1,2) Describe the risk factors and warning symptoms associated with head and neck cancer. (SLO2,4) Discuss the nursing management of the patient with a laryngectomy. (SLO2,4) 	<p>Lewis: Chapter 26,</p> <p>READ – Textbook (Chapter 26, pp. 475-498)</p> <p>REVIEW – Evolve Resources</p> <ul style="list-style-type: none"> NCLEX Review Questions Key Points Rationales for Bridge to NCLEX Examination Questions Answer Guidelines for Case Study Student Case Study <ul style="list-style-type: none"> Patient with Head and Neck Cancer/Laryngectomy Nursing Care Plans <ul style="list-style-type: none"> eNursing Care Plan 26-1: Patient With a Tracheostomy eNursing Care Plan 26-2: Patient Having Total Laryngectomy and/or Radical Neck Surgery Conceptual Care Map Creator Audio Glossary
3	9/5/17	<p>Topic 3: Acid Base Imbalances</p> <ul style="list-style-type: none"> Identify the processes to maintain acid-base balance. (SLO1) Discuss the etiology, laboratory diagnostic findings, clinical manifestations, and nursing and collaborative management of the 	<p>READ – Textbook (Chapter 16, pp. 270-299)</p> <p>REVIEW – Evolve Resources</p> <ul style="list-style-type: none"> NCLEX Review Questions Key Points Rationales for Bridge to NCLEX Examination Questions

WK	Date	Objectives	Prep
		following acid-base imbalances: Metabolic acidosis, metabolic alkalosis, respiratory acidosis, and respiratory alkalosis. (SLO2,3)	<ul style="list-style-type: none"> • Answer Guidelines for Case Study • Student Case Studies <ul style="list-style-type: none"> ○ Patient with Hyponatremia/Fluid Volume Imbalance • Conceptual Care Map Creator • Audio Glossary • Fluids and Electrolytes Tutorial <p>Content Updates</p>
4	9/12/17	<p>EXAM 1 (topic 1-3) Topic 4: Assessment and Care of Patients with Lower Respiratory Problems</p> <ul style="list-style-type: none"> • Compare and contrast the clinical manifestations and collaborative and nursing management of patients with acute bronchitis and pertussis. (SLO2,3) • Differentiate among the types of pneumonia and their etiology, pathophysiology, clinical manifestations, and collaborative care. (SLO1) • Prioritize the nursing management of the patient with pneumonia. (SLO5) • Describe the pathogenesis, classification, clinical manifestations, complications, diagnostic abnormalities, and nursing and collaborative management of patients with tuberculosis. (SLO 2,3) • Describe the causes, clinical manifestations, and collaborative management of patients with pulmonary fungal infections. (SLO1) • Explain the pathophysiology, clinical manifestations, and nursing and collaborative management of patients with lung abscesses. (SLO2,3) 	<p>READ – Textbook (Chapter 27, pp. 499-537)</p> <p>REVIEW – Evolve Resources</p> <ul style="list-style-type: none"> • NCLEX Review Questions • Key Points • Rationales for Bridge to NCLEX Examination Questions • Answer Guidelines for Case Study • Student Case Studies <ul style="list-style-type: none"> ○ Patient with Lung Cancer • Nursing Care Plans <ul style="list-style-type: none"> ○ eNursing Care Plan 27-1: Patient with Pneumonia • Conceptual Care Map Creator • Audio Glossary <p>Content Updates</p>

