Metropolitan Community College
Course Syllabus – Summer 2009

COURSE IDENTIFICATION

Title: Adult Nursing II
Prefix/Section: NURS 1120
Credit Hours: 8 Credit hours. (4 hours theory and 4 hours clinical. A total of 132 clinical hours)
Begins and Ends: 06/12/2010-08/14/2010
Meeting Day/Time: Saturdays 12:30 – 4:30 p.m.
Last Day to Withdraw: 07/30/2010
Delivery Type: Classroom
Class Location: Mahoney Building, Room 503/511
Lab Location: Mahoney Building, Room 505
Course Web Address: http://www.mccneb.edu/healthcareers/nursingassociatedegree.asp

CONTACT INFORMATION

Instructor Name: Diana Blum, RN, MSN
Office Location: Mahoney Bldg. SOC Room 513
Office Telephone: 402-738-4651
Facsimile: 402-738-4552
Website: Faculty.mccneb.edu/Dblum3

COURSE INFORMATION

Course Description: In Adult Nursing II – cardiovascular disorders, respiratory disorders, cancer, hematologic and lymphatic disorders are presented. Gastrointestinal diseases are discussed along with disorders of the male and female reproductive system and sexually transmitted diseases.

Course Prerequisites: Course prerequisite (s): BIOS 2310, NURS 1510, NURS 1110, NURS 1200, NURS 1300
Co-requisites(s) BIOS 2320

Course Objectives:
At the completion of this course the student will be able to:
1. Discuss the etiology, basic pathophysiology, clinical manifestations, medical management, and nursing interventions related to selected diseases associated with the cardiovascular system.
2. Discuss the etiology, basic pathophysiology, clinical manifestations, medical management, and nursing interventions related to selected diseases associated with the respiratory system.
3. Discuss the etiology, basic pathophysiology, clinical manifestations, medical management, and nursing interventions related to cancer, hematologic and lymphatic disorders.
4. Discuss the etiology, basic pathophysiology, clinical manifestations, medical management, and nursing interventions associated with the gastrointestinal system.
5. Discuss the etiology, basic pathophysiology, clinical manifestations, medical management, and nursing interventions related to select reproductive diseases and sexually transmitted diseases.
Required & Supplemental Materials:
Ackley. Nursing Diagnosis Handbook: a guid to planning care. 8th Ed.
Stassi, M. Math for Nurses. Kaplan Publishing
Bakerman, Seymour: Bakerman’s ABC’s of Interpretive Laboratory Data.

ASSESSMENT

METHODS OF INSTRUCTION: The instructor will provide lectures to explain the theoretical information. Use of technology will incorporate the use of the Elmo for visual enhancement of lecture outlines, overhead transparencies, and video presentations. Small group activities will be utilized to promote critical thinking skills.

METHODS OF ASSESSING STUDENT PROGRESS: Classroom assessment techniques will be utilized periodically to determine the student’s understanding of the materials being studied. Each unit of study will be assessed with completion of the study guide and the unit examination.

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<thead>
<tr>
<th>COURSE OBJECTIVES</th>
<th>ASSESSMENT MEASURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discuss the etiology, basic pathophysiology, clinical manifestations, medical management, and nursing interventions related to selected diseases associated with the cardiovascular system.</td>
<td>Unit test and Study Guide worksheet</td>
</tr>
<tr>
<td>2. Discuss the etiology, basic pathophysiology, clinical manifestations, medical management, and nursing interventions related to selected diseases associated with the respiratory system.</td>
<td>Unit test and Study Guide worksheet</td>
</tr>
<tr>
<td>3. Discuss the etiology, basic pathophysiology, clinical manifestations, medical management, and nursing interventions related to cancer, hematologic and lymphatic disorders.</td>
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<td>Unit test and Study Guide worksheet</td>
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<td>5. Discuss the etiology, basic pathophysiology, clinical manifestations, medical management, and nursing interventions related to select reproductive diseases and sexually transmitted diseases.</td>
<td>Unit test and Study Guide worksheet</td>
</tr>
</tbody>
</table>

Comprehensive Final Examination
CRITERIA FOR DETERMINING FINAL COURSE GRADE:
Unit exams will be assigned points and averaged at the end of the course. The exams are equal to 70% of the grade. Study guides are assigned points and will be averaged to constitute 10% of the grade. The final exam is 20% of the final grade.
Points for exams are:
Each unit exam = 50 points for a total of 250 points
Final exam = 100 points
350 total points
Study guides: 50 points each for a total of 250 points.
There is a total of 600 points. At the end of the course, the points will be converted to a percent. The grading scale is: 93 - 100 = A, 84 - 92 = B, 78 - 83 = C, 70 - 77 = D, Below 70 = F. There will be NO rounding of grades, i.e., a 75.8 = 75%. A final course grade of C (76%) is required to continue in the program.

An assigned Study Guide will be completed for each unit of study.
A unit examination will be administered at the completion of each unit of study.
A comprehensive final examination will be administered at the completion of the quarter.

MAKE-UP TEST PROCEDURES:  If it is necessary to be absent during an assigned test period, the student must make-up that examination within one week of the original test date (if the exam is given on Monday, it must be made up PRIOR to the next Monday). Failure to do so will result in a zero for the examination. The student may miss one exam without penalty, as long as the test is made up within the specific time period. If the student misses more than one exam, the exam may be made up, but the maximum score allowed is 80%. The final examination must be taken on the scheduled date and at the scheduled time.

Students may not enter the classroom after the testing has begun. If the student is not in the classroom when tests are being distributed the student must follow the procedure for make-up testing.

When it is necessary to make up an examination, it will be placed in the testing center. It is the student’s responsibility to make an appointment and take the test within the specified period of time. If the instructor is not notified prior to class on the exam day, a essay exam will be given for the make-up exam.

Exceptions to these guidelines may be considered, but only if the student consults with the instructor in advance.

LATE ASSIGNMENTS:  The assignment for the Study Guide is to be submitted at the time of the unit examination. Failure to submit at the appropriate time will result in a zero.

MAINTENANCE OF STUDENT RECORDS:  The study guide assignments will be submitted at the time of the unit test. They will be returned to the student at the following class meeting. The tests will be reviewed in the following class period IF all makeup exams have been completed. All test papers are to be returned to the instructor at the completion of the review. Exams will be kept for one academic year.
STUDENT EXPECTATIONS

METHODS OF LEARNING: Students will be expected to read all assigned material, participate in the lecture-discussion classes, and participate in small group activities as assigned. Objectives for each unit of study are provided in this syllabus. Students will be expected to prepare for activities related to the assigned objectives.

ATTENDANCE STATEMENT: You are expected to attend all classes. If it is necessary to be absent from class the student is responsible for all assignments and materials covered in class. It will be necessary to obtain a fellow classmate’s notes or have a classmate tape-record the lecture for you. If there are questions or handouts see the instructor as necessary.

