Course Description
Nursing of the adult patient with common recurring health problems includes advanced nursing interventions based on physiological and psychological needs of adult patients. Laboratory sessions are on campus and in hospitals or other health agencies.

Course Overview
This course builds on concepts of commonly recurring health alterations presented in Nursing the Ill Adult (NUR 21) and Fundamentals of Nursing (NUR 18). It is expected that the student synthesize facts and principles from the biological, physical, and behavioral sciences utilizing the nursing processes. The effects of chronic and long-term health problems on the client and family are addressed in the areas of oncology, neurology, neuro-sensory musculoskeletal, and rehabilitation. Students are introduced to the principles of management for the nursing care of groups of clients.

Classroom instruction at the college and clinical experiences in the community of selected agencies are held weekly throughout the semester. Each clinical experience is preceded and followed by a conference where the objectives for that learning experience are discussed and evaluated. Individual and group assignments are utilized for group experiences. The health agency experience assignments consist of clients requiring more complex nursing interventions.

Class work for the typical week consists of six (6) hours of classroom instruction, three (3) hours of on-campus lab/simulation, and (8) hours of community and health agency experiences. It is essential for students to engage in additional practice for further development of skills. Provisions are available for additional time in the college laboratory for practice.

Attendance
Complete participation in class is possible only when students are able to focus attention on the class, therefore entering class after it has begun is disrespectful to Faculty and classmates. Talking out of turn or exhibiting other disruptive behaviors is not tolerated and students will be asked to leave the classroom or lab.

All electronic devices that generate sound must be turned off when any member of the academic community enters a classroom. Cellular devices are allowed to be on in the classroom only if the owner is using the caller ID, voice messages or a vibrating battery. NO TEXTING IS ALLOWED AT ANY TIME DURING CLASS AND/OR LABS. Members of the academic community must exit the classroom to make or receive calls.

A student is deemed excessively absent in any course when he or she has been absent 15% of the number of contact hours a class meets during a semester. When a student is excessively absent, a grade
of “W” or “WU” will be assigned as described in the college catalogue. Attendance at pre and post conference for laboratory experience is required. Absence from either pre or post conference constitutes an absence for the day’s experience.

Students with Disabilities
It is college policy to provide reasonable accommodations to students with disabilities. Any student with a documented disability who may need accommodations in this class is requested to speak directly to Access-Ability Services, D-205, (718) 368-5175, as early in the semester as possible. All discussions will remain confidential.

Evaluation
Grades will be calculated according to college and departmental policy as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97 – 100</td>
</tr>
<tr>
<td>A</td>
<td>93 – 96</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92</td>
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<tr>
<td>B+</td>
<td>87 – 89</td>
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<td>B</td>
<td>83 – 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82</td>
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<tr>
<td>C+</td>
<td>78 – 79</td>
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<tr>
<td>C</td>
<td>75 – 77</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 74</td>
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<tr>
<td>D+</td>
<td>66 – 69</td>
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<tr>
<td>D</td>
<td>60 – 65</td>
</tr>
<tr>
<td>F</td>
<td>60 or below</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn without penalty</td>
</tr>
<tr>
<td>WU</td>
<td>Unofficial withdrawal (counts as a failure)</td>
</tr>
<tr>
<td>INC</td>
<td>Term’s work is incomplete. Counts as an F grade</td>
</tr>
</tbody>
</table>

Nursing 22 grades will be calculated as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture examinations average (3 exams)</td>
<td>60%</td>
</tr>
<tr>
<td>Final examination</td>
<td>40%</td>
</tr>
<tr>
<td>Clinical competency</td>
<td>Satisfactory or Unsatisfactory</td>
</tr>
<tr>
<td>Nursing Care Plans</td>
<td>Satisfactory or Unsatisfactory</td>
</tr>
<tr>
<td>Additional written assignments</td>
<td>Satisfactory or Unsatisfactory</td>
</tr>
</tbody>
</table>

Students are expected to take all tests when scheduled. Exceptions to this rule will be for emergency situations and the faculty must know in advance. Students who do not take a test on the scheduled date are required to take a makeup test. All makeup tests may be given at the end of the semester. Students who fail to take the scheduled exams or makeup exams will receive a grade of zero for that test.