WK	Date	Objectives	Prep
		<ul style="list-style-type: none"> Identify the causative factors, clinical manifestations, and nursing and collaborative management of patients with environmental lung diseases. (SLO 2,3) Describe the etiology, risk factors, pathophysiology, clinical manifestations, and nursing and collaborative management of lung cancer. (SLO2,3) 	
5	9/19/17	<p>Topic 5 Assessment and care of Patients with Obstructive Diseases</p> <ul style="list-style-type: none"> Describe the etiology, pathophysiology, clinical manifestations, and collaborative care of asthma. (SLO1) Describe the nursing management of the patient with asthma. (SLO2,3) Differentiate between the etiology, pathophysiology, clinical manifestations, and collaborative care of the patient with chronic obstructive pulmonary disease (COPD). (SLO2,3) Explain the nursing management of the patient with COPD. (SLO1) Describe the pathophysiology, clinical manifestations, collaborative care, and nursing management of the patient with cystic fibrosis. (SLO1) Describe the pathophysiology, clinical manifestations, collaborative care, and nursing management of the patient with bronchiectasis. (SLO1) 	<p>READ – Textbook (Chapter 28, pp. 538-585)</p> <p>REVIEW – Evolve Resources</p> <ul style="list-style-type: none"> NCLEX Review Questions Key Points Rationales for Bridge to NCLEX Examination Questions Answer Guidelines for Case Study Student Case Studies <ul style="list-style-type: none"> Patient With Asthma Patient With Chronic Obstructive Pulmonary Disease (COPD) Patient With Cystic Fibrosis Nursing Care Plans <ul style="list-style-type: none"> eNursing Care Plan 28-1: Patient With Asthma eNursing Care Plan 28-2: Patient With Chronic Obstructive Pulmonary Disease Conceptual Care Map Creator Conceptual Care Map for Case Study: COPD on p. 582 Audio Glossary <p>Content Updates Case Study in class</p> <p>Kaplan Respiratory test a due NLT 9/19/2017</p>

WK	Date	Objectives	Prep
6	9/26/17	<p>Topic 6 Assessment and care of Patients with Hematologic Disease</p> <ul style="list-style-type: none"> Differentiate among the different types of blood cells and their functions. (SLO5) Link the age-related changes in the hematologic system to differences in findings of hematologic studies. (SLO 1) Differentiate normal from common abnormal findings of a physical assessment of the hematologic system. (SLO 5,6) Describe the purpose, significance of results, and nursing responsibilities related to diagnostic studies of the hematologic system. (SLO 1) Describe the general clinical manifestations and complications of anemia. (SLO1) Differentiate the etiologies, clinical manifestations, diagnostic findings, and nursing and collaborative management of iron deficiency, megaloblastic and aplastic anemias, and anemia of chronic disease. (SLO2,5) Describe the pathophysiology and nursing and collaborative management of polycythemia. (SLO2) Explain the pathophysiology, clinical manifestations, and nursing and collaborative management of various types of thrombocytopenia. (SLO2) Describe the types, clinical manifestations, diagnostic findings, and nursing and collaborative management of hemophilia and von Willebrand disease. (SLO2) 	<p>READ – Textbook (Chapter 30, pp. 606-656)</p> <p>REVIEW – Evolve Resources</p> <ul style="list-style-type: none"> NCLEX Review Questions Key Points Rationales for Bridge to NCLEX Examination Questions Answer Guidelines for Case Study Case Studies <ul style="list-style-type: none"> Patient with Chronic Myelogenous Leukemia Including End-of-Life Care Patient with Sickle Cell Anemia Nursing Care Plans <ul style="list-style-type: none"> eNursing Care Plans 30-1: Patient with Anemia eNursing Care Plans 30-2: Patient with Thrombocytopenia eNursing Care Plans 30-3: Patient with Neutropenia Conceptual Care Map Creator Conceptual Care Map for Case Study on p. 652 Audio Glossary <p>Content Updates</p> <p>IN-CLASS/ONLINE CASE STUDY</p> <p>Anemia</p>

