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| <b>Name of Department:</b><br><b>Instructor Name:</b><br><b>Office Location:</b><br><b>Office Hours:</b><br><b>E-mail:</b><br><b>Telephone:</b><br><b>Class Meeting Days/Times:</b><br><b>Lab/Clinical Days/Times</b> | Nursing<br>Sheral L. Cain MSN-Ed, RN-BC<br>Room 110<br>Wednesday's before and after class and by appointment.<br><a href="mailto:scain53223@aol.com">scain53223@aol.com</a> , <a href="mailto:cains@unm.edu">cains@unm.edu</a><br>505-925-8645<br>Wednesday: 0830-1130<br>Lab/Clinical: Thursday<br>Simulation: TBA   |
| <b>Syllabus Semester/Year</b>   |   |
| <b>Title of Course:</b>   | <b>NURS130: Medical Surgical Nursing 1</b>  |
| <b>Course Description:</b>  | Introduction to medical-surgical nursing with application of the nursing process in the care of an acute and or/chronically ill adult client. Clinical application will take place on a medical-surgical unit and outpatient experiences.   |
| <b>Credit Hours and Contact Hours:</b>  | Classroom Hours: 3 hours/week theory (3 credits)<br>Lab/Clinical Hours: 96 hours/semester (2 credit)<br>Total: 5 credits<br>Pre-requisites: HCHS125, NURS110, NURS115<br>Co-requisites: NURS131, PSYCH 220, ENGL120   |
| <b>Student Learning Outcomes</b>  | Upon completion of NURS 130, the student will be able to:<br><br>1). Patient-Centered Care: Apply principles of professional nursing practice that is patient-centered and culturally appropriate for individuals, families, and communities.<br>2). Teamwork & Collaboration: Demonstrate roles of a member of the interprofessional healthcare team for the delivery of healthcare for quality patient outcomes.<br>3). Evidence-Based Practice: Identify nursing care that is evidence based in a variety of healthcare settings.<br>4). Quality Improvement: Define the principles of quality improvement within a variety of healthcare settings.<br>5). Safety: Apply principles of safe nursing practice.<br>6). Informatics: Collect information using different types of technologies for the management of information. |
| <b>Required Text(s) and Supporting Materials:</b>   | Ackley, B.J., Ladwig, G. B. (2017). Nursing Diagnosis Handbook, An Evidence Based Guide to Planning Care (11th ed). St. Louis, MO.:Mosby, Elsevier  |

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|  | <p>Deglin, Sanoski, Vallerand. (2013) Davis's Drug Guide for Nurses, (13th ed.), Philadelphia, PA:, F. A. Davis</p> <p>Giddens, J.F. (2013). Concepts for Nursing Practice. St. Louis: Elsevier/Mosby.</p> <p>Lewis, Bucher, Heitkemper, Harding, Kwong, &amp; Roberts (2017). Medical-surgical nursing: Assessment and management of clinical problems (12th ed). St. Louis: MO.: Mosby, Elsevier.</p> <p>Morris, D.G. (2009) Calculate with Confidence. (5th ed.). St. Louis: Elsevier/Mosby</p> <p>Pagana, T.J. &amp; Pagana, D.P., Pagana, T.N. (2015). Mosby's Diagnostic and Laboratory Test Reference (12th ed). St. Louis, MO.: Elsevier, Mosby.</p> <p>Potter, P.A., Perry, A.G. (2015) Essentials of Nursing practice (8th ed.). St. Louis: Elsevier/Mosby</p> <p>Kaplan resources</p> <p>Blackboard Learn© Contents</p> <p>Liability and needle stick insurance, uniform, stethoscope, penlight, proper identification</p> |
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| <b>Course Communication</b> | <p>Blackboard is the repository for all things related to this course. You will need to check it at least daily. All email communication related to this course is expected to be through Blackboard messaging. Emails sent through this method will be responded to within 48 hours. Sending course related messages through the UNM email system will not guarantee response or that they were received.</p>   |
| <b>Cell phone Policy:</b>   | <p>Cellphones 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.</p>  |
| <b>Academic Integrity</b>   | <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:<br/> <a href="https://policy.unm.edu/regents-policies/section-4/4-8.html">https://policy.unm.edu/regents-policies/section-4/4-8.html</a>. 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:<br/> <i>"Academic dishonesty" includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming</i></p> |

