

**Texas Concept-Based Curriculum
Ranger College AASN Program
RNSG 1533 – Health Care Concepts II
Fall 2017**

SEMESTER HOURS	5
CONTACT HOURS	LECTURE: 4 LAB: 4
PREREQUISITES:	RNSG 1128, 1125, 1430, 1216, 1161
COREQUISITES:	RNSG 1126, 2362
Name of Instructor: <u>E. Van Horne</u> Office Location: <u>3201 Coggin Ave.</u>	
Office Hours: <u>Wednesdays 1400-1700, Thursdays 0800-1500, Fridays 0800-1200</u> PH: <u>682-459-3205</u> (emergency only)	
Class Hours: Wednesday 0800 - 1200	

I. Texas Core Curriculum Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

II. Course Description

In-depth coverage of health care concepts with application through selected exemplars. Concepts include acid-base balance, coping, clotting, cognition, fluid and electrolytes, gas exchange, immunity, metabolism, nutrition, comfort, and perfusion. Provides continuing opportunities for development of clinical judgment skills. The course lends itself to a concept-based approach.

III. Required Background or Prerequisite

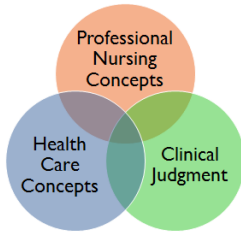
Prerequisites: RNSG 1128, 1125, 1430, 1216, & 1161

Corequisite: RNSG 1126 & 2362

IV. Course Objectives

Upon completion of this course the student will:

1. Utilize a systematic process to analyze selected health care concepts for diverse patients across the lifespan.
2. Describe nursing management for selected health care concepts.
3. Relate the learned concepts to other concepts or exemplars.



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4. Describe the interrelatedness between health care concepts to assist in developing clinical judgment.

V. Course Requirements

HEALTH CARE CONCEPTS – BIOPHYSICAL

Acid Base Balance

- Diabetic Ketoacidosis (DKA)
- Hyperventilation (Birthing Mother, Panic Attack)
- Gastrointestinal Losses (Pediatric)
- Drug Overdose with Hypoventilation

Clotting

- Hemophilia
- Deep Vein Thrombosis (DVT)

Comfort

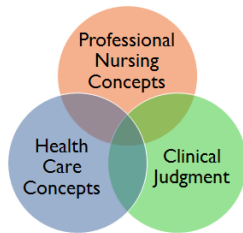
- Pancreatitis (Chronic Pain, Acute Exacerbations)
- Sickle Cell Anemia (Chronic Pain, Acute Exacerbations)
- Post-Operative Pain: Abdominal Surgery (Acute Pain)
- Renal Calculi (Acute Pain)
- Peripheral Vascular Disease (PVD) (Neuropathic Pain)

Elimination

- Diverticulitis
- Paralytic Ileus – Bowel Obstruction
- Crohn’s Disease
- Neurogenic Bladder – Spastic

Fluid & Electrolyte Balance

- Dehydration – Gastroenteritis - Elderly and Pediatrics
- Extracellular Fluid Volume Excess
- Hypocalcemia
- Hypercalcemia



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- Hypokalemia
- Hyperkalemia - Chronic Renal Failure
- Hyponatremia - Syndrome of antidiuretic Hormone (SIADH),
- Hyponatremia – Diabetes Insipidus (DI)
- Hypophosphatemia
- Hyperphosphatemia
- Hypomagnesemia
- Hypermagnesemia

Gas Exchange

- Asthma
- Chronic Obstructive Pulmonary Disease (COPD)
- Pneumonia- Aspiration
- RSV/Bronchiolitis (Pedi)
- Tracheal Esophageal Fistula (Pedi/Newborn)

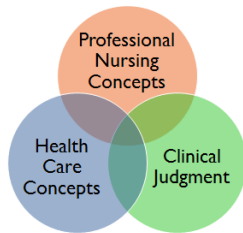
Immunity

- Vaccines
- Otitis media
- Urinary Tract Infection
- Cellulitis
- Osteomyelitis
- Pneumonia
- Appendicitis
- Trauma-sprain

Metabolism

- Diabetes Type 1
- Diabetes Type 2
- Gestational Diabetes
- Graves' Disease – Hyperthyroidism
- Hypothyroidism
- Addison's Disease – Hypocortisolism (Chronic Adrenal Insufficiency)
- Cushing's – Hypercortisolism

