

Nursing 231
Nursing Process & Application III

Unit # 1: Nursing Leadership

Description:

This unit focuses on theoretical and practical knowledge necessary for leadership application.

Unit Outcome Competencies:

Student will articulate the merits and application of nursing leadership styles.

Student Classroom Learning objectives:

The student will be able to:

1. Distinguish among theories of leadership.
2. Identify the importance of culture for leadership and management in nursing.
3. Compare and contrast the qualities of leadership and different leadership styles.
4. Discuss the importance in critical thinking in nursing leadership.
5. Compare and contrast leadership roles and management functions in nursing.
6. Identify factors affecting leadership in the independent and interdependent roles.
7. Discuss characteristics of effective leaders and identify leadership styles.
8. Describe the relationship between communication and leadership.
9. Describe leadership role in resolving conflict.

Learning Activities:

1. Know terminology
2. Discuss in class various styles of leadership
3. Compare and contrast leadership and management styles in nursing
4. As a nurse you will be in a leadership role. What style or theory of leadership will you practice? Present this in skills lab.

Nursing 231
Nursing Process & Application III

**Unit # 2: Application of the Nursing Process in Client's with Common
Adaptive Disorders of the Endocrine System**

Description:

This module focuses on the essential regulating function of the endocrine system. Pharmacological and physiological impact on the endocrine system will be discussed. Historical and physical finding will be explored to describe the variety of clinical findings that may be present.

Unit Learning Competencies:

The student will apply the nursing process to determine that client's level of endocrine adaptation and application of appropriate nursing care.

Student Learning Classroom Objective:

Upon completion of this module the student will be able to:

1. Describe the functions of the endocrine glands and the hormones secreted.
2. Discuss the interrelatedness of the endocrine system and the nervous system.
3. Describe the major diagnostic tests of the endocrine system and the application of nursing care.
4. Describe the major historical and physical findings, treatment, approaches and nursing care of the person with endocrine disorders.
5. Discuss pharmacological and nursing implications of hormonal and steroid therapy.
6. Outline the teaching needs of patients requiring hormone and steroid therapy.
7. Discuss the interrelatedness of the endocrine system and the nervous system as they control homeostasis.
8. Identify common health care problems encountered when alterations in endocrine function occur.
9. Differentiate between insulin-dependent and non-insulin dependent diabetes.
10. Distinguish among the types of insulin by source, purity, concentration, formulation, and time of activity.
11. Describe the relationship between diet, insulin, and exercise, for persons with diabetes.
12. Discuss hypoglycemia, diabetic ketoacidosis, and hyperosmolar hyperglycemic nonketotic coma
13. Discuss the pathophysiology of diabetes.

Learning Activities:

- a. Review anatomy and physiology (Endocrine System)
- b. Know terminology
- c. Discuss, in class each of the endocrine glands, their identifying functions, and alterations resulting from dysfunction.
- d. Develop a teaching plan for a newly diagnosed insulin-dependent diabetic, which includes self-administration of insulin, dietary planning, exercise regime, personal hygiene, and sick-day guides.
- e. Explain, in class, the acute and chronic complications of diabetic mellitus and the relationship between diabetic control and prevention of complications.
- f. Investigate community services that are provided for the detection and prevention of diabetes and the education of persons who have diabetes.
- g. Develop a one-week meal plan for a diabetic patient, using the ADA Exchange Lists.
- h. Discuss, in class, the nursing care, medical/surgical treatment modalities used for pituitary, thyroid, adrenal, parathyroid, and pancreatic endocrine dysfunction.
- i. Review audio-visual materials on the endocrine system
- j. Read current articles as assigned by instructor
- k. Complete assigned computer programs

Nursing 231
Nursing Process & Application III

Unit # 3: Application of the Nursing Process in caring for Adult and Pediatric Patients with common Health Problems of the Neurological System

Description:

This unit focuses on concept of pathophysiology of neurological dysfunction. Emphasis is placed on application of the nursing process to manifested adaptive problems.

Unit Outcome Competencies:

The student will be able to apply the nursing process to formulate nursing diagnosis for existing and potential neurological problems, utilizing the Roy adaptation model.