ACADEMIC HONESTY STATEMENT: Students are reminded that materials they may use as sources for this course may be subject to copyright protection. Additional information about copyright is provided on the library webpage at http://www.mccneb.edu/library, by your instructor, or by the College's Copyright Officer. In response to incidents of student dishonesty (cheating, plagiarism, etc.), the College imposes specific actions that may include receiving a failing grade on a test, failure in the course, suspension from the College, or dismissal from the College. The disciplinary procedures are available in the Counseling/Advising Centers.

USE OF STUDENT WORK: The ownership of student works submitted in fulfillment of classroom requirements shall remain with the student(s): By enrolling in classes offered by Metropolitan Community College, the student gives the College license to mark on, modify, and retain the work as may be required by the process of instruction, as described in the course syllabus. The institution shall not have the right to use the work in any other manner without the written consent of the student(s).

TECHNOLOGY RESOURCES: By using the information technology systems at MCC (including the computer systems and phones) you acknowledge and consent to the conditions of use as set forth in the Metropolitan Community College Procedures Memorandum on Acceptable Use of Information Technology and Resources. It is your responsibility as a student to be familiar with these procedures. The full text of the Procedures Memorandum may be found at the following website: http://www.mccneb.edu/itprocedures.htm

ASSESSMENT OF STUDENT LEARNING PROGRAM: Metropolitan Community College is committed to continuous improvement of teaching and learning. You may be asked to help us to accomplish this objective. For example, you may be asked to respond to surveys or questionnaires. In other cases, tests or assignments you are required to do for this course may be shared with faculty and used for assessment purposes. This will be done in accordance with FERPA guidelines.

USE OF COLLEGE COMPUTERS: When you use computers in College computer labs, learning centers, libraries and many classrooms, you will need to login using your student username and password. Your username is the same as your WebAdvisor username and your initial password is your student ID with leading zeros to make it seven digits. If you need assistance, please contact staff at any of the computer labs, learning centers, and libraries; your instructor may also be able to help.
It is recommended that students save their files to removable media often as they work. The College reserves the right to take steps necessary to maintain the confidentiality of student identity information through the use of automatic logouts and screensavers.

EDUCATIONAL SERVICES PROGRAM AREA IDENTIFICATION: If the instructor is not able to resolve any questions or problems for the student the Director of the Nursing Programs, Diane Hughes, is the next person to be contacted. Diane can be reached at 457-2467. Diane is available by appointment only.

The Office of the Dean should be contacted with any questions or problems that the director is not able to resolve to your satisfaction. The Dean is Stacey Ocander and she can be reached at 457-2216, by appointment only.

WX and FX Procedures

WX
WX is an administrative withdrawal/disenrollment of a student who registered but never attended class. WX is not a grade or other transcript mark; it is only a code used by the instructor or the College.

After the first class meeting and through the Section Census Date, the instructor may disenroll (WX) students who have not attended any classes. The Section Census Date is listed under the Important Dates for the course in the official Class Schedule at http://www.mccneb.edu/schedule/. There is no appeal for this disenrollment.

Any student who has been withdrawn from a class via the WX withdrawal and wishes to be reinstated must obtain faculty approval to re-register for the course. The student will need to use the CLOSED CLASS/LATE REGISTRATION form. (There is no late registration for online classes.)

FX
The FX grade, an attendance-related failure, can be determined at any time during the quarter—that is, once it is earned according to the attendance policy as specified in the instructor’s syllabus. The actual posting of the FX grade will take place at the end of the quarter on the WebAdvisor Final Grading Roster.

Avoiding the FX Grade
When a student has earned the FX grade prior to the end of the quarter, he or she may avoid receiving the failing grade by withdrawing from the course before the last date to withdraw from class. This date is posted under the Important Dates for the course on the official Class Schedule at http://www.mccneb.edu/schedule/. It is the student’s responsibility to maintain contact with the instructor to know if he or she may be subject to an FX grade and/or to drop the course in a timely manner.

LEARNING SUPPORT

Metro’s Learning, Math, and Writing Centers can help you achieve educational success. The staff in these centers provide drop-in assistance with basic math, reading, writing and computer skills. We offer a friendly, supportive learning environment. Self-paced computer-assisted instructional support in reading, vocabulary, typing, English as a Second Language, and online course orientation is also available.
Detailed information about these services are in the Student Handbook, College Catalog, and online. Links to these resources are located at http://www.mccneb.edu/learningcenter/.

COLLEGE POLICIES

College policies, such as student rights and responsibilities, academic standards, plagiarism, and etc. are outlined in the College Catalog and Student Handbook. This information can be accessed via the online catalog at http://www.mccneb.edu/academics/catalog.asp.

STUDENT WITHDRAWAL: If you cannot attend and complete this course, you should officially withdraw by calling Central Registration, 457-5231. Failure to officially withdraw will result in either an instructor withdraw (IW) or failing (F) grade. The last date to withdraw is identified on the second page of this syllabus handout.

STUDENT CODE OF CONDUCT: The college has a standard code of conduct that involves consequences for specific academic and non-academic behavior that may result in a failing grade, probation, or suspension from the college. More complete information about the code of conduct is located in the Student Services portion of the online catalog (http://www.mccneb.edu/catalog/studentinformation.asp).

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES: If you have a disability that may substantially limit your ability to participate in this class, please contact a Vocational Special Needs Counselor, located in the Student Services Office on each campus. Metropolitan Community College will provide reasonable accommodations for persons with documented qualifying disabilities. However, it is the student’s responsibility to request accommodations. For further information, please contact the Student Services Office at your campus.

REQUIRED ATTACHMENTS

1. SCHEDULE OF ASSIGNMENTS
2. IMPORTANT DATES Note: You may want to include a link Metro’s Academic Calendar at http://www.mccneb.edu/academics/calendar.asp?Theme=2

1. SCHEDULE OF ASSIGNMENTS

The schedule of assignments is listed below. The instructor reserves the right to modify this as necessary. Changes will be announced in class.
The following pages contain the specific unit objectives.

<table>
<thead>
<tr>
<th>DATE</th>
<th>CLASSROOM ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 1</td>
<td>Introduction to Course</td>
</tr>
<tr>
<td></td>
<td>Lecture: Unit I (cardiac)</td>
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<tr>
<td>WEEK 2</td>
<td>Lecture: Unit I (Cardiac),</td>
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<td>WEEK 3</td>
<td>Exam 1</td>
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<td></td>
<td>Unit II (respiratory)</td>
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<td>WEEK 4</td>
<td>Exam 2, Unit III Lecture (Cancer/Heme)</td>
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<tr>
<td>WEEK 5</td>
<td>Unit III Lecture (cancer/Heme)</td>
</tr>
<tr>
<td>WEEK 6</td>
<td>Unit III exam, Unit IV Lecture (GI)</td>
</tr>
<tr>
<td>WEEK 7</td>
<td>Unit IV Exam</td>
</tr>
<tr>
<td></td>
<td>Unit 5 lecture (Reproductive/STD)</td>
</tr>
<tr>
<td>WEEK 8</td>
<td>Unit V Lecture (Reproductive/STD)</td>
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<tr>
<td>WEEK 9</td>
<td>Exam 5, Review for Final</td>
</tr>
<tr>
<td>WEEK 10</td>
<td>Comprehensive Final Examination</td>
</tr>
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</table>
Student Services Important Dates
2010 SUMMER
June 06 – August 16, 2010