Nutrition



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- Heart Healthy Diet
- Diabetic Diet
- Malnutrition (Introduce Parenteral Nutrition)
- Peptic Ulcer Disease (PUD)
- Gastroesophageal Reflux Disease (GERD)
- Malabsorption Syndromes Infant & Elderly (Gastrostomy and Enteral Feedings)
- Starvation – Failure to Thrive
- Infant Nutrition (Breast/Bottle)

Perfusion

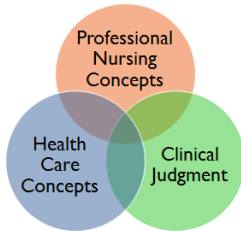
- Basic ECG Rhythms
- Congestive Heart Failure
- Hypertension
- Gestational Hypertension
- Mitral Valve Prolapse
- Coronary Artery Disease (CAD)
- Peripheral Vascular Disease (PVD)

Cognition

- Alzheimer's Disease/Dementia
- Delirium

Coping

- Anxiety
 - Generalized Anxiety Disorder
 - Panic Disorder (Attack)
 - Obsessive Compulsive Personality Disorder
 - Eating Disorders
 - Anorexia Nervosa
 - Bulimia
 - Phobia
- Stress
 - Separation Anxiety (Developmental)
 - Post-Traumatic Stress Disorder
 - Physical Response/Disease
 - Lifespan Response



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- Substance Abuse/Addictive Behaviors
 - Alcoholism
 - Maternal/Fetal Cocaine Addiction
 - Neonatal Abstinence Syndrome (Withdrawal)

VI. Required Textbooks & Equipment

ATI. (2016). *Assessment Technology Institute*. Retrieved from ATI Testing:
<http://www.atitesting.com/>

ATI. (2016). *Fundamentals of nursing*. Assessment Technology Institute.

ATI. (2016). *RN Adult Medical Surgical Nursing*. Assessment Technology Institute.

ATI. (2016). *RN Mental Health Nursing* (10.0 ed.). LLC: ATI Nursing Education.

ATI Nursing. (2016). *RN Maternal Newborn Nursing*. Assessment Technology Institute.

ATI Nursing. (2016). *RN Nursing Care of Children*. Assessment Technologies Institute.

Giddens, J. F. (2017). *Concepts for Nursing Practice* (2 ed.). St. Louis: Elsevier Mosby.

Pearson Education, Inc. (2015). *Nursing A concept-Based Approach to Learning* (Second ed., Vol. one and two). New Jersey: Pearson.

Vallerand, A. H., Sanoski, C. A., & Deglin, J. H. (2016). *Davis's Drug Guide for Nurses*. Philadelphia: F. A. Davis Company.

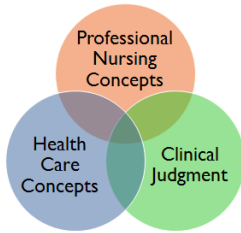
Yeager, D. (2015). EHR Tutor. Parma, OH.

VII. Methods of Assessment

Course grades are dependent upon meeting the learning objectives and completing course requirements. Each student will receive the actual grade earned based on graded activities according to the designated evaluation criteria and percentages. Criteria for grading assignments are listed below. **Scores and final course grades will not be rounded up.**

The grading scale is listed below:

Exam I	14%
Exam II	14%
Exam III	14%
Exam IV	14%
Exam V	14%
Assignments & quizzes	10%
Comp. Final	<u>20%</u>
	100%



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Exams in this course will be measured by written and online exams taken at the Brownwood campus site. Students are expected to take the individual online exam alone. The written exam will be taken in a group assigned by the instructor. The group exam will be graded as follow:

- A 4 points
- B 2 points
- C 1 point

These points will be added to the online individual exam. Everyone present at the test will participate in the group exam.

Assignments include essays, pre and posttest, group participation, and discussion board. Of these only the 10 highest grades will be included in the grade center.

The grading scale is listed below:

- 90-100 A
- 80-89.99 B
- 75-79.99 C
- 60-74.99 D
- 59.99 OR below F

VIII. COURSE/CLASSROOM POLICIES

1. Attendance/Lateness

It is imperative that students attend lecture as scheduled. A week’s worth of cumulative absences in any this course will result in faculty/student intervention and evaluation of the student’s ability to meet course objectives and may result in failure of the course. Three tardies (over 5 minutes late for lecture) will equal 1 hour of absence.

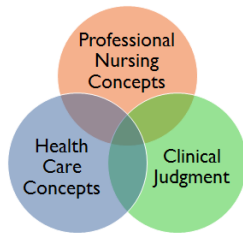
2. Class Participation

Students are expected to take an active role in the learning experience.