Student Learning Classroom Objectives:

Upon completion of this unit the student will be able to:

1. Identify the special nursing needs of patients with neurological conditions.
2. Describe the importance of physical assessment to the diagnosis of neurological dysfunction.
3. Discuss the psychological and emotional needs of patients with a neurological dysfunction; include the physiological and emotional needs of the family.
4. Describe clinical manifestations, diagnosis, and treatments of patients with neurological dysfunctions.
5. Explain common pharmacological agents used in treating conditions of neurological dysfunctions.
6. Identify the multi-system needs of the unconscious patient.
7. Describe possible infectious processes that result in neurological impairment.
8. Compare the various types of stroke, their- causes, clinical manifestations, nursing management and health teaching needs.
9. Discuss the rehabilitation process of stroke patients with emphasis on their cultural attitudes and beliefs.
10. Describe the clinical manifestations of increased intra cranial pressure.
11. Explain common method used in treating conditions of increased intra cranial pressure.

12. Use critical thinking skills in applying the nursing process to formulate a nursing care plan for adult with common neurological problems.

Include:

- a) Pathophysiology
- b) Diagnostic tests
- c) Pharmacologic agents
- d) Nutritional requirements
- e) Teaching/ learning needs
- f) Nursing interventions/Restorative measures
- g) Growth and developmental needs
- h) Coping mechanisms
- i) Legal/ethical issues
- j) Cultural aspects
- k) Psycho social needs
- l) Collaboration
- m) Teaching
- n) Spiritual

Learning Activities:

1. Know terminology
2. Review anatomy and physiology (Neurological System)
3. View audio-visual materials and review computer programs on neurological conditions and dysfunctions as assigned.
4. Read current articles as assigned by instructors.
5. Using the nursing process, develop a nursing care plan for a patient who has had a stroke.
6. Discuss, in class, the long term needs of the stroke patient and the impact of the condition on the family members.
7. Discuss, in class, how cultural beliefs can affect rehabilitation and recovery of chronic or long term neurological conditions.
8. List on a chart the most common diagnostic tests/procedures comparing their purpose and nursing implications.
9. Discuss, in class, personal experiences in performing neurological assessments on previous patients.
10. Discuss, in class, the psychological implications of the patient with a neurological dysfunction.
11. Familiarize yourself with the hospital forms used in performing neurological assessments.
12. Compare the different types of convulsive disorders and discuss the assessment and care of the patient experiencing a seizure.

Nursing 231
Nursing Process & Application III

**Unit # 4: Applications of the Nursing Process in Caring for Pediatric Patients
with Common Health Problems of the Neurological System**

Description:

This unit gives special emphasis to the congenital anomalies that can occur in the central nervous system as well as those injuries, tumors or other conditions that occur as the child matures. Both medical and surgical treatments are addressed. The nurse not only needs skill in observing and assessing clinical evidence of pediatric neurological dysfunction, but he/she must also develop skill in maintaining effective interpersonal relationships with parents and family members of the child.

Unit Outcome Competencies:

The student will be able to apply the nursing process to formulate a nursing diagnosis for existing and potential for pediatric patients utilizing the Roy's Adaptation Model.

Student Learning Classroom Objectives:

Upon completion of this unit the student will be able to:

1. Identify common congenital conditions that result in neurological problems.
2. Discuss medical and surgical modalities and nursing intervention for common neurological conditions.
3. Specify common infectious processes that result in neurological dysfunction
4. Discuss cultural beliefs which will impact on nursing care of infants and children with neurological conditions.
5. Describe the drug therapy, psycho social and educational needs of a child with a seizure disorder.
6. Compare the different types of convulsive disorders and discuss the assessment and nursing care of the child having a seizure.
7. Use critical thinking skills in applying the nursing process to formulate a nursing care plan for pediatric patients with common neurological problems.

Include:

- a) Pathophysiology
 - b) Diagnostic tests
 - c) Pharmacologic agents
 - d) Nutritional requirements
 - e) Teaching/ learning needs
 - f) Nursing interventions/Restorative measures
 - g) Growth and developmental needs
 - h) Coping mechanisms
 - i) Legal/ethical issues
 - j) Cultural aspects
 - k) Psycho social needs
 - l) Collaboration
 - m) Teaching
 - n) Spiritual
8. Complete a plan of care for a pediatric who is having surgical intervention for a neurological disorder. If a patient is not available, the instructor will provide a patient situation. Class discussion will include pre-operative, intra-operative and post-operative care.

Learning Activities:

1. Know terminology
2. View audio-visual materials on congenital anomalies of the neurological system disorders or diseases.
3. Review computer programs and read current articles as assigned by instructors.
4. Develop a nursing care plan for a patient with a seizure disorder. Include drug therapy.
5. List the common neurological congenital anomalies, their diagnosis, methods, management and nursing interventions.
6. Discuss inflammatory disorders and the care of the child with meningitis.