Fall Priority Registration begins ................................................................. May 05 (W)
Summer Tuition Payment Deadline .......................................................... May 10 (M)
Fall General Registration begins ............................................................... May 12 (W)
Memorial Day Recess (College Closed) .................................................... May 29-31 (Sa – M)
Summer Quarter Begins 10-week and first 5-week session ....................... June 06 (Su)
First Day for Faculty to Initiate WX grade ............................................. First class session
Independence Day Recess (College Closed) .............................................. July 4-5 (Su-M)
Last Day of Summer Classes First 5-week session ................................ July 12 (M)
Classes begin Second 5-week session .................................................... July 13 (T)
Grades Due and Posted to WebAdvisor for all summer sessions ............. August 18 (W) 5 p.m.
Spring Term “I” Grades Due ................................................................. August 6 (F)
Last Day of Summer Classes 10-week and Second 5-week ..................... August 16 (M)
Annual Graduation Ceremony ............................................................... May 14 (M)
Summer Term Graduation Application Deadline ..................................... July 01 (Th)

The Last Day to Drop for a “W” grade is also the last day for students to change from “Credit” to
“Audit” or “Audit” to “Credit” with instructor approval. Students must drop by this date to avoid being
assigned a grade of “F”. **NOTE: “Last day to drop” refers to grades only.**

To view the Last Day to Drop specific to your course section, go to the online class schedule at
http://www.mccneb.edu/schedule/classschedule.asp and click on the “Important Dates” tab next to the
course.

The Refund drop dates for each course section are automatically calculated based on the start and end
dates and the number of sessions for the course. **NOTE: Refer to refund policy below to determine the last
day to receive a refund for your course.**

**REFUND POLICY**

Eligibility for a refund is automatically calculated by the date of the withdrawal. The amount of refund
is based on the number of class meetings held prior to the withdrawal compared to the total number of
scheduled sessions for the course.

For refund or account questions call: (402) 457-2405 or 1-800-228-9553, extension 2405.
UNIT I: CARDIOVASCULAR SYSTEM

UNIT OBJECTIVES: At the completion of this unit of study the student will be able to:

1. Describe the normal anatomy and physiology of the cardiovascular system.
2. List the data to be obtained in the client with a cardiac disorder.
3. Identify the nursing implications of age-related changes in the cardiovascular system.
4. Explain the nursing considerations for clients having selected diagnostic procedures to detect or evaluate cardiac disorders.
5. Discuss coronary artery disease and identify the etiology and risk factors, data commonly collected, treatments prescribed and related nursing interventions.
6. Discuss the following common cardiac therapeutic measures: medications, diet, oxygen, exercise programs, (cardiac rehabilitation), pacemaker, automatic implantable cardioverter-defibrillator (AICD), angioplasty with STENT, cardiac surgery, electrophysiology study with ablation, cardiopulmonary resuscitation.
7. Discuss the disease condition myocardial infarction by describing the etiology, risk factors, data commonly collected, treatments prescribed and related nursing interventions.
8. Describe the complications which may occur following a myocardial infarction.
9. Discuss congestive heart failure including the definition, etiology, assessments, prescribed treatments, and nursing interventions.
10. Define cardiac dysrhythmias and identify common types.
11. Define hypertension as related to blood pressure identifying the types, identifying symptoms, discussing treatment and related nursing observations and interventions.
12. Describe the following valvular disorders: Mitral stenosis, mitral insufficiency, mitral prolapse, aortic stenosis, and aortic insufficiency.
13. Compare and contrast the following inflammatory conditions of the heart including definition, data collection, medical treatments and nursing interventions: endocarditis, myocarditis, pericarditis.
14. Discuss the nursing process as it relates to the cardiovascular system.
15. Discuss nutritional concepts as they relate to the care of a client with a cardiovascular disorder.
17. Be able to utilize medical terminology and abbreviations.
18. Define the following terms:

<table>
<thead>
<tr>
<th>Afterload</th>
<th>Coronary Artery Disease</th>
<th>Plaques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angina Pectoris</td>
<td>Defibrilation/Cardioversion</td>
<td>Preload</td>
</tr>
<tr>
<td>Angioplasty</td>
<td>Depolarization</td>
<td>Pulmonary Edema</td>
</tr>
<tr>
<td>Arteriosclerosis</td>
<td>Dysrhythmia</td>
<td>Purkinje’s Fibers</td>
</tr>
<tr>
<td>Atrial-Ventricular Node</td>
<td>Ejection Fraction</td>
<td>Reguritation</td>
</tr>
<tr>
<td>Atrial Fibrillation</td>
<td>Heart Block</td>
<td>Repolarization</td>
</tr>
<tr>
<td>(AICD) Automatic implantable Cardioverter-defibrillator</td>
<td>Hypertension</td>
<td>Sinoatrial Node</td>
</tr>
<tr>
<td>Bio Markers: Troponin, Myoglobin, CPK-MB, BNP</td>
<td>Hypertrophy</td>
<td>Sinus Bradycardia</td>
</tr>
<tr>
<td>Cardiac Output</td>
<td>Myocardial Infarction</td>
<td>Sinus Tachycardia</td>
</tr>
<tr>
<td>Cardiac Cycle</td>
<td>Murmur</td>
<td>Stenosis</td>
</tr>
<tr>
<td>Cardiogenic Shock</td>
<td>Orthostatic Hypotension</td>
<td>Stent</td>
</tr>
<tr>
<td>Central Venous Pressure</td>
<td>Pacemaker</td>
<td>Stroke Volume</td>
</tr>
<tr>
<td>Palpitation</td>
<td>Perfusion</td>
<td>Syncopy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thromboembolism</td>
</tr>
</tbody>
</table>
REQUIRED LEARNING ACTIVITIES

Reading assignment: Linton and Maebius, chapter 35, 36, and 37
Study Guide Assignment: Complete C.V. Study Guide.

Participate in classroom activities
Fulfill the unit objectives
Complete the unit examination

SUGGESTED LEARNING ACTIVITIES

1. During the quarter, care for clients with a cardiovascular disorder.
2. View video series on Coronary Artery Disease: Assessment and Rehabilitation and Lifestyle Management; Care of Patient with Angina.
3. Determine an appropriate dietary meal plan for the client who has: CHF, HTN, AMI.
4. Identify risk factors in your own life that may lead to cardiovascular problems.
UNIT II: THE RESPIRATORY SYSTEM

UNIT OBJECTIVES: At the end of this unit of study the student will be able to:

1. Describe the normal anatomy and physiology of the respiratory system.
2. Discuss the data to be collected from the client with a respiratory disorder.
3. Describe the nursing implications of age-related changes in the respiratory system.
4. Describe selected diagnostic tests and procedures for respiratory disorders and identify the related nursing interventions.
5. Describe the basic pathophysiological changes, symptoms, data commonly collected, diagnostic medical treatment, and nursing interventions for the following conditions: Acute viral rhinitis, influenza, pleurisy, pneumonia, pneumothorax, pulmonary embolus, acute respiratory distress syndrome.
6. Recall from pharmacology the selected drug classifications used to treat diseases of the respiratory system and list nursing interventions associated with each.
7. Discuss the basic pathophysiology, risk factors, symptoms, data commonly collected, diagnostic tests, medical treatment, and nursing interventions for chronic obstructive pulmonary disease to include: Asthma, chronic bronchitis, and emphysema.
8. Discuss the basic pathophysiology, risk factors, symptoms, data commonly collected, diagnostic tests, medical treatment, and nursing interventions for restrictive pulmonary disease to include: Tuberculosis and lung cancer.
9. Describe nursing assessments and interventions utilized when caring for a client following thoracic surgery.
10. Discuss the nursing process as it relates to the respiratory system.
11. Discuss nutritional concepts as they relate to the care of a client with a respiratory disorder.
12. Demonstrate mastery of mathematical calculations.
13. Be able to utilize medical terminology and abbreviations.
14. Define the terms on the vocabulary list.