3. Missed Exams/Assignments/Make-Up Policy

A student not present to take an assigned nursing examination may receive a grade of zero for that examination. A student may be allowed to make-up an examination under the following circumstance:

- a) Absence is due to serious illness/hospitalization of the student or an *immediate family member. Documentation by a health care provider will be required and the make-up exam must be done by next day if possible or before the weekend.
- b) Absence is due to a death in the *immediate family. Documentation will be required.



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- c) An absence the faculty and/or Department Head deems as unavoidable.
*Immediate – family member living in the same household or outside household totally dependent on the student for care such as a spouse, parent, child, sibling, grandparent or grandchild.
To be eligible for a make-up exam in the above circumstances, the student must notify their instructor prior to the absence, and must make arrangements within 48 hours after the absence for the retake. Faculty have the right to offer an alternative form of the exam and/or to deduct up to 10 points from the exam grade.

Online Testing: Exams will be online and are considered an independent student activity – NOT a group activity (unless otherwise indicated by your course instructor.) Students are expected to take first an exam alone then a group exam. This means that the first exam you cannot refer to your textbook or any other materials while you are taking the exam. It is inappropriate to share answers with other students. It is inappropriate to talk to other students while you are taking the test and immediately after. Students who do not follow the honor code will be subject to disciplinary action.

Paper Testing: After each online exam (**Except the final**) they will be a paper test, this exam is considered a group test.

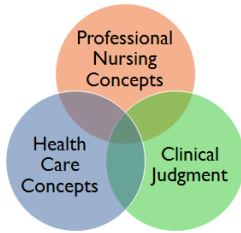
4. Academic Dishonesty

Nursing students are expected to maintain an environment of academic integrity. Actions involving scholastic dishonesty violate the professional code of ethics and are disruptive to the academic environment. Students found guilty of scholastic dishonesty are subject to disciplinary action including dismissal from the Associate Degree Nursing Program and Ranger College in accordance with outlined criteria.

Examples of scholastic dishonesty include, but are not limited to:

CHEATING: Copying from another student's test. Possessing or using, during a test, materials which are not authorized. Using, buying, stealing, transporting, or soliciting a test, draft of a test, test facsimile, answer key, care plans, or other written works.

PLAGIARISM: Using someone else's work in your academic assignments without appropriate acknowledgment.



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COLLUSION: Collaborating with another person in preparing academic assignments without authorization.

Procedures for discipline due to academic dishonesty have been adopted published Ranger College Student Handbook.

5. Student Behavior Policy

Students are expected to observe the following guidelines for classroom behavior:

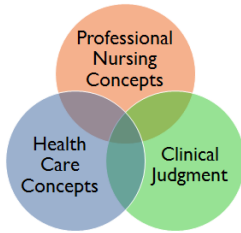
1. Neither children nor pets may be brought to classes under any circumstance. Children must not be left unattended in any area of the building.
2. Professional attire or scrubs and professional appearance are recommended for the classroom.
3. All buildings housing the Associate Degree Nursing Program are nonsmoking facilities.
4. No food or drinks are allowed in classrooms.
5. Students are expected to be seated by the designated starting time for classes.
6. A student deemed disruptive by a faculty member may be asked to leave the classroom.
7. Cell phones must be turned off during class, if used, must be set on silence during class or lab. Messages received during lecture may be returned during class breaks.
8. Respectful, formal communication skills are used in online forums.

6. Available Support Services

Library facilities are available at the main Ranger campus, the Heartland Mall center, and the Brownwood Public Library. Reference materials are also available via online as well.

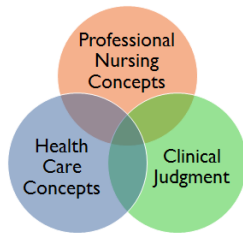
IX. Course Outline

Content Outline	Readings/Class Preparation	Objectives	Learning Activities
Week 1 08/30/17 <u>Orientation</u> <u>Fluid &</u> <u>Electrolyte</u> <u>Balance</u>	Dehydration – Gastroenteritis - Elderly and Pediatrics Extracellular Fluid Volume Excess Hypocalcemia Hypercalcemia Hypokalemia Hyperkalemia - Chronic Renal Failure	Summarize the physiology of the various body systems involved in the maintenance of fluid and electrolyte balance. Examine the relationship between fluid and electrolyte balance and other concepts.	Read the following article: Click here to download Clinical Dimension: Renal Tubular Acidosis Review the following concept from previous courses: Fluid & Electrolyte Concept Analysis Diagram