Nursing 231
Nursing Process & Application III

Unit # 5: Hematological /Immune System Adaptive Responses

Description:

This unit will provide an exploration into the hematological system and immune system and its function in an adaptive mechanism. In addition, immunity and the body's inflammatory process will mapped through wellness toward illness. Topics will cover common and important disorders involving the hematological and immune systems,

Unit Outcome Competencies:

The student will differentiate history and physical data to determine the client's level of Hematological/Immune adaptation and application of appropriate nursing care.

Student Classroom Learning Objective:

Upon completion of this module the student will be able to:

1. Identify the major concepts the biological defense system and functions of formed elements of the blood and normal coagulation.
2. Explore the steps of inflammation, containment of infection, and inflammatory resolution.
3. Compare and differentiate between cellular and humoral immunity.
4. Describe the pathophysiology, clinical manifestations, nursing intervention, and medical and surgical modalities for clients with common hematological/Immune disorders.
5. Identify the historical and physiological data appropriate to the hematological/Immunesystems.
6. Differentiate the various anemia and contrast their etiology, clinical manifestations and therapeutic management.
7. Describe common defects of hemostasis, the blood clotting mechanism and the most common coagulation disorders.
8. Identify pharmacological agents which interfere with coagulation, and discuss the instructions given to the client about the medication.
9. Discuss nursing considerations towards the bone marrow donor or recipient.
10. Describe the preoperative and postoperative nursing care for the patient experiencing surgery secondary to or with a hematolgical/Immune disorder.
11. Discuss the concept of immune suppression and the role of the nurse.
12. Discuss the nurse's role in providing health teaching in for immunizations, and for immunity-related problems.

13. Use critical thinking skills in applying the nursing process to formulate a nursing care plan for hematological/immune patients.

Include:

- a) Pathophysiology
- b) Diagnostic tests
- c) Pharmacologic agents
- d) Nutritional requirements
- e) Teaching/ learning needs
- f) Nursing interventions/ Restorative measures
- g) Growth and developmental needs
- h) Coping mechanisms
- i) Legal/ethical issues
- j) Cultural aspects
- k) Psycho social needs
- l) Collaboration
- m) Teachings
- n) Spiritual

Learning Activities:

1. Know terminology
2. Review the anatomy and physiology of the hematological and immune system
3. Discuss, in class, the role of the various components of the blood and blood-forming organs.
4. Discuss, in class the role of the immune system in anaphylaxis, auto-immune disease, graft rejection, and delayed hypersensitivity.
5. Identify diagnostic studies common to the patient with disorders of the blood and blood-forming organs.
6. Identify, in class the five cardinal signs of inflammation and describe local and systemic manifestations of inflammation.
7. Read current articles assigned.
8. Review assigned computer programs, A-V materials and journal articles.

Nursing 231
Nursing Process & Application III

Unit # 6: Adult and Pediatric Patients with Common Health Problem of the Cardiovascular System

Description:

This unit presents the cardiovascular system which is responsible for transporting oxygen and nutrients throughout the body and carrying waste products to the organs for elimination.

Unit Outcome Competencies:

The student will be able to develop a plan of care for adult and pediatric patients with common cardiovascular problems. Discuss the social psychological and physical problems of the patient with cardiovascular problems.

Student Learning Classroom Objectives:

Upon completion of this unit the student will be able to:

1. Utilize the Roy adaptation model to discuss the interrelatedness of the cardiovascular, renal, respiratory, and the nervous systems as they impact on homeostasis.
2. Explain common disorders of the cardiovascular system which cause interference in the delivery of an adequate blood supply to tissues and organs.
3. Compare and contrast environmental and cultural factors which impact on the functioning of the cardiovascular system.
4. Discuss diagnostic tests used to establish normal, functioning of the cardiovascular system.
5. Identify risk factors related to dysfunction of the cardiovascular system.
6. Discuss nursing interventions designed to prevent, restore, or rehabilitate, the cardiovascular system to a normal state of homeostasis.
7. Discuss health teaching needs of patients with common cardiovascular problems.
8. Identify the generic environmental and cultural factors which impact common cardiovascular functioning for adult and pediatric patients.
9. Use critical thinking skills in applying the nursing process to formulate a nursing care plan for cardiovascular adult and pediatric patient.

Include:

- a) Pathophysiology
 - b) Diagnostic tests
 - c) Pharmacologic agents
 - d) Nutritional requirements
 - e) Teaching/ learning needs
 - f) Nursing interventions/Restorative measures
 - g) Growth and developmental needs
 - h) Coping mechanisms
 - i) Legal/ethical issues
 - j) Cultural aspects
 - k) Psycho social needs
 - l) Collaboration
 - m)Teaching
 - n) Spiritual
10. Complete a plan of care for an adult and pediatric patient who is having surgical intervention for a common cardiovascular disorder. If a patient is not available, the instructor will provide a patient situation. Class discussion will include pre-operative, intra-operative and post-operative care.