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|   | <i>credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.</i>  |
| <b>Classroom Use/ Attendance/ Professional Behavior</b> | 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 in the classroom. Students may have water in enclosed bottles during class. See the current Student Nurse Handbook for complete listing of attendance and professional behavior policies.   |
| <b>Student Concerns or Grievances</b>                   | <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><b>SBAR:</b> To be used as a tool for communicating student concerns in a professional manner.</p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Email the completed SBAR to the instructor.</li> <li>• 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.</li> </ul> |
| <b>Disabilities Statement:</b>                          | <p><b>Students with Disabilities:</b></p> <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. Any student needing academic accommodations should first contact Equal Access Services at 925-8560 (Student Services Bldg.) Equal Access Services provides a full range of academic accommodation services. A student seeking academic accommodations must provide documentation of their disability and meet with a staff member to determine reasonable accommodations. Students who may require assistance in emergency evacuations should contact Equal Access Services.</p>   |

**Teaching Methods**

NURS 130 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.**

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| <b>Exams (5)</b>                             | <b>80%</b> |
| <b>Simulation</b>                            | <b>5%</b>  |
| <b>Evidence Based Presentation and paper</b> | <b>5%</b>  |
| <b>Kaplan</b>                                | <b>10%</b> |

## Kaplan

This course has a Kaplan component that is comprised of four (4) segments that total 10% of the course grade. Specific requirements related to Kaplan for this course include:

| <b>Focused Review (practice) Test in Assigned Content Area</b> | <b>Points</b> |
|--|---------------|
| 90-100%  | 25            |
| 80-89.9%   | 20            |
| 60-79.9%   | 15            |
| 40-59.9%   | 10            |
| < 39.9%  | 0             |
| <b>Integrated (proctored) Test in Content Area</b>             |               |
| ≥ 70 <sup>th</sup> percentile                                  | 25            |
| 60- 69.99 <sup>th</sup> percentile                             | 20            |
| 50–59.9 <sup>th</sup> percentile                               | 15            |
| 40–49.9 <sup>th</sup> percentile                               | 10            |
| <40 <sup>th</sup> percentile                                   | 0             |
| <b>Remediation of Focused Review Test(s)</b>                   |               |
| 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             |
| <b>Remediation of Integrated Test</b>                          |               |
| 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             |
| <b>Total points</b>  |               |

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

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|--------|----|-------|----|
| 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.

Clinical Grading Policy: All clinical/lab rotations will be graded with a "Pass/Fail." To pass, a student must successfully complete all required clinical hours, assignment work, and Meet the following performance evaluation criteria:

- Student is expected to *Meet Expectations* for Clinical Evaluation Competencies (CEC) in order to pass the course.
- It is understood student MAY NOT meet all of the CECs in the beginning weeks of the course. It is expected the student will be meet all of the CECs within the last weeks of the clinical experience.
- If student *Meet Expectations* in all CECs, it is optional for the course instructor of record to write a narrative note.
- If student DOES NOT *Meet Expectations* in one competency, the course instructor of record is required to write narrative note.
- If a student DOES NOT *Meet Expectations* in one competency two weeks in a row, the course instructor of record will discuss with student options for improvement.
- If a student DOES NOT *Meet Expectations* in one competency three weeks in row, the student will be placed on Clinical Probation and a written improvement plan developed by the course instructor of record and signed by both that instructor, the program

director, and the student.

Failure to pass the clinical/lab component will result in a failure of both theory and clinical components of the course. All admission and progression policies apply.