All written assignments must comply with college standards for written work. Written assignments are to be turned in during the class period on the date that they are due. All assignments must be handed in by the end of the course to complete the requirements of the course. A late assignment will meet the requirements of the course but will not receive full credit. If written assignments are not submitted by the end of the course, the student will receive a grade of "INC" for the course. Students must submit all assignments prior to the beginning of the next semester in order to progress in the program.

Clinical agency performance will be evaluated as Satisfactory (S) or Unsatisfactory (U). Performance that has been designated as "U" at the end of the course will result in failure of the course. A minimum average grade of "75%" is required on all clinical assignments to achieve a satisfactory clinical grade.

A conference with the instructor is required at mid-semester, and at the end of the course, at which time the student's progress in the course will be discussed. In addition, students may initiate conferences with the instructor at other times.
Course Objectives and Student Learning Outcomes (SLOs)
The following objectives and outcomes apply when caring for the adult and family experiencing complex
and/or long-term health alterations across the health/illness continuum. These objectives and outcomes
will be achieved by the end of the semester.

Outcomes:
1. Employs knowledge of patient centered care
2. Applies principles of evidence based practice
3. Relates principles of teamwork and collaboration
4. Recognizes quality improvement data
5. Demonstrates principles of safety
6. Applies informatics

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrate knowledge from the biological, physical and behavioral sciences</td>
<td>1</td>
</tr>
<tr>
<td>Demonstrate knowledge of the influence of culture in the delivery of nursing care</td>
<td>1, 2</td>
</tr>
<tr>
<td>Use the nursing process</td>
<td>1, 3, 4, 5</td>
</tr>
<tr>
<td>Use critical thinking skills in the application of the nursing process</td>
<td>2</td>
</tr>
<tr>
<td>Communicate therapeutically with adult patients, families and other health team members</td>
<td>3</td>
</tr>
<tr>
<td>Collaborate with the health-care team</td>
<td>3</td>
</tr>
<tr>
<td>Maintain legal and ethical standards</td>
<td>5</td>
</tr>
<tr>
<td>Apply the principles of safety</td>
<td>4, 5</td>
</tr>
<tr>
<td>Demonstrate competency in therapeutic nursing interventions</td>
<td>1, 2, 5</td>
</tr>
<tr>
<td>Apply knowledge of pharmacological agents</td>
<td>1, 2, 4, 5</td>
</tr>
<tr>
<td>Incorporate teaching-learning principles</td>
<td>1, 2, 6</td>
</tr>
<tr>
<td>Utilize organizational skills in the management of nursing care for a group of patients</td>
<td>4, 5</td>
</tr>
<tr>
<td>Identify available community resources</td>
<td>1, 3</td>
</tr>
</tbody>
</table>

Assessment Measure for Learning Outcomes
Students will perform satisfactorily in the classroom, lab / simulation and clinical setting as evidenced by
achieving 75% or greater on written exam, comprehensive patient specific Nursing Care Plans, various
course specific written assignments, and demonstration of satisfactory performance on course specific
clinical competency and evaluation tools.

Teaching Strategies
- Lecture/Discussion
- Simulated Laboratory Experiences
- Demonstration/Return Demonstration
- Case Studies
- Multimedia
- Computer Assisted Instruction
- Pre and Post Conferences
- Health Agency Experiences
- Community Experiences
TEXTBOOKS
Required Textbooks for Nursing 22

Strongly Recommended
  - Medical-Surgical Nursing
  - Pathophysiology
  - Pharmacology

Optional References

All students are expected to have read and to adhere to the policies pertaining to the following, as outlined in the department’s Nursing Student Handbook:

| Attendance | Malpractice insurance, health clearance, and CPR training |
| Evaluation and grading | Clinical competencies |
| College laboratory practice requirements | Clinical Agency experience requirements (including appropriate dress) |
| Netiquette | Specific dress requirements for each clinical course |
| Drug calculation policy | Mandatory skills review |
| Criteria for retention in the nursing program | Civility |
Clinical Experience
• For all units, the student will
  o Complete a health assessment, head to toe physical exam
  o Implement an individualized plan of care for the patient with cancer
  o Provide patient-centered care based on evidence based practice with sensitivity and respect
  o Act as a team leader using the principles of priority setting and delegation
  o Incorporate national safety standards to ensure the safe and effective delivery of care
  o Communicate to all members of the healthcare team utilizing SBAR
  o Document patient status, health teaching and medication reconciliation using the EMR while meeting the needs of the adult patient with a sensory perceptual disorder