Learning Activities:

- a. Review the anatomy and physiology of the cardiovascular system.
- b. Review acid-base imbalanced
- c. Know terminology
- d. Review fluid and electrolyte changes
- e. Review assigned audio-visual materials, computer programs and journal articles.
- f. Using simulated situations, develop a plan of care for patients with common cardiovascular problems.
- g. Discuss the psychological implications for the patient with a common chronic cardiovascular problem.

Nursing 231
Nursing Process & Application III

Unit # 7 Nursing Care of the Client with Common Problems of the Renal System

Description:

This unit presents the various congenital disorders, neurogenic disorders, urinary infections and renal failure.

Unit Learning Competencies:

The student will apply to nursing process to identify actual potential nursing problems of the renal system and initiate the appropriate nursing intervention.

Student Learning Classroom Objectives:

Upon completion of this (module) the student will be able to:

1. Identify the common health problems of the adult with an alteration in urinary function.
2. Discuss nursing problems identified for the renal patient including alteration in patterns of voiding; alterations in fluid and electrolyte balance; inadequate eliminations of metabolic waste products.
3. Identify the common health problems of the urinary system that occur involving inflammation, infection, neoplasia, lithiasis, immunological and degenerative disorders.
4. Discuss the various treatment modalities of clients experiencing alteration in urinary system function.
 - a. Medical management: medications, nutritional, metabolic considerations
 - b. Surgical interventions
 - c. Renal dialysis: hemodialysis, peritoneal dialysis
 - d. Nursing interventions
 - e. Psychosocial, lifestyle influences
 - f. Adaptation/maladaptation
5. Identify the various and laboratory tests commonly used to identify and assess renal function/dysfunction
6. Describe the client teaching needs for those experiencing renal dysfunction. Include the caring practices necessary to relieve anxiety and fear.
7. Identify the common health problems of the infant and child with an alteration in urinary function.

Nursing 231
Nursing Process & Application III

Units # 8: Nursing Care of Adults and Pediatric Patients with Common Health Problems of the Upper and Lower Gastrointestinal System

Description:

This unit presents common health problems of geriatric, adult and pediatric patients which may interfere with the upper and lower gastrointestinal systems which facilitate mechanisms for ingestion and digestion of nutrients to support growth and maintain metabolism and absorption of fluids and outlet for solid wastes.

Unit Outcomes Competencies:

The student will learn the assessment skills necessary for determining actual or potential nursing problems of the upper and lower gastrointestinal systems in order to provide information necessary to plan for health promotion, maintenance or restoration; and to implement and evaluate appropriate nursing care.

Student Learning Objectives:

1. Identify common conditions of the upper and lower gastrointestinal systems that result in problems for the adult.
2. Discuss malignancies common in the upper and lower gastrointestinal systems, including their treatment modalities.
3. Differentiate between those common health problems that are infectious and those that are not.
4. Explain the various diagnostic tests commonly used to identify problems of the gastrointestinal system.
5. Discuss the various treatment modalities for clients experiencing alterations in gastrointestinal function.
6. Describe the client teaching needs for those experiencing gastrointestinal dysfunction. Include the caring practices necessary to relieve anxiety and fear.
7. Identify the common conditions of the G.I. system that result in problems for the neonate, infant, and child.
8. Describe the alterations in nutrition as exemplified by obesity vs anorexia nervosa
9. Plan nursing care for adults/children having common problems of the upper G.I. system
10. Plan nursing care for adults/children having surgical treatment of common upper G.I. system problems
11. Explain the various diagnostic tests and treatment modalities common to lower G.I. dysfunction in the infant and child.
12. Identify the various common health problems of the young adult with lower G.I. dysfunction. Focus especially on the medical and surgical interventions.
13. Identify the various common health problems that occur across the lifespan.
14. Explain the common forms of intestinal obstruction and treatment modalities.

Learning Activities:

1. Review anatomy and physiology of upper and lower G.I. system
2. Know terminology
3. Complete a nursing care plan for pediatric and adult patients having a medical or surgical dysfunction of the gastrointestinal tract.
4. Prepare a teaching plan for a patient with G.I. dysfunction. Include: nutrition, medical, treatment, medications.
5. Review assigned computer programs, A-V material and journal articles

Nursing 231
Nursing Process & Application III

Unit # 9: Musculoskeletal System-Adult

Description:

This unit will focus on the musculoskeletal system and the application of the nursing process to the problems associated with dysfunction and immobility of the adult.