**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.**

**Course Schedule  
Spring 2018**

| Weeks                                 | Topic                            | Resource<br>Lewis                          | SLO (Level 2)   | Activities  |
|---------------------------------------|----------------------------------|--|---|---|
| <b>Week 1</b><br>Jan 17 <sup>th</sup> | Infection                        | Chpt 14<br>Infection<br>(pg. 213-<br>218). | <b><u>Student Learning Outcomes:</u></b><br>1. Evaluate the impact of emerging and reemerging infections on health care. (SLO: 5)<br>2. Identify appropriate interventions to reduce health care-associated infections (HAIs). (SLO: 1, 5)  | Compare different forms of isolation precautions common in clinical practice. |
| <b>Week 2</b><br>Jan 24 <sup>rd</sup> | Preoperative &<br>Intraoperative | Chpt. 17<br>& 18                           | <b><u>Student Learning Outcomes:</u></b><br>1. Apply knowledge of the purpose and components of a preoperative nursing assessment and cultural considerations perioperative. (SLO: 1)<br>2. Analyze the components and purpose of informed consent for surgery. (SLO: 1, 2, 5).<br>3. Examine the nursing role in the physical, psychologic, and educational preparation of the surgical patient. (SLO: 1, 2, 3, 5, 6).<br>4. Prioritize the nursing responsibilities related to day-of-surgery preparation for the surgical patient. (SLO: 1, 3, 5, 6).<br>5. Differentiate the purposes and types of common preoperative medications. (SLO: 1, 2, 3, 5).<br>6. Apply knowledge of the special considerations of preoperative preparation for the older adult surgical patient. (SLO: 1, 2, 3, 5, 6).<br>7. Differentiate the roles and responsibilities of the interdisciplinary surgical team members. (SLO: 2). |   |
| <b>Week 3</b><br>Jan 31 <sup>th</sup> | Postoperative                    | Chpt 19                                    | <b><u>Student Learning Outcomes:</u></b><br>1. Prioritize nursing responsibilities related to managing patients in the post anesthesia care unit (PACU). (SLO: 1, 5, 6).<br>2. Prioritize nursing responsibilities related to maintaining patient safety and preventing postoperative   |   |

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|  |  |                          | <p>complications in the PACU and clinical unit. (SLO: 1, 5, 6).</p> <p>3. Apply data from the initial nursing assessment to the management of the patient after transfer from the PACU to the clinical unit. (SLO: 1, 2, 5, 6).</p> <p>4. Select appropriate nursing interventions to manage potential problems during the postoperative period.(SLO: 1, 3, 5, 6).</p> <p>5. Discharge criteria (SLO: 1, 2, 3, 4, 5, 6)</p>  |  |
| <p><b>Week 4</b><br/>Feb 7<sup>th</sup></p>  | <p><b>Exam 1</b></p> <p>Musculoskeletal Problems</p> | <p>Chpt. 62 &amp; 63</p> | <p><b><u>Student Learning Outcomes:</u></b></p> <p>1. Differentiate among the etiology, pathophysiology, and clinical manifestations of musculoskeletal problems. (SLO: 1)</p> <p>2. Compare closed reduction, cast immobilization, open reduction, and traction in terms of purpose, nursing management, and complications. (SLO: 1, 2, 5).</p> <p>4. Assess the neurovascular condition of an injured extremity. (SLO: 1).</p> <p>5. Explain common complications associated with a fracture and fracture healing. (SLO 1, 3).</p> <p>6. Describe the interprofessional care and nursing management of patients with various kinds of fractures. (SLO: 1, 2, 5).</p> <p>7. Describe the indications for and the interprofessional care and nursing management of the patient with an amputation. (SLO: 1, 2, 3, 5).</p> <p>8. Describe the types of joint replacement surgery for arthritis and other disorders. (SLO: 1).</p> <p>9. Describe the etiology, pathophysiology, clinical manifestations, and nursing and interprofessional management of osteomalacia, osteoporosis, and Paget's disease. (SLO: 1).</p> | <p>Osteoporosis case study in class.</p> <p>Create nursing care plans for patients with a variety of common MSK problems including osteoporosis, Buck's traction, and osteomyelitis.</p> |
| <p><b>Week 5</b><br/>Feb 14<sup>th</sup></p> | <p>Pain Management</p>                               | <p>Chpt. 8</p>           | <p><b><u>Student Learning Outcomes:</u></b></p> <p>1. Define pain (SLO 1).</p> <p>2. Describe the neural mechanisms of pain and pain modulation (SLO 1).</p>   | <p>Fracture case study in class.</p> <p>Compare/contrast neuropathic and nociceptive pain.</p>   |