Asthma             Asthma
Atelectasis        Emphyema
Bronchiectasis     Exertional Dyspnea
(COPD) Chronic Obstructive     Restrictive Pulmonary Disease
    Pulmonary Disease
Chronic Bronchitis
Cor Pulmonale
Crepitation
Crackles/Rales
Dyspnea
Emphysema

Empyema          Empyema
Hemoptysis       Hemothorax
Hypoxia          Hypoxia
Hypoxemia        Hypercapnia
Lobectomy        Lobectomy
Perfusion        Perfusion
Pneumonecctomy   Pneumonecctomy
Pneumothorax     Pneumothorax

Respiration     Respiration
Rhonchi         Rhonchi
Surfactant      Surfactant
Thoracentesis   Thoracentesis
Thoracotomy     Thoracotomy
Tissue Perfusion
Tissue Perfusion
Tachypnea       Tachypnea
Ventilation     Ventilation
Wheeze          Wheeze
REQUIRED LEARNING ACTIVITIES

Reading assignment: Linton and Maebius. Chapters 30 and 31.
Study Guide Assignment: Complete the Pulmonary Study Guide

Participate in classroom activities
Fulfill the unit objectives
Complete the unit examination
Video: “Chest Tube Drainage”

SUGGESTED ACTIVITIES

1. During the quarter, care for a client who has an alteration in the respiratory system.
3. Examine Pleur-evac suction equipment in class.
UNIT III: CARING FOR A CLIENT WITH CANCER, HEMATOLOGIC AND LYMPHATIC DISORDERS

Unit Objectives: At the completion of this unit of study each student will be able to:

1. Define cancer.
2. Explain the differences between benign and malignant tumors.
3. Discuss the incidence of cancer in the American population.
4. List the risk factors for cancer.
5. List the danger signs of cancer.
6. Define terms used to name and classify cancer.
7. Identify selected tests commonly used to diagnose the presence of cancer in the body.
8. Describe current treatments commonly used to treat clients with cancer and discuss related nursing interventions.
9. Identify considerations which cause a great deal of emotional stress for the client with a diagnosis of cancer.
10. Recall from mental health the needs of the terminally ill cancer client and the family.
11. Name local organizations that can be used for referrals for the cancer client and family.
12. Identify the etiology, data collection, interventions, and prevention of AID’s.
13. Identify the major functions of the blood.
14. List the two major components of the blood.
15. Describe the characteristics of plasma.
16. Describe the characteristics of each type of blood cell.
17. Distinguish the normal values for the following: Red blood cell count, white blood cell count, platelet count, hemoglobin, and hematocrit.
18. Recall the major organs of the lymphatic system, and their functions.
19. List assessments pertinent to the hematologic and lymphatic system.
20. Discuss the diagnostic tests used to evaluate the client for a hematologic or a lymphatic disorder.
21. Outline the specific data collection to be done when a client is receiving a blood transfusion.
22. Discuss the following disorders of the red blood cells: Polycythemia vera, iron deficiency anemia, pernicious anemia.
23. Define leukemia and discuss the various aspects of acute and chronic leukemia including the nursing care.
24. Describe the following lymphatic disorders: Multiple Myeloma, Hodgkin’s, and non-Hodgkin’s disease.
25. Discuss the nursing process as it relates to the client with cancer, hematologic and lymphatic disorders.
26. Discuss the nutritional concepts as they relate to the care of the client with cancer, hematologic and lymphatic disorders.
27. Demonstrate master of mathematical calculations.
28. Be able to utilize medical terminology and abbreviations.
29. Define the terms on the vocabulary list.
VOCABULARY LIST

Alopecia  Cytomegalovirus  Metastasis
Anemia  Ecchymosis  Neoplasm
Antibody  Pneumocystis  Oncology
Antigen  Encapsulated  Palliative
Antineoplastic drugs  Hematology  Petechiae
Benign  Hemostasis  Primary Site
Biotherapy  Immunity  Purpura
Bone marrow Transplant  Infiltrate  Radiotherapy
Carcinogen  Leukopenia  Terminal prognosis
Chemotherapy  Leukoplakia  Thrombocytopenia
Cytological Smear  Malignant  Universal Donor

REQUIRED LEARNING ACTIVITIES

Reading assignment: Linton and Maebius. Chapters 25, 32, 33, and 34
Study Guide Assignment: Complete study guide R/T Cancer, Hematologic, Lymphatic system.
Participate in classroom activities
Fulfill the unit objectives
Complete the unit examination

SUGGESTED LEARNING ACTIVITIES

1. During the quarter, care for a client with cancer, hematologic and/or lymphatic disorder.
2. Discuss situations you have encountered with cancer during your life.
UNIT IV: GASTROINTESTINAL SYSTEM NURS 1120

UNIT OBJECTIVES: At the completion of this unit study the student should be able to:
1. Recall the normal anatomy and physiology of the gastrointestinal (GI) system.
2. Discuss the data to be collected from the client with a disorder of the GI system.
3. Describe the nursing implications of age-related changes in the GI system.
4. Describe selected diagnostic tests and procedures for GI disorders and identify the related nursing interventions.
5. Discuss the nursing interventions and observations for a client with GI decompression.
6. Recall from pharmacology the drug classifications commonly used to treat disorders of the GI system.
7. Identify the etiology of common oral inflammatory and/or infectious disorders and describe the nursing interventions utilized to promote healing and comfort.
8. Describe the basic pathophysiological changes, symptoms, data commonly collected, diagnostic studies, medical treatment, and nursing interventions for the following conditions: Gastritis, GERD, hiatal hernia, abdominal hernia, peptic ulcer disease, cancer of the stomach.
9. Describe the pathophysiology, symptoms, data commonly collected, diagnostic studies, medical treatment, and nursing interventions for the following conditions: Appendicitis, irritable bowel syndrome, inflammatory bowel disease, bowel obstruction, peritonitis, diverticulitis, colorectal cancer, hemorrhoids.
10. Define possible causes of malabsorption from the small bowel, list assessments, and describe nursing interventions.
11. Discuss nursing interventions following gastric surgery.
12. Explain the nursing observations and interventions necessary for a client who is experiencing nausea, vomiting, diarrhea, constipation.
13. Identify nursing interventions in the peri-operative phases of a client having small or large intestinal surgery.
14. Discuss the nursing process as it relates to the GI system.
15. Discuss nutritional concepts as they relate to the care of the client with a GI disorder.
17. Utilize medical terminology and abbreviations related to the GI system.
18. Define the following vocabulary terms:

<table>
<thead>
<tr>
<th>Term</th>
<th>Term</th>
<th>Term</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anal Fistula</td>
<td>ERCP</td>
<td>GERD</td>
<td>Pyloric Spasm</td>
</tr>
<tr>
<td>Anorexia</td>
<td>Eructation</td>
<td>Gingivitis</td>
<td>Rectal Abscess</td>
</tr>
<tr>
<td>Caries</td>
<td>Esophagoscopy</td>
<td>Herniorrhaphy</td>
<td>Rectal Tenesmus</td>
</tr>
<tr>
<td>Crohn’s Disease</td>
<td>Esophageal Varices</td>
<td>Ileostomy</td>
<td>Regurgitation</td>
</tr>
<tr>
<td>Diverticulosis</td>
<td>GI Bleed</td>
<td>Incisional Hernia</td>
<td>Sengstaken-</td>
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<tr>
<td>Diverticulum</td>
<td>Esophagogastroduo</td>
<td>Inguinal Hernia</td>
<td>Blakemore Tube</td>
</tr>
<tr>
<td>Dyspepsia</td>
<td>denoscopy</td>
<td>Malabsorption</td>
<td>Spider Angiomas</td>
</tr>
<tr>
<td>Dysphagia</td>
<td>Flatulence</td>
<td>Paralytic Ileus</td>
<td>Stomatitis</td>
</tr>
<tr>
<td>Emesis</td>
<td>Gastrectomy</td>
<td>Peptic Ulcer</td>
<td>Umbilical Hernia</td>
</tr>
<tr>
<td>Echymosis</td>
<td>Gastroscopy</td>
<td>Peristalsis</td>
<td>Whipple Procedure</td>
</tr>
</tbody>
</table>
Required Learning Activities

Reading assignment: Linton and Maebius. Chapters 38
Unit 3 test (GI) 1/14/08 chapters 38
Study Guide Assignment: Complete the GI Study Guide.

Participate in classroom activities
Fulfill the unit objectives
Complete the unit examination

Suggested Learning Activities
1. During the quarter, care for a client with an GI disorder.
UNIT V: THE REPRODUCTIVE SYSTEM AND SEXUALLY TRANSMITTED DISEASES

UNIT OBJECTIVES: At the completion of this unit of study the student will be able to:

1. Recall the anatomy and basic physiology of the reproductive system through the life span.
2. Recall the progression of the normal menstrual cycle.
3. List all nursing assessments related to the reproductive system.
4. Explain the nursing considerations for clients having selected diagnostic procedures to detect or evaluate disorders of the reproductive system.
5. Describe the basic pathophysiological, assessment, treatment, and nursing interventions for sexually transmitted diseases (STD’s).
6. Describe the basic pathophysiological changes, symptoms, data commonly collected, diagnostic, medical treatment, and nursing interventions for benign and cancerous disorders of the reproductive system.
7. Describe how to perform a self breast examination and how often it should be done.
8. Describe the pathophysiology, assessments and nursing interventions for mastitis, breast abscess, and cancer of the breast.
9. Define each of the following types of surgical procedures and discuss the perioperative responsibilities: breast biopsy, lumpectomy, mastectomies.
10. Identify abnormal findings when assessing the external male genitalia.
11. Compare and contrast the following inflammatory conditions: prostatitis, epididymitis, and orchitis.
12. Describe the signs and symptoms and treatments associated with benign prostatic hypertrophy.
13. Discuss perioperative responsibilities when caring for a client with prostatectomies.
14. Discuss risk factors, symptoms, diagnostic tools, treatments and nursing interventions for cancer of the prostate and testicles.
15. Discuss erectile dysfunction and describe the causative factors and list the treatments.
16. Discuss nutritional concepts as they relate to the care of the client with a reproductive disorder.
17. Demonstrate mastery of mathematical calculations.
18. Be able to utilize medical terminology and abbreviations.
19. Define the terms on the vocabulary list (on next page).

VOCABULARY LIST

Antibiotic Resistance  
Amenorrhea  
Augmentation  
Mammoplasty  
Carcinoma In Situ  
Chancres  
Chlamydia  
Circumcision  
Coitus  
Cryptorchidism  
Cystocele  
Cytomegalovirus  
Dyspareunia  
Dysmenorrhea  
Dysplasia  
Endometriosis  
Epididymitis  
Epispidias  
Erectile Dysfunction  
Fibroma  
Fistula  
Genitalia  
Gonorrhea  
Gynecomastia  
Hydrocele  
Hypospadias  
Hysterectomy (Vaginal, Abdominal)  
Incidence  
Incubation Period  
Lymphedema  
Mammoplasty  
Menopause  
Menarche  
Menorrhagia  
Menses  
Metrorrhagia  
Myomectomy  
Orchitis  
Osteoporosis
Phimosis
PMS
Prepuce
Priapism
Prostatitis
Rectocele
Retroversion
Salpingoophorectomy
Smegma
Spermatogen
Syphilis
Testicular Torsion
Trichomoniasis
Uterine prolapse
Vaginitis
Venereal Disease
Varicocele
Vulvitis

REQUIRED LEARNING ACTIVITIES

Reading assignment: Linton and Maebius, Chapters 47, 48, and 49.
Study Guide Assignment: Complete Reproductive Study Guide.
Participate in classroom activities
Fulfill the unit objectives
Complete unit examination
During the quarter, care for a client who has an alteration in the reproductive system.

View Video: “The Silent epidemic”
View Video: “Breast Self-Examination”
NURS 1120 Clinical

THE CLASS AND THE INSTRUCTORS:

INSTRUCTORS: Diana Blum, Jean Goble, Kim McComb-Meisinger, Susie Wilson, Nancy Pares

COURSE SECTION AND TITLE: NURS 1120 Adult Nursing II – Clinical

LOCATION OF CLASS: Assigned clinical facility

METHODS OF CONTACTING INSTRUCTOR: See front cover of syllabus.

SECTION VI: CLINICAL FOCUS

Students are assigned 132 hours of direct adult client care with alterations in selected health problems. The course helps to increase the student’s ability to function in more complex nursing situations utilizing the nursing process as they care for at least two clients in acute care. The nursing process, medication administration, and therapeutic communication are expanded. Emphasis is placed on the need for the student to function more independently with supervision.

SECTION VII: INSTRUCTOR RESPONSIBILITIES:

CLINICAL METHODS OF INSTRUCTION WILL INCLUDE:

Group discussion, post conferences, individual supervision and teaching dictated by needs of the client(s).

FOR ASSESSING CLINICAL STUDENT PROGRESS:

The instructor will observe the student’s performance in the clinical area. Post conferences will be utilized to assess student’s knowledge. Written assignments will be given. A written nursing care plan will be assigned to assess student’s knowledge of the nursing process. Medications will be administered at specific times.