Unit Outcome Competencies:

The student will plan care for a client with musculoskeletal dysfunctions or limitations using the nursing process and Roy's Adaptation Model.

Student Learning Classroom Objectives:

Upon completion of this unit, the student will be able to:

1. Discuss the hazards of immobility as they can impact a clients' lifestyle.
2. Compare and contrast musculoskeletal disorders involving trauma, infection, inflammation, neoplasm and degenerative abnormalities.
3. Plan nursing care for a patient with a musculoskeletal problem.
4. Discuss the types of traction used in these care of clients with musculoskeletal dysfunctions including nursing interventions, safety, and health teaching needs
5. Compare and contrast the nursing interventions needed in the care of clients with surgical verses non-surgical musculoskeletal problems
6. Describe the importance of pain assessment and pain control in the clients with musculoskeletal dysfunction
7. Discuss the rehabilitation needs of the clients with one or more of the various types of musculoskeletal problems
8. Plan nursing care for a patient with a musculoskeletal problem.
 - Include:
 - 1) Pathophysiology
 - 2) Diagnostic tests
 - 3) Pharmacologic agents
 - 4) Nutritional requirements
 - 5) Teaching/teaming needs
 - 6) Nursing interventions
 - 7) Growth and developmental needs
 - 8) Coping mechanisms
 - 9) Legal/ethical issues
 - 10) Cultural aspects
 - 11) Psychosocial needs
9. Identify inflammatory and infectious processes that result in musculoskeletal problems in the adult.

10. Discuss health teaching needs of patients with musculoskeletal problems.
11. Discuss common safety measures that can protect the musculoskeletal system and prevent accidents from occurring.
12. Compare the nursing needs of the patient undergoing total hip replacement to those of the patient undergoing total knee replacement.
13. Using the nursing process, discuss the nursing care of the elderly patient with a fractured hip.
14. Describe the rehabilitative and health education needs of the patient who has had an amputation.
15. Compare the health teaching needs and nursing interventions of the patient in traction to those of the patient with a cast.
16. Discuss the types of bone cancers, medical and surgical treatment modalities and nursing interventions.
17. Differentiate between contusions, strains, sprains and dislocations.
18. Identify assessment parameters used to identify pain and neurovascular complications related to musculoskeletal dysfunction.

Learning Activities:

1. Review physiology of bone healing.
2. Know terminology.
3. Review audio-visual material and computer programs on the musculoskeletal system as assigned.
4. Read current articles as assigned by instructors.
5. List the various types of casts, splints and slings, and their specific health teaching needs for each.
6. Discuss, in class, the psychological implications of having chronic musculoskeletal problems.
7. Discuss, in class, the differences in nursing management of a patient having a total hip replacement, hip pinning and Austin-Moore prosthesis.

Nursing 231
Nursing Process & Application III

Unit # 10: Musculoskeletal System – Pediatric

Description:

The unit will concentrate on common musculoskeletal problems in the infant, child and adolescent and emphasizes the importance of the nurse's role in health promotion of the child and support for the family.

Unit Outcome Competencies:

The student will plan care for a pediatric client with a musculoskeletal dysfunction or limitation using the nursing process and Roy's Adaptation Model.

Student Learning Classroom Objectives:

Upon completion of this unit, the student will be able to:

1. Describe common congenital anomalies of the musculoskeletal system.
2. Compare and contrast the various medical and surgical treatment modalities used for common musculoskeletal disorders in pediatric clients.
3. Develop a plan of care for a child who is being treated medically for a musculoskeletal disorder which includes consideration of the family's needs.
4. Describe common surgical intervention and appropriate nursing care for the child with common bone and joint problems.
5. Discuss common infectious processes which result in musculoskeletal disorders.
6. Compare and contrast the types of fractures and discuss nursing principles involved in cast care, correctional devices and traction.
7. Discuss the various types of bone cancers in pediatric clients with emphasis on the nursing assessment, intervention and evaluation necessary. Include the importance of emotional support for both client and family.
8. Specify common diagnostic tests and nursing responsibilities related to diagnostic procedures used in evaluation of the pediatric patient.
9. List the bone cancers found primarily in children and the related treatment modalities.
10. Discuss nursing interventions in children with bone cancer including the physical, emotional and financial needs.
11. Discuss nursing measures to prevent complications of immobility.
12. Discuss cultural considerations when caring for a child with a musculoskeletal disorder.
13. Describe types of traction equipment used for the child with a structural abnormality.
14. Identify types of fractures and discuss nursing principles involved in cast care, correctional devices and traction.