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|                                       |               |          | <p>3. Differentiate between nociceptive and neuropathic types of pain. (SLO 1).</p> <p>4. Explain the physical and psychologic effects of unrelieved pain (SLO 1, 3).</p> <p>5. Interpret the subjective and objective data that are obtained from a comprehensive pain assessment. (SLO 1, 3, 6)</p> <p>6. Describe effective interprofessional pain management techniques. (SLO 1, 2, 3, 4, 5, 6).</p> <p>7. Describe drug and nondrug methods of pain relief. (SLO 1, 3).</p> <p>8. Explain your role and responsibility in pain management. (SLO 1, 3, 4).</p> <p>9. Discuss ethical and legal issues related to pain and pain management. (SLO 1, 2, 3, 4, 5, 6).</p> <p>10. Evaluate the influence of one's own knowledge, beliefs, cultural beliefs, and attitudes about pain assessment and management. (SLO 1, 3).</p>   | Care map for patients with neuropathic pain and nociceptive pain.   |
| <b>Week 6</b><br>Feb 21 <sup>th</sup> | Diabetes 1    | Chpt. 48 | <p><b><u>Student Learning Outcomes</u></b></p> <p>1. Describe the pathophysiology and clinical manifestations of diabetes mellitus. (SLO 1).</p> <p>3. Describe the interprofessional care of the patient with diabetes mellitus. (SLO 1, 2).</p> <p>4. Describe the role of nutrition and exercise in the management of diabetes mellitus. (SLO 1, 3).</p> <p>5. Discuss the nursing management of a patient with newly diagnosed diabetes mellitus. (SLO 1, 2, 6).</p> <p>6. Describe the nursing management of the patient with diabetes mellitus in the ambulatory and home care settings. (SLO 1, 2, 6).</p> <p>7. Relate the pathophysiology of acute and chronic complications of diabetes mellitus to the clinical manifestations. (SLO 1).</p> <p>8. Explain the interprofessional care and nursing management of the patient with acute and chronic complications of diabetes mellitus. (SLO 1, 2, 3, 4, 5, 6).</p> | <p>Worksheet to define, compare, and contrast DMI and DMII.</p> <p>Worksheets for common DMII medications.</p> <p>Case studies for DMI and DMII in class.</p> |
| <b>Week 7</b>                         | <b>Exam 2</b> |          | <b><u>Student Learning Outcomes:</u></b>  |   |

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| Feb 28 <sup>th</sup>                                      | Hypertension                             | Chpt. 32 | <ol style="list-style-type: none"> <li>1. Relate the pathophysiologic mechanisms associated with primary hypertension to the clinical manifestations and complications. (SLO 1).</li> <li>2. Select appropriate strategies for the prevention of primary hypertension. (SLO 1, 3).</li> <li>3. Describe the interprofessional care for primary hypertension, including drug therapy and lifestyle modifications. (SLO 1, 2, 3, 4, 5, 6).</li> <li>4. Explain the interprofessional care of the older adult with primary hypertension. (SLO 1, 2, 5).</li> <li>5. Prioritize the nursing management of the patient with primary hypertension. (SLO 1, 3).</li> <li>6. Describe the nursing and interprofessional care of a patient with hypertensive crisis. (SLO 1, 2, 3, 6).</li> </ol>  | <p>HTN case studies in class.</p> <p>Worksheet for common HTN medications.</p>  |
| <b>Week 8</b><br>March 7 <sup>th</sup>                    | Arthritis and Connective Tissue Diseases | Chpt. 64 | <p><b>Student Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Compare and contrast the sequence of events leading to joint destruction in osteoarthritis and rheumatoid arthritis. (SLO 1).</li> <li>2. Detail the clinical manifestations, interprofessional care, and nursing management of osteoarthritis and rheumatoid arthritis. (SLO 1, 2, 3, 5).</li> <li>3. Summarize the pathophysiology, clinical manifestations, interprofessional care, and nursing management of ankylosing spondylitis, psoriatic arthritis, and reactive arthritis. (SLO 1, 2, 3, 5).</li> <li>4. Differentiate the pathophysiology, clinical manifestations, interprofessional care, and nursing management of systemic lupus erythematosus, scleroderma, polymyositis, dermatomyositis, and Sjögren's syndrome. (SLO 1, 2, 3, 5).</li> <li>5. Explain the drug therapy and related nursing management associated with arthritis and connective tissue diseases. (SLO 1, 3).</li> </ol> | <p>Arthritis case study in class.</p> <p>Care plans for different manifestations of arthritis and connective tissue diseases.</p> |
| <b>Week 9</b><br>March 12 <sup>th</sup> -16 <sup>th</sup> | No Class                                 |          | SPRING BREAK March 12 <sup>th</sup> - 16 <sup>th</sup>  |   |