Laboratory / Simulation Experiences
• In addition to the experiences specific to each unit as listed under that unit, the student will
  o Address National Safety Standards:
    ▪ SBAR
    ▪ Falls prevention
    ▪ Side site verification
    ▪ Medication reconciliation
    ▪ CAUDI
  o Complete assigned articles and case studies specific to every disorder studied in this course
Topical Outline

**Unit 1 – Care of the Patient who has an Oncological Disorder**

**Unit 2 – Care of the Patient who has a Hematologic Cancer**
- Acute/chronic myelogeneous leukemia
- Lymphocytic leukemia
- Hodgkin/ Non-Hodgkin’s lymphoma
- Multiple myeloma

**Unit 3A – Care of the Patient who has a Head & Neck / Lung Cancer**
- Head & Neck Cancers
  - Oral
  - Larynx, pharynx
- Lung Cancer
  - Small and Large cell

**Unit 3B – Care of the Patient who has a Gastrointestinal Cancer**
- Esophagus
- Stomach (gastric)
- Pancreatic
- Liver
- Colon
- Rectum

**Unit 3C – Care of the Patient who has a Reproductive Cancer**
- Female
  - Breast
  - Vulva
  - Cervix
  - Uterus
  - Ovaries
- Male
  - Prostate
  - Testicular
  - Bladder

**Unit 4A – Care of the Patient who has an Acute Neurological Disorder**
- Head trauma
- Increased ICP
- Subdural & intracerebral hematomas
- Cerebra herniation
- CVA
- Brain tumors
  - Supratentorial & infratentorial mass lesions
- Infection
  - Encephalitis
  - Meningitis

**Unit 4B – Care of the Patient who has a Chronic Neurological Disorder**
- Headache (migraine)
- Seizure disorder
- Parkinson’s disease (PD)
- Multiple Sclerosis (MS)
- Myasthenia Gravis (MG)
- Guillain-Barre Syndrome (GBS)

**Unit 5 – Care of the Patient who has a Spinal Cord Injury / Rehabilitative Disorder**
- Spinal cord injury
- Gout
- Arthritis (DJD)
  - Osteoarthritis (OA)
  - Inflammatory arthritis
    - Rheumatoid Arthritis (RA)
    - Psoriatic (PsA).

**Unit 6 – Care of the Patient who has a Sensory Perceptual Disorder**
- Cataracts
- Glaucoma
- Macular degeneration
- Retinal detachment
- Meniere’s disease
### Unit 1 – Care of the Patient who has an Oncological Disorder

#### Content/Lecture Discussion

- The structure and function of the immune system
  - Role of the immune system, cell cycle review, abnormal cellular growth, classifications of tumors
- Strategies to involve the adult patient and family in reaching successful outcomes
  - Health teaching related to cancer prevention, care, oncological emergencies and end of life care
- Strategies for identifying and managing care
  - Coordination of care utilizing leadership, delegation, and priority setting
  - Team functioning on safety & quality of care
- Strategies relevant to the outcomes of care
  - Provision of cancer care with sensitivity and respect specific to the adult patient with cancer including
    - Combination chemotherapy
    - Radiation therapy
    - Surgery
    - Bone marrow and stem cell transplant
    - Biological response modifiers
    - Pain management
- Application of critical thinking processes when practicing safely in the delivery of care
  - Use of the nursing process throughout the mutually designed plan of care
- Utilization of technology
  - Communication and documentation of care rendered via electronic medical record
  - Uses hand held computer devices for health teaching
  - Uses the EMR to communicate and document care, and impart for medication reconciliation

#### Related Learner Experiences

**Review:** Ignatavicius & Workman: Chs.1, 2, 4, 5, 6, 8, 9

**Required Reading**

- Ignatavicius and Workman: Chs. 6, 7, 42, 61, 62
- Dudek: Chs. 15, 21
- Abrams: Ch. 6, 7, 40, 42, 61, 62

**Computer Assisted Instruction & A/V materials**

- What is Cancer?
- Preventing Negligence in the 21st Century

**Laboratory/Simulation Experiences**

- Leadership and Delegation
  - The five rights of delegation
  - Roles of UAP and LPN
  - Communicating effectively
  - Managing conflicts
## Unit 2 – Care of the Patient with a Hematological Cancer