15. Describe nursing assessment of the musculoskeletal system. j. Describe the significance of early assessment to the diagnosis of musculoskeletal dysfunction.

Learning Activities:

1. Review anatomy and physiology and normal human growth and development of the musculoskeletal system.
2. Know terminology.
3. Review assigned audio-visual material and computer programs on the musculoskeletal system specific to the pediatric patient.
4. Read current articles as assigned by instructors.
5. Review common congenital malformation, diagnostic assessments, treatments, medical and surgical management, and nursing interventions.
6. Discuss in class the medical and surgical management of a patient with scoliosis; include medical and nursing interventions.

Nursing 231
Nursing Process & Application III

Unit # 11: Nursing Management of Oncological Condition

Description:

This unit presents an indepth look at the multi-system effects in the human body and the bio-psycho-social behavioral responses of the client and family to the disease process.

Unit Learning Competencies:

The student will be able to assess, plan and implement care for the client and family affected by cancer.

Student Learning Classroom Objective:

1. Compare and contrast the structure and function of the normal cell and the cancer cell.
2. Differentiate between benign and malignant tumors associated with the metastatic process.
3. Identify factors that have been found to be carcinogens and discuss prevention.
4. Discuss the varied responsibilities of the nurse in cancer care, as it related to diagnosis and stage.
5. Identify and discuss the varied modalities utilized in cancer treatment including surgery, radiation therapy, gene therapy, chemo therapy, biologic response modifiers, and hyperthermia and treatment.
6. Describe hospice care and pain management.
7. Explain the nurse's roll and responsibility in pain management in a cancer client.
8. Describe effective multidisciplinary pain management techniques in clients with cancer.
9. Discuss and identify the nurses' roll in oncologic emergencies.
10. Discuss the role of the nurse in psychosocial support of both the client experiencing cancer and the family.
11. Explain pathophysiology of the disease process related to cancer for each age group
12. Compare the nursing care of the child and adult with the more prevalent cancers.
13. Describe the role of hospice/care in oncology nursing.

Learning Activities:

1. Complete assigned chapters
2. View assigned videos and CDC's
3. Read assigned list of readings

Nursing 231
Nursing Process & Application III (Clinical)

Unit # 1: Nursing Leadership

Description:

This unit theoretical and practical knowledge for clinical leadership application.

Unit Outcome Competencies:

The student will be able to relate leadership to clinical practice of nursing.

Clinical Objectives:

1. To develop skill in nursing management of a selected group of patients.
2. To assist in the selection of patients to be assigned to student group members.
3. To maintain the hospital patient care plan, and your copy of this care plan, for a selection group of patients. (Individualize computer care plan)
4. Demonstrate ability to keep patient's records current (e.g. physician's orders transcribed, nurses' notes recorded by group members of yourself)
5. Develop skill in preparing for, and giving, end-of-shift-report. Handed in report after giving

Student Learning Activities:

1. Make student group member assignments. Clinical instructor with check assignments and assist and make suggestions
2. Gather data for your care plans
3. Check medication profiles for the assigned patients of your team.
4. Evaluate patient records and patient status on an ongoing basis throughout the day.
5. Make rounds routinely during your shift.
6. Take report from team members and formulate end-of-shift report.

Nursing 231
Nursing Process & Application III (Clinical)

Unit # 2: Application of the Nursing Process to Patients with Endocrine System Problems

The Endocrine System clinical objective are design to reinforce classroom theory and provide the practical skills necessary to assess, analysis, plan implement and evaluate the nursing care given to individual and groups of patients.

Clinical Objectives:

1. Assess assigned patients for indications of endocrine dysfunction
2. Develop and implement a nursing care plan, including a teaching plan, for a newly diagnosed diabetic patient.
3. Discuss social, financial, and cultural aspects of the patient with diabetes.
4. Prepare an assigned patient for diagnostic scanning; observe procedure when possible.
5. Perform glucometer testing on diabetic patient.
6. Administer insulin and hypoglycemics on selected diabetic patient
7. Administer medications using the six rights: Patient, dosage, route, amount, time and pain.
8. Discuss common diagnostic test and procedures and drug related therapy at post-conference
9. Perform a functional assessment of a patient with an endocrine problem and present at post-conference

Nursing 231
Nursing Process & Application III (Clinical)

Units # 3 and 4: The Neuological System Clinical Objectives are design to reinforce classroom theory and provide the practical skills necessary to assess analysis plan, implement and evaluate the nursing caregiver to individuals and groups of patients.