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| <p><b>Week 10</b><br/>March 21<sup>th</sup></p> | <p><b>Exam 3</b><br/><br/>Cancer</p> | <p>Chpt. 15</p>                    | <p><b><u>Student Learning Outcomes:</u></b><br/> 1. Describe the prevalence, incidence, survival, and mortality rates of cancer in the United States. (SLO 1, 3)<br/> 2. Describe the processes involved in the biology of cancer. (SLO 1).<br/> 3. Differentiate among the three stages of cancer development. (SLO 1).<br/> 4. Describe the role of the immune system related to cancer. (SLO 1)<br/> 5. Discuss the role of the nurse in the prevention, detection, and diagnosis of cancer. (SLO 1, 2, 3).<br/> 6. Explain the use of surgery, chemotherapy, radiation therapy, immunotherapy, targeted therapy, and hormone therapy in the treatment of cancer. (SLO 1, 2, 3).<br/> 7. Identify the classifications of chemotherapy agents and methods of administration. (SLO 1)<br/> 8. Differentiate between teletherapy (external beam radiation) and brachytherapy (internal radiation). (SLO 1)<br/> 9. Describe the effects of radiation therapy and chemotherapy on normal tissues. (SLO 1)<br/> 10. Identify the types and effects of immunotherapy and targeted therapy. (SLO 1).<br/> 11. Describe the nursing management of patients receiving chemotherapy, radiation therapy, immunotherapy and targeted therapy. (SLO 1, 2, 3, 5, 6).<br/> 12. Describe nutritional therapy for patients with cancer. (SLO 1, 2).<br/> 13. Identify the complications associated with advanced cancer. (SLO 1).<br/> 14. Describe support interventions for cancer patients, cancer survivors, and their caregivers. (SLO 1, 2, 3, 5, 6).<br/> 15. Differentiate between palliative versus hospice care. (SLO 1, 2).</p> | <p>Compare and contrast different cancer treatment modalities.</p> <p>Worksheet for cancer medications and treatments</p> <p>Worksheet on labs pertinent to cancer</p> <p>Cancer case study in class.</p> |
| <p><b>Week 11</b><br/>March 28<sup>th</sup></p> | <p>HIV<br/>Thyroid disorders</p>     | <p>Chpt. 14 (HIV Pg. 218-233).</p> | <p><b><u>Student Learning Outcomes:</u></b><br/> 1. Explain the ways the human immunodeficiency virus (HIV) is transmitted and the factors that affect transmission and the importance of health prevention and detection of HIV. (SLO</p>   | <p>Hypo &amp; hyper thyroid case studies in class.</p> <p>HIV case study in class.</p>  |

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|  |                                       | Chpt. 49<br>Endocrine<br>Problems. | <p>1, 5).</p> <p>2. Describe the pathophysiology of HIV infection. (SLO 1).</p> <p>3. Chart the spectrum of untreated HIV infection.(SLO 1)</p> <p>4. Identify the diagnostic criteria for acquired immunodeficiency syndrome (AIDS). (SLO 1, 3).</p> <p>5. Describe methods used to test for HIV infection. (SLO 1, 3).</p> <p>6. Discuss the inter-professional management of HIV infection. (SLO 1, 2, 3).</p> <p>7. Summarize the characteristics of opportunistic diseases associated with AIDS. (SLO 1, 5).</p> <p>8. Describe the potential complications associated with long-term treatment of HIV infection. (SLO 1, 2).</p> <p>9. Compare and contrast HIV prevention methods. (SLO 1, 2, 3, 5).</p> <p>10. Describe the nursing management of HIV-infected patients and HIV at-risk patients (SLO 1, 2, 3, 4, 5)</p> <p>11. Explain the pathophysiology, clinical manifestations, interprofessional care, and nursing management of the patient with thyroid dysfunction. (SLO 1, 2, 5).</p> <p>12. Describe the pathophysiology, clinical manifestations, interprofessional care, and nursing management of the patient with an imbalance of the hormone produced by the parathyroid glands. (SLO 1, 2, 5).</p> | Worksheet on HIV/AIDS medications.   |
| <b>Week 12</b><br>April 4 <sup>th</sup>  | Community Acquired Pneumonia          | Chpt. 27                           | <p><b><u>Student Learning Outcomes:</u></b></p> <p>1. Differentiate among the types of pneumonia and their etiology. (SLO 1).</p> <p>2. Describe the pathophysiology, clinical manifestations, diagnostic studies, interprofessional care, and nursing management of patients with pneumonia. (SLO 1, 2, 3, 4, 5).</p>   | <p>Compare and contrast different types of pneumonia</p> <p>Worksheet for pneumonia medications</p> <p>Pneumonia case study in class</p> |
| <b>Week 13</b><br>April 11 <sup>th</sup> | <b>Exam 4</b><br>Fluid & Electrolytes | Chpt. 16                           | <p><b><u>Student Learning Outcomes:</u></b></p> <p>1. Describe the composition of the major body fluid compartments. (SLO 1).</p> <p>2. Define processes involved in the regulation of movement of water and electrolytes between the body fluid compartments. (SLO 1).</p> <p>3. Describe the etiology, laboratory diagnostic findings, clinical manifestations, and nursing and interprofessional</p>  | <p>F&amp;E lab worksheet</p> <p>F&amp;E case studies in class</p>  |