WK	Date	Objectives	Prep
		<ul style="list-style-type: none"> • Explain the pathophysiology, diagnostic findings, and nursing and collaborative management of disseminated intravascular coagulation. (SLO2) • Describe the etiology, clinical manifestations, and nursing and collaborative management of neutropenia. (SLO2) • Describe the pathophysiology, clinical manifestations, and nursing and collaborative management of myelodysplastic syndrome. (SLO2,3) • Compare and contrast the major types of leukemia regarding distinguishing clinical and laboratory findings. (SLO 5,6) • Explain the nursing and collaborative management of acute and chronic leukemias. (SLO2) • Compare Hodgkin's lymphoma and non-Hodgkin's lymphomas in terms of clinical manifestations, staging, and nursing and collaborative management. (SLO2,6) • Describe the pathophysiology, clinical manifestations, and nursing and collaborative management of multiple myeloma. (SLO2) 	
7-8	10/3/17-10/10/17	<p>EXAM 2 (4-6)</p> <p><i>Topic 7: Nursing assessment and Care of the Cardiovascular Patient:</i></p> <ul style="list-style-type: none"> • Relate the etiology and pathophysiology of coronary artery disease (CAD), angina, and to the clinical manifestations of each disorder. (SLO1) 	<p>Lewis</p> <p>READ – Textbook (Chapter 31, pp. 658-680)</p> <p>READ – Textbook (Chapter 33, pp. 702-736)</p> <p>READ – Textbook (Chapter 34, pp. 737-756)</p> <p>READ – Textbook (Chapter 35, pp. 757-779)</p> <p>REVIEW – Evolve Resources</p> <ul style="list-style-type: none"> • NCLEX Review Questions • Key Points

WK	Date	Objectives	Prep
		<ul style="list-style-type: none"> Describe the nursing role in the promotion of therapeutic lifestyle changes in patients at risk for CAD. (SLO4,5) Differentiate the precipitating factors, clinical manifestations, collaborative care, and current nursing management of the patient with CAD and chronic stable angina. (SLO2,3) Explain the clinical manifestations, complications, diagnostic study results, and collaborative care of the patient with CAD. (SLO2,3) Evaluate commonly used drug therapy in treating patients with CAD(SLO1) Compare the pathophysiology of systolic and diastolic ventricular failure. (SLO1) Relate the compensatory mechanisms involved in heart failure (HF) and chronic HF. (SLO 1) Select appropriate nursing and collaborative interventions to manage the patient with CHF. (SLO 2,3) Examine the nursing management of patients requiring continuous electrocardiographic (ECG) monitoring. (SLO 1) Recognize normal and abnormal cardiac rhythms based on accurate interpretation of ECG monitoring. (SLO 6) Anticipate and identify the clinical manifestations and complications associated with common dysrhythmias. (SLO1,2) Explain the rationale and nursing considerations associated with caring for a patient who has a pacemaker or implantable cardioverter-defibrillator. (SLO1) 	<ul style="list-style-type: none"> Case Study <ul style="list-style-type: none"> Patient With Heart Failure IN-CLASS/ONLINE CASE STUDY Heart Failure IN-CLASS/ONLINE CASE STUDY Atrial Fibrillation <ul style="list-style-type: none"> Case Study <ul style="list-style-type: none"> Patient With Atrial Fibrillation Audio <ul style="list-style-type: none"> Diastolic Murmur Fourth Heart Sound (S₄) Murmurs: Blowing, Harsh or Rough, and Rumble Murmurs: High, Medium, and Low S₁ at Various Locations S₂ at Various Locations Single S₁ Single S₂ Systolic Murmur Third Heart Sound (S₃) <p>Kaplan Cardiovascular focused exam Due NLT 10/16/2017</p>

WK	Date	Objectives	Prep
		<ul style="list-style-type: none"> Demonstrate the ability to assess, plan, implement, and evaluate nursing interventions when caring for patients with dysrhythmias. (SLO2,3,4) 	
9	10/17/17	<p>Exam 3 Topic (7)</p> <p><i>Topic 8 Nursing Care and assessment of the Renal and Urologic system</i></p> <ul style="list-style-type: none"> Differentiate the normal from abnormal findings of a urinalysis. (SLO6) Differentiate the pathophysiology, clinical manifestations, collaborative care, and drug therapy of cystitis, urethritis, and pyelonephritis, and UTI(SLO2) Describe the immunologic mechanisms involved in glomerulonephritis. (SLO1) Differentiate the clinical manifestations and nursing and collaborative management of acute poststreptococcal glomerulonephritis, Goodpasture syndrome, and chronic glomerulonephritis. (SLO 2) Describe the common causes, clinical manifestations, collaborative care, and nursing management of nephrotic syndrome. (SLO 2,5) Compare and contrast the etiology, clinical manifestations, collaborative care, and nursing management of various types of urinary calculi. (SLO2,3) Differentiate the common causes and management of renal trauma, renal vascular 	<p>Lewis Chapters: 45-47</p> <p>READ – Textbook (Chapter 44, pp. 1015-1032) READ – Textbook (Chapter 45, pp. 1033-1067) READ – Textbook (Chapter 46, pp. 1069-1100)</p> <p>REVIEW – Evolve Resources</p> <ul style="list-style-type: none"> NCLEX Review Questions Key Points Rationales for Bridge to NCLEX Examination Questions Answer Guidelines for Case Study Case Studies <ul style="list-style-type: none"> Patient With Bladder Cancer and Urinary Diversion Patient With Glomerulonephritis and Kidney Disease Patient With Kidney Transplant <p><i>Kaplan Renal-Urological System Test A DUE NLT</i> <i>10/23/2017</i></p>