### Content/Lecture Discussion

- The structure and function of the Hematological system
- Types of cancers
  - Acute/chronic myelogeneous
  - Lymphocytic leukemia
  - Hodgkin/ Non-Hodgkin’s lymphoma
  - Multiple myeloma
- Strategies to involve the adult patient and family in reaching successful
  - Health teaching regarding hematological cancer prevention and care.
- Strategies for identifying and managing
  - Coordination of care in meeting related needs for the adult patient with a hematological cancer
  - Team functioning on safety & quality of care
- Strategies relevant to the outcomes of care
  - Provision of cancer care with sensitivity and respect specific to the adult patient with a hematological cancer including
    - Combination chemo and radiation therapies
    - Bone marrow and stem cell transplant
    - Pain management
- Application of critical thinking processes when practicing safely in the delivery of care
  - Use of the nursing process throughout the mutually designed plan of care
- Utilization of technology
  - Communication and documentation of care rendered via electronic medical record
  - Uses hand held computer devices for health teaching
  - Uses the EMR to communicate and document care, and impart for medication reconciliation

### Related Learner Experiences

#### Required Reading
- **Ignatavicius & Workman**: Ch. 41 pp. 876 – 890; Ch. 42 pp. 893 - 894, 902 – 916; Ch. 43 pp. 943 - 949
- **Abrams**: Chs. 38, 39, 40, 41, 42

#### Computer Assisted Instruction & AV materials
- Mr. Singa: Non-Hodgkins
  - PDS scenarios Adult Health Nursing Concepts and Skills- Hematology
- Mrs. Hogan: Leukemia
  - PDS scenarios Adult Health Nursing Concepts and Skills- Hematology
- Caring for the Patient with a CVAD

#### Laboratory/Simulation Experiences
- Central Venous Access Devices (CVAD)
  - Ports, PICCS
    - Accessing
    - De-accessing
    - Medication administration
    - Flushing
    - Sterile dressing change
### Unit 3A – Care of the Patient who has a Head & Neck / Lung Cancer

#### Content/Lecture Discussion

- The structure and function of the Respiratory System
- Strategies to involve the adult patient and family in reaching successful outcomes
  - Head & Neck Cancers
    - Oral
    - Larynx, pharynx
  - Lung Cancer
    - Small and Large cell
- Health teaching regarding head & neck / lung cancer prevention and care
- Strategies for identifying and managing care
  - Coordination of care in meeting related needs for the adult patient
  - Team functioning on safety & quality of care when meeting the needs of the adult patient
- Strategies relevant to the outcomes of care
  - Provision of cancer care with sensitivity and respect specific to the adult patient with a head & neck cancer or lung cancer including
    - Surgery (Wedge Resection, Segmental Resection, Pneumonectomy, Lobectomy, Laryngectomy)
    - Combination chemo and radiation therapies
    - Phototherapy
    - Biological Response Modifier (BRM)
    - Respiratory care
- Application of critical thinking processes when practicing safely in the delivery of care
- Use of the nursing process throughout the mutually designed plan of care
- Utilization of technology
  - Uses the EMR to communicate and document care, and impart for medication reconciliation
  - Uses hand held computer devices for health teaching.

#### Related Learner Experiences

##### Required Reading
- *Ignatavicius & Workman*: Ch. 31 pp. 597 – 608; Ch. 32 pp. 641 – 652
- * Abrams*: Ch. 42, 56, 62

##### Computer Assisted Instruction & AV Material
- Ms. Frank: Lobectomy,
- Mary Kelly: Small cell lung cancer
  - PDS scenarios Adult Health Nursing Concepts and Skills- Endocrine
- Caring for patients undergoing a laryngectomy

##### Lab/Simulation Experiences
- Surgical Models
  - Chest tubes
  - Metal tracheostomies
  - Sterile suctioning
Unit 3B – Care of the Patient who has a Gastrointestinal Cancer