ASSESSMENT METHODS:

The student will receive a satisfactory (S), unsatisfactory (US), needs improvement (NI), or not observed (NO) or not applicable (NA) based on the quality of clinical performance. The instructor will rate the student’s performance weekly. The student must achieve a satisfactory for each objective by the end of the clinical course. If the student does not achieve a satisfactory for each objective by the end of the quarter the grade will be an unsatisfactory for the objective. An unsatisfactory in any one objective at the end of the quarter indicates that the objective has not been met and therefore constitutes a clinical failure. (Any unsatisfactory for any clinical objectives must be followed by a satisfactory). The student must pass clinical to pass the course. The student will participate in self-evaluation during the quarter.
SECTION VIII: STUDENT RESPONSIBILITIES:

METHODS OF LEARNING IN THE CLINICAL SETTING:

Students will utilize the nursing process as a problem solving mechanism when caring for one client initially and later two clients in the acute care setting. Students will prepare written assignments according to specified guidelines.

The student will participate in self-evaluation. The student must complete all assigned pre-lab requirements before the assigned clinical experience. Students are totally and completely responsible for all assignments.

UNIFORMS:

Uniforms must be worn, and must be clean and pressed. The instructor reserves the right to dismiss a student from the clinical area if the student’s dress and personal hygiene does not meet the standards of the program, and the hours missed will be reflected on the attendance record of the student.

ATTENDANCE:

Refer to the Nursing Program Policy and Procedure attendance policy.

EQUIPMENT:

Watch that calculates time with seconds.
Stethoscope
Penlight
Scissors
Gait Belt
Basic Calculator
CLINICAL OBJECTIVES:

At the completion of this clinical experience each student will be able to:

1. Maintain standards of ethical, professional and legal behavior while functioning as a safe and competent member of the interdisciplinary team under the supervision of a registered nurse or licensed practitioner.
   a. Functions within the Scope of Practice and in accordance with educational level.
      1. Protects confidential information.
   b. Documents nursing care in an accurate manner with minimal guidance.
   c. Maintains safe environment at all times.
      1. Uses siderails appropriately.
      2. Call light is within reach.
      3. Uses gait belt when ambulating.
      4. Practices appropriate body mechanics consistently.
      5. Applies and maintains restraints correctly and follows institutional policies regarding same.
   d. Adheres to institutional policies regarding standard precautions.
      1. Handwashing.
      2. Utilizing barrier protectors.
      3. Cleaning client area.
      4. Handling linen correctly.

2. Demonstrate responsibility and accountability for nursing practice with an awareness of the need for continued personal learning and self development.
   a. Demonstrates accountability for own actions.
      1. Demonstrates industry and initiative.
      2. Demonstrates reliable clinical attendance.
   b. Strives to improve strengths and limitations with guidance from instructor.
   c. Reports promptly and participates in conferences.
   d. Successfully completes all written assignments on time and with appropriate minimum score when applicable.
      1. Completes daily prelab documents as assigned.
      2. Completes math exam with a 90% (only three attempts per policy).
   e. Maintains good personal hygiene.
   f. Adheres to regulations for acceptable clinical dress.

3. Display caring behaviors in the delivery of nursing care to clients.
   a. Accepts differences of race and culture.
   b. Demonstrates a respectful attitude towards others.
   c. Uses appropriate title and tone of voice.
   d. Spends time with client beyond the time spent providing physical care.
   e. Provides privacy for the client when appropriate.
   f. Able to recognize measures to support psycho-social integrity.
   g. Accepts client’s communications without judging.
   h. Demonstrates an awareness of client’s religious needs.
   i. Demonstrates a positive attitude through one’s behavior.
   j. Behaves in an empathetic manner.

4. Utilize knowledge from nursing and related disciplines when applying the nursing process in the provision of nursing care for clients.
a. Assesses the basic human needs.
b. Collects data related to assigned client(s).
   1. Performs physical assessment on client(s) per protocol.
   2. Records the results of pertinent laboratory and diagnostic tests.
   3. Defines diagnostic tests and relates to clients condition.
c. Record and define the nursing diagnosis per the plan of care or with guidance of instructor.
   1. Uses references to look up current medical condition.
d. Develops a plan of care based on the nursing diagnosis with guidance from the clinical instructor.
   1. Establishes short term goals based on the existing care plan.
   2. Identifies nursing interventions related to established goals.
   3. Expresses appropriate rationale for each nursing intervention.
e. Implements the plan of care in a thorough manner under the supervision of the clinical instructor.
   1. Initiates care without direct supervision of the clinical instructor.
   2. Reviews procedures in procedure manual as necessary.
f. Participates in the evaluation of care with guidance from the clinical instructor.
   1. Talks with the client to determine client response to care.
   2. Observes and describes changes in client’s status.
   3. States how well goals were met.
   4. Describes modification necessary in plan care.
g. Successfully completes nursing care plan with three nursing diagnoses.

5. Manage the nursing care of clients with selected health needs in structured settings in collaboration with the interdisciplinary team.
a. Discusses plan of care with appropriate nursing staff.
b. Informs appropriate staff member if client assignment requires nursing action above level of responsibility.
c. Utilizes an organized plan of care.
d. Follows instructions provided by instructors or appropriate health team member.
e. Directs questions or problems regarding nursing care to the instructor.
f. Actively participates in client care discussion in post conferences.

6. Employ therapeutic communication to establish relationships with clients and the interdisciplinary team.
a. Introduces self and initiates conversation with client.
b. Notes client’s verbal and nonverbal communication.
c. Explains procedures before beginning.
d. Aware of data on all appropriate institutional documents.
e. Reports client concerns and pertinent observations to appropriate health team member and instructor in a timely manner.
f. Gives a concise and comprehensive report to appropriate health team member at the end of clinical hours.
g. Completes one computer generated process recording.
h. Communicates effectively with all clients, families and health care team members at all times.

7. Utilize the teaching-learning process to assist clients to reach a higher level of health
a. Instructs client on health promotion measures.
1. Identifies changes to decrease risk factors associated with current condition/lifestyle.
2. Identifies support groups and community resources that may be of assistance to the client/family.

b. Administers medications utilizing safe practices.
   1. Three check method when preparing medications.
   2. “Six Rights” when administering medications.
   3. Administers oral and injectable medications only with supervision.
   4. Verbalizes the following information regarding each medication administered.
      a. Name(s) of drug.
      b. Classification of drug
      c. Action.
      d. Side effects
      e. Nursing implications that are within the LPN Scope of practice and are relevant to the nursing care provided.

5. Instructs client on:
   a. Name of drug.
   b. Why the client is receiving this drug.
   c. Pertinent nursing observations.

6. Identifies clients needs regarding PRN Medications.

c. Provide basic information regarding health care practices with guidance from instructor.