WK	Date	Objectives	Prep
		<p>problems, and hereditary renal diseases. (SLO1)</p> <ul style="list-style-type: none"> • Describe the clinical manifestations and nursing and collaborative management of kidney cancer and bladder cancer. (SLO2,3) • Explain the nursing management of the patient undergoing nephrectomy or urinary diversion surgery. (SLO 1) • Differentiate between acute kidney injury and chronic kidney disease. (SLO 1) • Identify criteria used in the classification of acute kidney injury using the acronym RIFLE (risk, injury, failure, loss, end-stage kidney disease). (SLO6) • Describe the clinical course and nursing collaborative management of acute kidney injury. (SLO2,4) • Define <i>chronic kidney disease</i> and delineate the five stages of chronic kidney disease based on the glomerular filtration rate. (SLO 1) • Select risk factors that contribute to the development of chronic kidney disease. (SLO2,6) • Differentiate among renal replacement therapy options for individuals with end-stage kidney disease. (SLO3) • Compare and contrast current nursing interventions for individuals on peritoneal dialysis and hemodialysis. (SLO2,3) • Discuss the role of nurses in the management of individuals that receive a kidney transplant. (SLO4,6) 	

WK	Date	Objectives	Prep
10	10/24/17	<p>Topic 9 Nursing assessment and Care of patients with problems of the GI system</p> <ul style="list-style-type: none"> Describe the common etiologic factors, clinical manifestations, and management of malnutrition. (SLO 1) Explain the indications, complications, and nursing management related to the use of parenteral nutrition. (SLO2,5) Compare the etiologic factors, clinical manifestations, and current nursing management of eating disorders. (SLO2,3) Describe the current nursing management related to conservative and surgical therapies for obesity. (SLO3) Describe the etiology, clinical manifestations, and nursing and collaborative management of metabolic syndrome. (SLO1.3) Describe the etiology, clinical manifestations, complications, collaborative care, and nursing management of oral cancer. (SLO1) Explain the types, pathophysiology, clinical manifestations, complications, and collaborative care, including surgical therapy and nursing management, of gastroesophageal reflux disease (GERD) and hiatal hernia. (SLO 2,3) Describe the pathophysiology, clinical manifestations, complications, and collaborative care of esophageal cancer, diverticula, achalasia, and esophageal strictures. (SLO2,3) Differentiate between acute and chronic gastritis, including the etiology, 	<p>Lewis Chapters:40-43 READ – Textbook (Chapter 39, pp. 854-873) READ – Textbook (Chapter 40, pp. 874-892) READ – Textbook (Chapter 41, pp. 893-928) READ – Textbook (Chapter 42, pp. 929-973)</p> <p>REVIEW – Evolve Resources</p> <ul style="list-style-type: none"> NCLEX Review Questions Key Points Rationales for Bridge to NCLEX Examination Questions Answer Guidelines for Case Study Case Studies <ul style="list-style-type: none"> Patient With Oral Cancer Patient With Peptic Ulcer Disease Patient With Ulcerative Colitis <p>IN-CLASS/ONLINE CASE STUDY</p> <p>Malnutrition and Dysphagia Poststroke</p> <p>IN-CLASS/ONLINE CASE STUDY</p> <p>Inflammatory Bowel Disease</p>