**Content/Lecture Discussion**

- The structure and function of the Gastrointestinal System
- Strategies to involve the adult patient and family in reaching successful outcomes for the patient with a GI cancer
  - Esophagus
  - Stomach (gastric)
  - Pancreatic
  - Liver
  - Colon
  - Rectum
- Health teaching related to cancer prevention, cancer care, oncological emergencies, and end of life care
- Strategies for identifying and managing care utilizing a team approach
  - Coordination of care utilizing leadership, delegation, and priority setting
  - Team functioning on safety and quality of care when meeting the needs of the adult patient with a GI cancer
- Strategies relevant to the outcomes of care
  - Provision of cancer care with sensitivity and respect specific to the adult patient with a GI cancer including
    - Surgery
      - Gastrectomy
      - Hemicolecotomy
      - Low anterior resection
      - A-P resection
      - Combination Chemo and radiation therapies
      - BRM
      - Pain management.
- Application of critical thinking processes when practicing safely in the delivery of care
- Use of the nursing process throughout the mutually designed plan of care
- Utilization of technology in the care
- Communicates and documents care rendered via electronic medical record
  - Uses hand held computer devices for health teaching
  - Uses the EMR impart for medication reconciliation

**Related Learner Experiences**

**Required Reading**
- Ignatavicius & Workman: Ch. 56 pp. 1231 – 1239; Ch. 5, pp. 1255 – 1261; Ch. 58 pp. 1279 – 1287, Ch. 59 pp. 1293 – 1302; Ch. 61 pp 1362 – 1364; Ch. 62 pp. 1371, 1380 - 1385
- Abrams: Chs. 42, 56, 62

**Computer Assisted Instruction & A/V Material**
- Colon Resection: Mr. Gold
  - PDS scenarios Adult Health Nursing Concepts and Sills: GI
- Ostomy Care

**Lab/Simulation Experiences**
- Ostomies
  - End stoma
  - Loop stoma
  - Double barrel stoma
  - Koch pouch
  - Ileoanal reservoir

(11/17/2011, Rev. 03/06/2012)
### Content/Lecture Discussion

- **The structure and function of the Reproductive System:**
  - Review the male and female reproductive systems
- **Strategies to involve the adult patient and family in reaching successful:**
  - Health teaching related to cancer prevention, cancer care, oncological emergencies, and end of life care
- **Strategies for identifying and managing care utilizing a team approach:**
  - Coordination of care utilizing leadership, delegation, and priority
  - Team functioning on safety and quality of care
- **Strategies relevant to the outcomes of care for the adult patient with a reproductive cancer:**
  - Provision of cancer care with sensitivity and respect specific to the adult patient with a reproductive cancer including
    - Surgery
      - Cryotherapy
      - LEEP
      - Conization
      - Mastectomy
  - Combination chemo, radiation and hormonal Therapies
  - BRM
  - Pain management.
- **Application of critical thinking processes when practicing safely in the delivery of care:**
  - Use of the nursing process throughout the mutually designed plan of care
- **Utilization of technology:**
  - Communication and documentation of care rendered via electronic medical record
  - Uses hand held computer devices for health teaching
  - Uses the EMR to communicate and document care, and impart for medication reconciliation

### Related Learner Experiences

**Required Reading**
- *Ignatavicius & Workman*: Ch. 72 pp. 1642 – 1659; Ch. 73 pp. 1663 – 1682; Ch. 74 pp. 1697 – 1710; Ch. 75 pp. 1712 – 1730, 1732, 1734 – 1735; Ch. 69 pp. 1575 – 1578
- *Abrams*: Ch. 42, 27, 28

**Computer Assisted Instruction & A/V Materials**
- Assessing your risk for Breast Cancer
- A Guide for Breast Self Exam

**Laboratory / Simulation Experience**
- Surgical Models of Female & Male Cancers
  - Breast
  - Vulva
  - Cervix
  - Uterus
  - Ovaries
  - Prostate
  - Testicular
  - Bladder
### Unit 4A – Care of the Patient who has an Acute Neurological Disorder

#### Content/Lecture Discussion

- **The structure and function of the Neurological System:**
  - Review the Neurological System
- **Strategies to involve the adult patient and family in reaching successful outcomes for the patient with an acute neurological disorder**
  - Neuro Overview
  - Head trauma
  - Increased ICP
  - Subdural & intracerebral hematomas
  - Cerebral herniation
  - CVA
  - Brain tumors
  - Supratentorial & infratentorial mass lesions
  - Infection
  - Encephalitis
  - Meningitis