8. Follow the hierarchy of needs when providing nursing care to clients in collaboration with the interdisciplinary team.
   a. Meets the physiologic needs of the client.
      1. Evaluates nutritional needs and state of hydration.
         a. Measure and record I & O.
         b. Observe insertion site of IV’s for symptoms of infiltration or phlebitis.
         c. Observe rate of IV infusion.
         d. Report symptoms of fluid imbalance.
      2. Successfully completes the following assessments:
         a. Lung sounds.
         b. Circulation.
         c. Neurological.
         e. Apical pulse
   b. Meets the safety needs of the client.
      1. Demonstrate safe and competent nursing practice.
      2. Identifies factors related to client’s current condition which may put them at risk for complications.
**Course evaluation and outcome measurements:**
Listed below are the course objectives and the assessment measures.

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Assessment Measure</th>
</tr>
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<tbody>
<tr>
<td>1. Maintain standards of ethical, professional, and legal behavior while functioning as a safe and competent member of the interdisciplinary team under the supervision of the registered nurse or licensed practitioner.</td>
<td>Demonstrates those behaviors/skills/requirements designated in this course syllabus and on the evaluation form, as essential for this objective.</td>
</tr>
<tr>
<td>2. Demonstrate responsibility and accountability for nursing practice with an awareness of the need for continued learning and self-development.</td>
<td>Demonstrates those behaviors/skills/requirements designated in this course syllabus and on the evaluation form, as essential for this objective.</td>
</tr>
<tr>
<td>3. Display caring behaviors in the delivery of nursing care to clients.</td>
<td>Demonstrates those behaviors/skills/requirements designated in this course syllabus and on the evaluation form, as essential for this objective.</td>
</tr>
<tr>
<td>4. Utilize knowledge from nursing and related disciplines when applying the nursing process in the provision of nursing care to clients.</td>
<td>Demonstrates those behaviors/skills/requirements designated in this course syllabus and on the evaluation form, as essential for this objective.</td>
</tr>
<tr>
<td>5. Manage the nursing care client with selected health needs in structured settings in collaboration with the interdisciplinary team.</td>
<td>Demonstrates those behaviors/skills/requirements designated in this course syllabus and on the evaluation form, as essential for this objective.</td>
</tr>
<tr>
<td>6. Employ therapeutic communication to establish relationships with clients and the interdisciplinary team.</td>
<td>Demonstrates those behaviors/skills/requirements designated in this course syllabus and on the evaluation form, as essential for this objective.</td>
</tr>
<tr>
<td>7. Utilize the teaching-learning process to assist clients to reach a higher level of health.</td>
<td>Demonstrates those behaviors/skills/requirements designated in this course syllabus and on the evaluation form, as essential for this objective.</td>
</tr>
<tr>
<td>8. Follow the hierarchy of needs when providing nursing care to clients in collaboration with the interdisciplinary team.</td>
<td>Demonstrates those behaviors/skills/requirements designated in this course syllabus and on the evaluation form, as essential for this objective.</td>
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</table>
Guidelines for Completing the Nursing Care Plan

During this quarter each student must successfully complete a nursing care plan demonstrating the ability to utilize the nursing process. This nursing care plan is to be computer generated and submitted to the instructor(s) at a due date assigned by the instructor(s). The instructor will evaluate the care plan and return it as soon as possible. The grading process is as follows:

<table>
<thead>
<tr>
<th>Satisfactory</th>
<th>Incomplete</th>
<th>Unsatisfactory</th>
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<tbody>
<tr>
<td>All information requested on the care plan form is provided. The care plan is neat, concise, and orderly. The nursing diagnosis, goal statement, and the evaluation will be stated in the correct manner. There will be a minimum of 5 nursing interventions identified and a specific rationale for each intervention.</td>
<td>The nursing care plan will be graded incomplete if: 1. All necessary information is not present. 2. There are any questions the instructor has regarding the information provided. If an incomplete grade is received, the student will make all corrections, additions, etc. on a separate sheet of paper. This will be clipped to the original care plan and both will be submitted to the instructor.</td>
<td>The instructor will assign a grade of unsatisfactory if: 1. The nursing care plan is handed in late without advanced permission. 2. The corrections requested on the incomplete nursing care plan are not made in a satisfactory manner. If a student receives an unsatisfactory grade on a nursing care plan, another must be written on a different client and submitted the week the student cares for the client.</td>
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</tbody>
</table>

The student must have one successfully completed nursing care plan that contains three nursing diagnoses. The care plan must be completed on the computer.
METROPOLITAN COMMUNITY COLLEGE
NURS 1120
CARDIOVASCULAR STUDYGUIDE

Name: ____________________________ Date: ____________________________

To receive credit for this study guide, it must be typed and it must be handed in on the
day of the exam for the cardiac unit. There is a total of 50 points on this assignment.

ASSESSMENT:

Health History: Mrs. Ling is a 73-year old Chinese-American woman. She is a retired
business owner who lives alone and has no immediate family in the area. She began
having dyspnea and orthopnea that has become progressively worse over the past 3 days.
Her past medical history includes a myocardial infarction 1 year ago and a 10 year
history of hypertension treated with diet and Verapamil 240 mg daily. Currently she
complains of fatigue, restlessness, nervousness, insomnia, and a productive cough with
pink sputum.

Physical Examination: Vital signs: temperature 98 degrees F orally; pulse 104, slightly
irregular; respirations 24; blood pressure 168/96; O2 saturation 88% on room air. Height
5'2"; weight 152 lbs (a 7-lb increase in 1 week). She is alert and oriented X 3 but
appears anxious. Her skin is pale and diaphoretic. Jugular vein distention is noted.
Auscultation of her lungs reveals crackles in the lower lobes of both lungs. Abdomen is
distended. Bowel sounds are active X 4 quads. There is 3+ pitting edema in both feet
and ankles.

Diagnostics: CBC, CHF peptide, Complete Metabolic Profile, EKG, Chest X ray,
Echocardiogram

Medications ordered on admission are: Lasix 80 mg IVP; Enalapril 5 mg daily; Toprol
XL 50 mg daily;
K-dur 40meq bid; Enteric coated ASA 81 mg daily; Morphine Sulfate 2 mg IVP stat.
O2 at 2L/nc

Diet: 2G sodium diet

Questions pertaining to case study

1. Define CHF. (With definition, include signs and symptoms, and etiology). (5points)

2. Define HTN and Myocardial Infarction. (Include S/S and etiology). (2 points)

3. Describe information that can be gained from each of the diagnostic tests as it relates
to this client. (6 points).

Continued on Next Page
4. What is the 1. classifications 2. action and 3. nursing implication of each of the medications ordered? (9 points).

5. What is the rationale for each of the medications ordered as it relates to this client? (6 points).

6. List the S/S of left sided heart failure and the S/S of right sided heart failure as it relates to this case study. (2 points).

7. In the above case study list all the subjective data and all of the objective data. (2 points).

8. Identify 3 priority Nursing Diagnosis and Goals for this client. (Write SMART goals). (3 points).

9. Select 1 of the above Nursing Diagnosis and establish 5 nursing interventions and rationales. (10 points).

10. List 5 important teaching areas for a client being discharged with CHF. (Be specific on what areas and on the information the nurse will instruct the client). (5 points).
Name:______________________ Date:_____________

To receive credit for this study guide, it must be typed and it must be handed in on time. There is a total of 50 points for this assignment.