WK	Date	Objectives	Prep
		<p>pathophysiology, collaborative care, and nursing management. (SLO1)</p> <ul style="list-style-type: none"> • Compare and contrast gastric and duodenal ulcers, including etiology and pathophysiology, clinical manifestations, complications, collaborative care, and nursing management. (SLO 2,3) • Describe the clinical manifestations, collaborative care, and nursing management of stomach cancer. (SLO) • Describe the collaborative care and nursing management of acute appendicitis, peritonitis, and gastroenteritis. (SLO2,3) • Compare and contrast the inflammatory bowel diseases of ulcerative colitis and Crohn's disease, including pathophysiology, clinical manifestations, complications, collaborative care, and nursing management. (SLO 2,3) • Differentiate among mechanical and non-mechanical bowel obstructions, including causes, collaborative care, and nursing management. (SLO2,3) • Describe the clinical manifestations and collaborative management of colorectal cancer. (SLO1) • Explain the anatomic and physiologic changes and nursing management of the patient with an ileostomy and a colostomy. (SLO1) • Differentiate between diverticulosis and diverticulitis, including clinical manifestations, collaborative care, and current nursing management. (SLO2,3) 	

WK	Date	Objectives	Prep
		<ul style="list-style-type: none"> Compare and contrast the types of hernias, including etiology and surgical and nursing management. (SLO) Describe the types of malabsorption syndrome and collaborative care of celiac disease, lactase deficiency, and short bowel syndrome. (SLO2) Describe the types, clinical manifestations, collaborative care, and nursing management of anorectal conditions. (SLO 1) 	
11-12	10/31/17-11/7/17	<p>Exam 4 (topic 8-9)</p> <p><i>Topic 10:Nursing assessment and care of patients with selected endocrine problems</i></p> <ul style="list-style-type: none"> Explain the pathophysiology, clinical manifestations, collaborative care, and current nursing management of the patient with an imbalance of hormones produced by the anterior pituitary gland, and Posterior pituitary gland (SLO 1,3) Describe the pathophysiology, clinical manifestations, collaborative care, and current nursing management of the patient with an excess of hormones produced by the adrenal medulla. (SLO 1,3) List the side effects of corticosteroid therapy. (SLO1) 	<p>Lewis Chapter 49,50,55</p> <ul style="list-style-type: none"> <i>Nursing assessment</i> <i>Pituitary disorders</i> <i>Adrenal disorders</i> <i>DKA management</i> <i>Male reproductive disorders and management</i> <p>READ – Textbook (Chapter 47, pp. 1102-1119) Textbook (Chapter 48, pp. 1120-1155) READ – Textbook (Chapter 49, pp. 1156-1183) READ – Textbook (Chapter 54, pp. 1268-1292)</p> <p>REVIEW – Evolve Resources</p> <ul style="list-style-type: none"> NCLEX Review Questions Key Points Rationales for Bridge to NCLEX Examination Questions Answer Guidelines for Case Study Case Studies <ul style="list-style-type: none"> ○ Patient With Addison's Disease

WK	Date	Objectives	Prep
		<ul style="list-style-type: none"> Describe common nursing assessments, interventions, rationales, and expected outcomes related to current patient teaching for management of chronic endocrine problems(SLO 3) Explain the collaborative care and nursing management of the patient with acute complications of diabetes mellitus. (SLO 2) Describe the pathophysiology, clinical manifestations, and collaborative care of prostate cancer. (SLO2) Explain the nursing management of prostate cancer(SLO2) Specify the pathophysiology, clinical manifestations, and nursing and collaborative management of prostatitis and problems of the penis and scrotum. (SLO 2,3) Explain the clinical manifestations and collaborative care of testicular cancer. (SLO2) Describe the pathophysiology, clinical manifestations, and current nursing and collaborative management of problems related to male sexual function. (SLO 2,3) Summarize the psychological and emotional implications related to male reproductive problems. (SLO5) 	<ul style="list-style-type: none"> ○ Patient With Cushing Syndrome ○ Patient With Type 1 Diabetes Mellitus and Diabetic Ketoacidosis ○ <div>IN-CLASS/ONLINE CASE STUDY</div> <p>Benign Prostatic Hyperplasia</p>
13	11/14/17	<p><i>Topic 11 Nursing care of patients with neurosensory alterations</i></p> <ul style="list-style-type: none"> Compare and contrast the etiology, clinical manifestations, collaborative care, and nursing management of tension-type, migraine, and cluster headaches. (SLO2,3) 	<p>READ – Textbook (Chapter 58, pp. 1368-1398)</p> <p>REVIEW – Evolve Resources</p> <ul style="list-style-type: none"> NCLEX Review Questions Key Points Rationales for Bridge to NCLEX Examination Questions Answer Guidelines for Case Study