- Health teaching related to the prevention, immediate treatment, management of emergencies, management of sensory – motor deficits, and end of life care (brain death)
- **Strategies for identifying and managing care utilizing a team approach**
  - Coordination of care utilizing leadership, delegation, and priority setting
  - Team functioning on safety & quality of care
- **Strategies relevant to the outcomes of care**
  - Provision of care with sensitivity and respect specific to the adult patient with an acute neurological disorder
    - Emergency care
    - Medications
    - Surgery
      - Burr holes
      - Craniectomy
      - Cranioplasty
      - Ongoing neuro monitoring
      - Respiratory interventions
      - Chemo and radiation therapies
      - BRMs
      - Pain management
- Application of critical thinking processes when practicing safely in the delivery of care
  - Use of the nursing process throughout the mutually designed plan of care
- **Utilization of technology**
  - Communication and documentation of care rendered via electronic medical record
  - Uses hand held computer devices for health teaching.
  - Uses the EMR to communicate and document care, and impart for medication reconciliation

#### Related Learner Experiences

**Required Reading**
- *Ignatavicius & Workman: Ch. 43 pp. 928 – 949; Ch. 47 pp. 1051 – 1058*
- *Abrams: Ch. 5, 6, 8, 11, 15*

**Computer Assisted Instruction & A/V materials**
- Michael Dunne: Subdural Hematoma
  - PDS scenarios Adult Health Nursing Concepts & Skills-Neurological
- Jim Brown: Neuro
  - PDS scenarios Critical Care Health Nursing Concepts & Skills - Neurological
- Neuro Assess: Cerebellar function and reflexes
- Acute Head Injury
<table>
<thead>
<tr>
<th>Unit 4A – Care of the Patient who has an Acute Neurological Disorder</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Increased Intracranial Pressure</td>
</tr>
<tr>
<td>● Glasgow Coma Scale</td>
</tr>
<tr>
<td>● Acute Ischemic Stroke</td>
</tr>
</tbody>
</table>

**Clinical Experiences**

- Neuro Assessment
  - Glasgow Coma Scale
  - Cushings Triad
- Head Trauma Model with Increased ICP
Unit 4B – Care of the Patient who has a Chronic Neurological Disorder

Content/Lecture Discussion

- Review of the structure and function of the Neurological System continued
- Strategies to involve the adult patient and family in reaching successful outcomes for the patient with a chronic neurological disorder
  - Headache (migraine)
  - Seizure disorder
  - Parkinson’s disease (PD)
  - Multiple Sclerosis (MS)
  - Myasthenia Gravis (MG)
  - Guillain-Barre Syndrome (GBS)
- Health teaching related to the prevention, immediate treatment and management of emergencies, management of sensory-motor deficits, and end of life care (brain death)
- Strategies for identifying and managing care
  - Coordination of care utilizing leadership, delegation, and priority setting in meeting the patient’s needs
  - Team functioning on safety and quality of care
- Strategies relevant to the outcomes of care
  - Provision of care with sensitivity and respect specific to the adult patient with a chronic neurological disorder
    - Emergency care
    - Medications
    - Surgery
      - Deep brain stimulation
      - Vagal nerve stimulation
    - Ongoing neuro monitoring
    - Respiratory interventions
    - Biofeedback
    - PT/OT
    - Pain management, PT/OT.
- Application of critical thinking processes when practicing safely in the delivery of care
  - Use of the nursing process throughout the mutually designed plan of care
- Utilization of technology
  - Uses the EMR to communicate and document care, and impart for medication reconciliation
  - Uses hand held computer devices for health teaching

Related Learner Experiences

Required Reading
- Ignatavicius & Workman: Ch. 31 pp. 597 – 608; Ch. 32 pp. 641 – 652
- Abrams: Chs. 6, 10, 11, 12, 13, 19, 40

Computer Assisted Instruction & A/V materials
- Ms. Stevens: Stroke
  - PDS scenarios Adult Health Nursing Concepts and Skills - Neurologic
- Ms. Thorne: Ruptured Cerebral Aneurysm
  - PDS scenarios Critical Care Health Nursing concepts and Skills - Neurologic
- Seizure Precautions

Lab/Simulation Experience
- Cerebrovascular Accident: Treatment, stabilization, and rehabilitation
## Unit 5 – Care of the Patient who has a Spinal Cord Injury / Rehabilitative Disorder