ASSESSMENT:
Health History: Sally Roe is a 73 year old woman admitted for increased dyspnea. She was diagnosed with chronic bronchitis and emphysema 3 years ago. She has currently been feeling fatigued with an increase in Shortness of Breath on exertion and at rest. She has a productive cough that produces yellow sputum. Mrs. Roe states “I am depressed” “ I don’t have much of an appetite” and states she has lost “a little” weight over the past few weeks.

ALLERGY: Penicillin

Social History: lives alone and has no family in the area, she is also a retired nurse. She smokes 1 ½ packs of cigarettes for the last 45 years. States “I’ve tried several times to quit but the longest I have been able to quit is 1 week”

PMH: Frequent respiratory infections, 2 hospitalizations for pneumonia in 2002, MI 1998, HTN

Current medications: Prinivil10mg daily, Atrovent inhaler four times/day.

Physical Exam: VS 100.6-100-28-142/94 86% on room air. The client is seated with her hands on her knees to elevate her shoulders. She appears in mild distress. Her color is pink. Pursed lip breathing is noted. Accessory muscles of respiration is tense. The thorax is barrel shaped. Lung sounds reveal expiratory wheezes anteriorly, diminished in the bases bilaterally. Abd is soft. Abd muscles are used in respirations. No peripheral edema noted. Weight is 111pounds and height is 5’5”.

Diagnostics: CBC, CMP, ABGs, Sputum C & S, Chest X-ray, PFT

Medications ordered on Admission: Prinivil 10mg po Daily; EC ASA 81mg po Daily; Atrovent 500mcg per nebulizer Q6 hours; Azmacort 200mcg inhaler 2 puffs three times/day; Proventil 2 puffs four times/day prn; Tylenol gr X q4 hours prn temp>101.

Antibiotic use to be assessed after sputum culture resulted

O2 @ 1-3 liters per NC to maintain O2 sats > or = to 90%

Diet:2000 cal low sodium in 6 small feedings

Fluid Restriction: 3000ml/24hours

Activity: Bed rest with BRP only

Continued on Next Page
1. Define Chronic Bronchitis and Emphysema (include S/S and etiology) (5 points)

2. Describe information that can be gained from each of the diagnostic tests as it relates to this client. (6 points)

3. Describe in detail how the nurse would instruct the client to use inhalers (4 points)

4. What are the nursing responsibilities when administering the nebulizer treatment? (4 points)

5. What is the rationale for the ordered Diet? Fluid order? (2 points)

6. What is the rationale for the O2 order? (2 points)

7. In the above case study list all the objective date and all of the subjective data? (4 points)

8. Identify 3 priority nursing diagnosis and goals for this client (6 points)

9. Select one of the above nursing diagnosis and establish 5 nursing interventions and rationales. (10 points)

10. List 5 important teaching areas for a client being discharged with COPD (Be specific on what areas and on the information the nurse will instruct the client) (5 points)
To receive credit for this study guide, it must be typed and it must be handed in on the day of the exam for the GI unit. There is a total of 50 points on this assignment.

1. Identify at least 6 assessment parameters associated with significant GI blood loss. (10 points)

2. Discuss the current recommendations for colorectal screening.

3. Describe the preoperative preparation for a client having bowel surgery providing rationale for each. (List at least 10 priority interventions) (10 points)

4. Discuss the potential post operative complications of bowel surgery and list the signs/symptoms and interventions for each.

5. Provide instruction to a client experiencing diverticular disease and include: Knowledge of disease and potential complications, nutritional interventions across continuum, symptoms to report to MD. (18 points)
CASE STUDY
Maria Hernandez, a 78-year-old Hispanic woman, was diagnosed with colon cancer and had a colon resection 6 months ago. When she comes in for chemotherapy, she reports that she has been progressively anorexic and nauseated since beginning chemotherapy of 5-fluorouracil (5-FU). She states “I just can’t eat. My mouth is so sore and it hurts to swallow. I’ve lost so much weight.

Data: Ht: 5’4”, Wt. 102 lbs. VS: BP 134/76; TPR 99-88-16. Apical pulse is 88 and regular. Skin is pale with poor turgor; oral mucous membranes red and swollen. Hair dry and brittle. Bowel sounds normoactive in all 4 quadrants. Urine is concentrated.

Hgb: 13.4; WBC: 6,500.

Write the priority nursing diagnosis for Mrs. Hernandez. (3 points)

Write a goal for Mrs. Hernandez. (3 points)

Write 5 nursing interventions and their rationale. (10 points)

CASE STUDY
A 42-year-old male client is admitted to the medical floor with Pneumocystis carinii pneumonia. Two years ago he was diagnosed with AIDS and has “felt good” until last week when he started to feel tired. His CD4 T-cell count dropped from 500 to 400/mm³. The nurse notes a dry cough and hears crackles in the bases. He says, “I get really short of breath when I walk.” He complains of being cold, yet the room temperature is normal. He states he has night sweats and has lost 4 lbs. in the last month.

BP: 140/84. TPR: 100.8F-86-28. Respirations regular but shallow. Pulse oximetry: 88%. Purple spots are noted on both arms.

Write the priority nursing diagnosis for this client. (3 points)

Write the goal for this client. (3 points)

Write 5 nursing interventions and the rationale. (10 points)

A client is to have radiation needles placed for cervical cancer. List 4 nursing interventions for this client and give the rationale. (8 points)

A client is to have external radiation for a lung tumor. List 4 nursing interventions and give the rationale. (8 points)

List 2 teaching needs of a client who has cancer (of any kind). (2 points)
To receive credit for this study guide, it must be typed and it must be handed in on the day of the exam for the Female/Male Reproductive Unit. There is a total of 50 points for this study guide.

1. A female client is admitted to the med/surg unit with a diagnosis of vaginitis. List eight teaching points to include when instructing the female patient about appropriate vaginal hygiene. (8 points).

2. List 8 signs/symptoms of pelvic inflammatory disease. (8 points) Explain why this infectious process may affect any or all structures in the pelvic portion of the reproductive tract and peritoneal cavity. (2 points).

3. Explain the schedule for breast-self-exams for both menstruating and menopausal women. At what age should a woman have a baseline mammogram and what is the recommended frequency of mammograms thereafter? (2 points)

4. Discuss assessments to be done for post-op care for a patient who has had a total vaginal hysterectomy (TVH). Include documentation for Suprapubic catheter in place, Jackson Pratt drainage tubes present and how keeping track of total output is done. (10 points)

5. Discuss ovarian cancer. Include: In what type of tissue does it originate, why it is sometimes referred to as the “silent killer,” incidence, risk factors, diagnosis, symptoms, and treatment. (10 points)

6. You are assigned to care for a client who has just returned to the surgical unit after having had a transurethral resection of the prostate (TURP). Your cover nurse informs you of the importance of keeping accurate I & O. She explains the irrigation fluid running through the 3-way foley. What color would you expect the irrigation fluid running out of the foley to be? How would you assess for hemorrhage? (5 points)

7. State five types of functional impotence and explain contributing psychological influences. (5 points)