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|   |                                     |                                   | <p>management of the following disorders:</p> <ol style="list-style-type: none"> <li>Extracellular fluid volume imbalances: Fluid volume deficit and fluid volume excess.</li> <li>Sodium imbalances: hypernatremia and hyponatremia.</li> <li>Potassium imbalances: hyperkalemia and hypokalemia.</li> <li>Magnesium imbalances: hypermagnesemia and hypomagnesemia.</li> <li>Calcium imbalances: hypercalcemia and hypocalcemia.</li> <li>Phosphate imbalances: hyperphosphatemia and hypophosphatemia.</li> </ol> <p>(SLO 1, 2, 5).</p> <ol style="list-style-type: none"> <li>Identify the processes involved in maintaining acid-base balance. (SLO 1).</li> <li>Discuss the etiology, laboratory diagnostic findings, clinical manifestations, and nursing and interprofessional management of the following acid-base imbalances: metabolic acidosis, metabolic alkalosis, respiratory acidosis, and respiratory alkalosis. (SLO 1, 2, 5).</li> <li>Describe the composition of and indications for common IV fluid solutions. (SLO 1)</li> <li>Discuss the types and nursing management of commonly used central venous access devices. (SLO 1, 5).</li> </ol> |  |
| <p><b>Week 14</b><br/>April 18<sup>th</sup></p> | <p>Chronic Neurologic Problems.</p> | <p>Chpt. 58 and pg. 1501-1502</p> | <p><b><u>Student Learning Outcomes:</u></b></p> <ol style="list-style-type: none"> <li>Differentiate the etiology, clinical manifestations, diagnostic studies, interprofessional care, and nursing management of, multiple sclerosis, Parkinson’s disease, and muscular dystrophy. (SLO 1, 2, 3, 5).</li> <li>Explain the potential impact of chronic neurologic disease on physical and psychologic well-being. (SLO 1, 5).</li> <li>Outline the major goals of treatment for the patient with a chronic, progressive neurologic disease. (SLO 1).</li> </ol>  | <p>Care plans for chronic neurological problems including Parkinson’s, muscular dystrophy, MS.</p> <p>Worksheet for neurological medications</p> |
| <p><b>Week 15</b></p>                           | <p><b>Kaplan</b></p>                |                                   |  |  |

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| April<br>25 <sup>th</sup>                 |  |          |   |   |
| <b>Week<br/>16</b><br>May 2 <sup>nd</sup> | Integumentary<br>Problems (1 <sup>st</sup><br>hour). | Chpt. 23 | <p><b><u>Student Learning Outcomes:</u></b></p> <ol style="list-style-type: none"> <li>1. Specify health promotion practices related to the integumentary system. (SLO 1, 4, 5).</li> <li>2. Explain the etiology, clinical manifestations, and nursing and interprofessional management of malignant dermatologic problems. (SLO 1, 2).</li> <li>3. Explain the etiology, clinical manifestations, and nursing and interprofessional management of bacterial, viral, and fungal infections of the integument. (SLO, 1, 2, 3, 5).</li> <li>4. Describe the etiology, clinical manifestations, and nursing and interprofessional management of infestations and insect bites. (SLO 1, 2).</li> <li>5. Explain the etiology, clinical manifestations, and nursing and interprofessional management of allergic dermatologic disorders.(SLO 1, 2, 5)</li> <li>6. Explain the etiology, clinical manifestations, and nursing and interprofessional management related to benign dermatologic disorders. (SLO 1, 2).</li> <li>7. Select appropriate nursing interventions to manage the patient with a dermatologic disorder. (SLO 1).</li> <li>8. Summarize the psychologic effects of chronic dermatologic conditions. (SLO 1).</li> <li>9. Explain the indications and nursing management related to common cosmetic procedures and skin grafts. (SLO 1, 3).</li> </ol> | Case study with Braden scale scoring<br><br>Worksheet on pressure ulcer staging |
| Week<br>17<br>May 9 <sup>th</sup>         | <b>Exam 5</b>  |          |   |   |