### Content/Lecture Discussion

- Review of the structure and function of the spinal column and musculoskeletal system
- Strategies to involve the adult patient and family in reaching successful outcomes for the patient with a spinal cord injury/joint disease/rehab
  - Spinal cord injury
  - Degenerative Joint Disease (DJD)
  - Arthritis
  - Osteoarthritis (OA)
  - Inflammatory arthritis (Rheumatoid Arthritis (RA))
  - Psoriatic Arthritis (PsA)
- Health teaching related to the prevention, immediate treatment, management of emergencies, management of sensory-motor deficits for patients with a spinal cord injury, joint or rehabilitative disease
- Strategies for identifying and managing care
  - Coordination of care utilizing leadership, delegation, and priority setting in meeting the rehabilitative related needs for the adult patient
  - Team functioning on safety and quality of care when meeting the needs of the adult patient with a spinal cord injury/joint disease/rehab.
- Strategies relevant to the outcomes of care
  - Provision of care with sensitivity and respect specific to the adult patient with a spinal cord injury/joint disease/rehab including
    - Emergency care
      - Ventilation
      - Intubation
      - Spinal shock
      - Autonomic dysreflexia
    - Medication
    - Surgery
      - Halo traction
      - Cervical tongs
    - Ongoing neuro monitoring
    - Respiratory interventions
    - Pain management
    - Referral/community resources.
- Application of critical thinking processes when practicing safely in the delivery of care
  - Use of the nursing process throughout the mutually designed plan of care
- Utilization of technology in the care
  - Uses the EMR to communicate, document care, and impart for medication reconciliation.
  - Uses hand held computer devices for health teaching.

### Related Learner Experiences

#### Required Reading
- *Ignatavicius & Workman*: Ch. 47 pp. 1029 – 1067; Ch. 44 pp. 961 – 965
- *Abrams*: Chs. 6, 7, 23, 41, 58

#### Computer Assisted Instruction & A/V materials
- John Wright
- John Morris (Halo traction)
  - PDS scenarios Adult Health Nursing Concepts and Skills-Neurologic
- Acute Spinal Cord Injury

#### Laboratory/Simulation Experiences
- Traumatic Spinal Cord Injury: Cervical collar, neuro and cardiac assessment, logrolling, spinal shock, autonomic dysreflexia

(11/17/2011, Rev. 03/06/2012)
### Unit 6 – Care of the Patient with a Sensory Perceptual Disorder

**Content/Lecture Discussion**

- The structure and function of the sensory system
  - Review of the eye and ear
- Strategies to involve the adult patient and family in reaching successful outcomes for the patient with a sensory perceptual disorder
  - Cataracts
  - Glaucoma
  - Macular degeneration
- Health teaching related to the prevention, immediate treatment, management of emergencies and management of sensory-motor deficits for patients with a sensory perceptual disorder
- Strategies for identifying and managing care utilizing a team approach
  - Coordination of care utilizing leadership, delegation, and priority setting
  - Team functioning on safety and quality of care
- Strategies relevant to the outcomes of care for the adult patient with a sensory perceptual disorder:
  - Provision of care with sensitivity and respect specific to the adult patient with a sensory perceptual disorder include
    - Emergency care
    - Medications
    - Surgery
      - Cataracts: Lens removal; intraocular lens implant
      - Glaucoma: open angle-Argon laser trabeculoplasty (ALT), closed angle-laser Peripheral iridotomy
      - Retinal detachment: laser photocoagulation, cryopexy, sclera buckling
      - Meniere’s disease: endolymphatic shunt
    - Ongoing sensory monitoring
    - Pain management
    - Referral and communities resources.
- Application of critical thinking processes when practicing safely in the delivery of care
  - Use of the nursing process throughout the mutually designed plan of care
- Utilization of technology
  - Uses the EMR to communicate and document care, and impart for medication reconciliation
  - Uses hand held computer devices for health teaching

**Related Learner Experiences**

**Required Reading**
- *Ignatavicius & Workman*: Ch. 48 pp. 949, 1070 – 1083; Ch. 49 pp. 1091 – 1102
- *Abrams*: Chs. 62, 63

**Computer Assisted Instruction & A/V materials**
- Mrs Hoffman: Cataract extraction
- Mr. Lee: Meinere’s disease
- Mr. Russo: Glaucoma
  - PDS scenarios Adult Health Nursing Concepts and Skills - Eye/Ear

**Laboratory/Simulation Experiences**
- Visually Impaired: Safety and Ambulation
- Hearing Impaired: Safety and Altered Communication