Clinical Objectives:

1. Provide nursing care for patients with a variety of neurological conditions.
2. Assess assigned patients to determine the status of their neurological functioning.
3. Prepare patients for diagnostic procedures, observe and assist when possible.
4. Prepare an assigned patient for neurological diagnostic testing, and observe test when possible.
5. Observe and assist the physician in performing a neurological assessment.
6. Perform a neurological assessment on a patient with a CVA.
7. Administer medications (oral and parenteral) to patients with neurological problems.
8. Provide emotional support and encouragement appropriately to a stroke patient and his/her family.
9. Assess assigned patients for risk factors related to stroke and identify preventative measures.
10. Observe treatment modalities in rehabilitation units of the hospital to assess the interdisciplinary approach.
11. Complete a nursing care plan on a patient with a neurological dysfunction.
12. Complete neurological assessment forms and documentation on a patient with neurological dysfunction.
13. Prepare a teaching plan for a neurological patient and his/her family.
14. Provide nursing care to an infant or child with a neurological problem.

15. Prepare a child and the family for a diagnostic procedure; observe when possible.
16. Provide pre and postoperative nursing care for a pediatric patient having surgery for a neurological disorder.
17. Assist physician with a lumbar puncture on a pediatric patient.
18. Complete a nursing care plan for a pediatric patient with a neurological dysfunction.
19. Administer medications (oral and parenteral) to a pediatric patient.
20. Prepare a teaching plan for the family of a pediatric patient with minimal brain dysfunction.
21. Discuss common diagnostic test and procedures, and drug related therapy at post-conference.
22. Perform a functional assessment of a neurological patient and present at post-conferences.
23. Demonstrate Critical thinking skills in the development of a nursing care plan.
24. Consistently demonstrate critical thinking skills in making clinical judgments.

Nursing 231
Nursing Process & Application III (Clinical)

Unit # 5: The Hematological and Immune objective are design to reinforce classroom theory and provide the practical skills necessary to assess analogsis plan, implement and evaluate the nursing care giver to individuals and groups of patients

Clinical Objectives:

1. Complete a nursing plan of care for the adult and child with a hemolological immune disorder. Include family, community, cultural, and psycho social considerations.
2. Develop a teaching plan for home care of a person with a dysfunction of the hematological immune system.
3. Identify community resources available of a person with a hematological immune disorder.
4. If possible, interview the family of a person with a hematological immune disorder to identify the psycho-social impact and coping/support mechanisms of the family unit.
5. When possible, implement nursing interventions specific to the adult or child with a common disorder of the blood or blood-forming organs.
6. When possible, care for a patient using isolation precautions recommend by CDC guidelines.
7. Administer medication using the six right, pain, time route, patient medication dosage.
8. Demonstrate application of the principles of infection control for the protection of the patient, self, and others.
9. Discuss common diagnostic test and procedures and drug related therapy at post-conference.
10. Function as team leader for group of student. (see guide)
11. Demonstrate critical thinking skills in making clinical judgments involving patients with hematological and immune disorders.

Nursing 231
Nursing Process & Application III (Clinical)

Unit # 6: The Cardiovascular System Clinical Objectives are design to reinforce classroom theory and provide the practical skills necessary to assess analogsis plan, implement and evaluate the nursing care giver to individuals and groups of patients.

Clinical Objectives:

1. Provide nursing care for patients with common of cardiovascular conditions.
2. Perform a cardiac assessment on an assigned patient.
3. Complete a nursing care plan on a patient with a common cardiac problem.
4. Prepare a teaching plan for a cardiovascular patient. Include family needs in the teaching plan.
5. Assist with medical procedures relevant to cardiovascular patients as possible.
6. Record appropriately on all flow charts required on the patient with a cardiac disorder.
7. Administer oral, and parenteral medications to patients with cardiovascular problems.
8. Discuss social, psychological, emotional, ethical, financial, and cultural issues of patients with common cardiovascular disease.
9. Identify common coping mechanisms employed by the family and the patient with common cardiovascular problem.
10. Provide nursing care for an infant or child with a common cardiovascular problem.
11. Prepare a child and the family for diagnostic procedures.
12. Administer oral and parenteral medications to cardiovascular patients.
13. Complete a nursing care plan for a pediatric patient with a common cardiovascular problem.
14. Discuss common diagnostic test and procedures and drug related therapy at post-conference.

Nursing 231
Nursing Process & Application III (Clinical)

Unit # 7: The Renal System clinical objective are design to reinforce classroom theory and provide the practical skills necessary to assess, analysis, plan implement and evaluate the nursing care given to individual and groups of patients.