WK	Date	Objectives	Prep
		<ul style="list-style-type: none"> Differentiate the etiology, clinical manifestations, diagnostic studies, collaborative care, and nursing management of seizure disorders, multiple sclerosis, Parkinson's disease, and myasthenia gravis. (SLO2,3) Describe the clinical manifestations and nursing and collaborative management of restless legs syndrome, amyotrophic lateral sclerosis, and Huntington's disease. (SLO2,3) Explain the potential impact of chronic neurologic disease on physical and psychologic well-being. (SLO1) Outline the major goals of treatment for the patient with a chronic, progressive neurologic disease. (SLO1) 	<ul style="list-style-type: none"> Case Studies <ul style="list-style-type: none"> Patient with Parkinson's Disease and Hip Fracture Patient with Seizures Nursing Care Plans (Customizable) <ul style="list-style-type: none"> eNursing Care Plan 58-1: Patient With Headache eNursing Care Plan 58-2: Patient With Seizure Disorder or Epilepsy eNursing Care Plan 58-3: Patient With Multiple Sclerosis eNursing Care Plan 58-4: Patient With Parkinson's Disease <p>IN-CLASS/ONLINE CASE STUDY</p> <p>Myasthenia Gravis</p> <p><i>Kaplan Neurology A due NLT 11/20/17</i></p>
14	11/21/17-	<p>Topic 12 Nursing assessment and care of patients with selected autoimmune disorders</p> <ul style="list-style-type: none"> Identify the clinical manifestations and current emergency management of a systemic anaphylactic reaction.(SLO1,3) Explain the relationship between the human leukocyte antigen system and certain diseases. (SLO5) Describe the etiologic factors, clinical manifestations, and treatment modalities of autoimmune diseases. (SLO1) Describe the etiologic factors and categories of immunodeficiency disorders. (SLO 1) Differentiate among the types of rejections following transplantation. (SLO5) 	<p>READ – Textbook (Chapter 13, pp. 191-212)</p> <ol style="list-style-type: none"> Hypersensitivity Immune system disorders <p>Chapter 66 (pp 1604-1607)</p> <ol style="list-style-type: none"> SIRS

WK	Date	Objectives	Prep
		<ul style="list-style-type: none"> Identify the types and side effects of current immunosuppressive therapy research. (SLO 1,3) Compare the effects of systemic inflammatory response syndrome, on the major body systems. (SLO1) 	
15	11/28/17	<i>Presentations and papers due</i>	<i>Kaplan Integrated MS II TBA</i>
16	12/4/17	<i>TOPIC 13 Death and dying seminar</i> <ul style="list-style-type: none"> Understand current concepts related to palliative care and hospice. (SLO 1) Identify and manage physical and psychological manifestations associated with the end of life. (SLO1) Demonstrate the ability to provide holistic care for patients and families receiving palliative care at the end of life. (SLO1) Understand the psychosocial needs of nurses and family caregivers involved in end-of-life care. (SLO2) 	READ – Textbook (Chapter 9, pp. 129-144) REVIEW – Evolve Resources <ul style="list-style-type: none"> NCLEX Review Questions Key Points Rationales for Bridge to NCLEX Examination Questions Answer Guidelines for Case Study Student Case Study <ul style="list-style-type: none"> Patient with Chronic Myelogenous Leukemia Including End-of-life Care
16	Finals week	EXAM 5 Topics 10-13	