Clinical Objectives:

1. Provide nursing care for patients having renal dysfunction.
2. Assist in the preparation of patients for diagnostic procedures.
3. Administer medications to patients having renal dysfunction (oral & parenteral).
4. Complete a nursing care plan for a patient having renal dysfunction.
5. Obtain specimens for laboratory analysis as relevant to patient condition.
6. Provide nursing care for the patient having dialysis therapy.
7. Demonstrate knowledge of the principles of infection control for the protection of the patient, self and others.
8. Discuss common diagnostic test and procedures and drug related therapy at post conference
9. Perform a functional assessment of a patient with a renal problem and present at post conference.

Nursing 231
Nursing Process & Application III (Clinical)

Unit # 8: Application of the Nursing Process to patient with Gastrointestinal System Problems

The Gastrointestinal system clinical objective are design to reinforce classroom theory and provide the practice skills necessary to assess, analysis, plan implement and evaluate the nursing care giving to individuals and groups of patients.

Clinical Objectives:

1. Provide nursing care for patients of all ages with a variety of upper and lower G.I. system conditions.
2. Assist in the preparation of patients for diagnostic procedures
3. Administer medications to patients with upper and lower G.I. system problems (oral-parenteral) or using the six rights
4. Administer nutrition by alternative feeding routes as possible.
5. Complete a nursing care plan for a patient with a dysfunction of the upper G. I. system
6. Complete a nursing care plan on a patient with a dysfunction of the lower G.I. system
7. Assist with endoscopy, and other medical procedures as relevant to the patient's condition.
8. Obtain specimens as relevant to the patient's condition.
9. Demonstrate knowledge of infection control principles for the protection of the patient, self and others.
10. Discuss common diagnostic test and procedures and drug related therapy at post-conference.
11. Perform a functional assessment of it with a G.I. problem and present at post-conference

Nursing 231
Nursing Process & Application III (Clinical)

**Unit #9 and 10: Application of the Nursing Process to patients with
Musculoskeletal System Problems**

The Musculoskeletal clinical objectives are design to reinforce classroom theory and provide the practice skills necessary to assess, analysis, plan implement and evaluate the nursing care giving to individuals and groups of patients.

Clinical Objectives:

1. Assess assigned patients for evidence of alterations in musculoskeletal system integrity.
2. Visit the radiology department of the hospital and observe how procedures are performed.
3. Provide nursing care to an adult patient with a musculoskeletal problem.
4. Prepare a patient for diagnostic procedure; observe when possible.
5. Assist and observe the therapist applying traction to a patient. Provide nursing care for the patient in traction.
6. Observe a cast application when possible. Provide nursing care for the patient in a cast.
7. Provide nursing care to an infant or child with a musculoskeletal problem.
8. Prepare a child and the family for a diagnostic procedure; observe when possible.
9. Provide pre and postoperative nursing care for a diagnostic patient with a musculoskeletal disorder.
10. Assist and observe the therapist applying traction to a patient. Provide nursing care for the patient in traction
11. Complete a nursing care plan for a. patient with a musculoskeletal disorder.
12. Administer medications (oral and parenteral) to a patient with a musculoskeletal disorder.
13. Prepare a teaching plan for a patient and or the family of a person musculoskeletal condition.

Nursing 231
Nursing Process & Application III (Clinical)

Unit # 11: Oncology modular objectives are designed to reinforce classroom theory and provide analysis, plan, implement and evaluate the nursing care given to individual with oncological condition.

Clinical Objective:

1. Utilizing the nursing process, systemically assess a diagnosed cancer patient's physical, spiritual, mental, social and cultural needs.
2. Formulate a nursing care plan based on knowledge and skills of assessment, planning, intervention, and evaluate.
3. Administer total, individualized care to assigned patients.
4. Administer medications utilizing knowledge of the rationale, action, dosage, complications and side effects.
5. Identify methods used to diagnose cancer and monitor treatment.
6. Interact with staff in planning, implementing and evaluating nursing care of the patient with cancer
7. Develop interpersonal relationship with patients and their families through use of communication skills.
8. Participate in health care teaching for the patient with cancer and his family.
9. Present a nursing care conference on problems and potential problems related to the patient with cancer.
10. Discuss the responsibilities of the nurse in administering chemotherapeutic agents to a cancer patient in post-conference.
11. Discuss the treatment modalities used on patients with cancer and appropriate nursing interventions in post-conference.
12. Identify cancer risk factors, and identify effective methods to reduce cancer risk factors and discuss in post-conference.