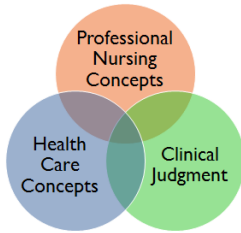
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	<p>Hyponatremia - Syndrome of antidiuretic Hormone (SIADH), Hypertremia – Diabetes Insipidus (DI) Hypophosphatemia Hyperphosphatemia Hypomagnesemia Hypermagnesemia ATI. (2016). <i>Assessment Technology Institute</i>. Retrieved from ATI Testing: http://www.atitesting.com/ ATI. (2016). <i>RN Adult Medical Surgical Nursing</i>. Assessment Technology Institute. chapter 43-45 Giddens, J. F. (2017). <i>Concepts for Nursing Practice</i> (2 ed.). St. Louis: Elsevier Mosby. chapter 8-9 Pearson Education, Inc. (2015). <i>Nursing A concept-Based Approach to Learning</i> (Second ed., Vol. one). New Jersey: Pearson. chapter 6, .</p>	<p>Identify commonly occurring alterations in fluid and electrolyte balance and their related therapies.</p> <p>Differentiate common assessment procedures used to examine fluid and electrolyte balance across the life span.</p> <p>Describe diagnostic and laboratory tests to determine the individual's fluid and electrolyte balance.</p> <p>Explain management of fluid and electrolyte balance and prevention of imbalances.</p> <p>Demonstrate the nursing process in providing culturally competent and caring interventions across the life span for individuals with common alterations in fluid and electrolyte balance.</p> <p>Compare and contrast common independent and collaborative interventions for clients with alterations in fluid and electrolyte balance.</p> <p>Explain the correlation between the listed exemplars to the concept of Fluid and Electrolyte Balance (including compromised antecedents, deficit measurement in attributes, a</p>	<p>Complete Case Study in appendix A with questions and make Concept Map (CM) (will be done and discuss in class) Disorders of Fluid, and Electrolyte, Watch Videos on blackboard.</p>
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		<p>list of negative consequences, and the interrelated concepts which may be involved).</p> <p>Identify conditions that place an individual at risk for imbalance leading to a compromised concept(s) resulting in the listed exemplars.</p> <p>Apply the nursing process with collaborative interventions for individuals experiencing the listed exemplars.</p> <p>Exemplars Dehydration – Gastroenteritis – Elderly and Pediatric Extracellular Fluid Volume Excess Hypocalcemia Hypercalcemia Hypokalemia Hyperkalemia - Chronic Renal Failure Hyponatremia - Syndrome of Antidiuretic Hormone (SIADH) Hypernatremia – Diabetes Insipidus (DI) Hypophosphatemia Hyperphosphatemia Hypomagnesemia Hypermagnesemia</p>	
<p>Week 2 09/06/17 <u>Acid Base Balance</u></p>	<p>RN Fundamentals Test Diabetic Ketoacidosis (DKA) Hyperventilation (Birthing Mother, Panic Attack) Gastrointestinal Losses (Pediatric)</p>	<p>Summarize the physiology of acid–base balance.</p> <p>Examine the relationship between acid–base balance and other concepts/systems.</p>	<p>Learn the steps for interpreting ABGs. Learn your ABGs lab values.</p> <p>Complete Case Study in appendix A with questions</p>



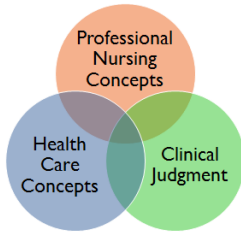
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	<p>Drug Overdose with Hypoventilation</p> <p>ATI. (2016). <i>Assessment Technology Institute</i>. Retrieved from ATI Testing: http://www.atitesting.com/</p> <p>ATI. (2016). <i>RN Adult Medical Surgical Nursing</i>. Assessment Technology Institute. chapter 43-45</p> <p>Giddens, J. F. (2017). <i>Concepts for Nursing Practice</i> (2 ed.). St. Louis: Elsevier Mosby. chapter 8-9</p> <p>Pearson Education, Inc. (2015). <i>Nursing A concept-Based Approach to Learning</i> (Second ed., Vol. one). New Jersey: Pearson. chapter 1 & pages 252-255, 746-747, 2163-2164</p>	<p>Identify commonly occurring alterations in acid–base balance and their related therapies.</p> <p>Differentiate common assessment procedures used to examine acid–base balance across the life span</p> <p>Describe diagnostic and laboratory tests to determine the individual’s acid–base balance status.</p> <p>Explain management of acid–base balance and prevention of acid–base imbalance.</p> <p>Demonstrate the nursing process in providing culturally competent and caring interventions across the life span for individuals with common alterations in acid–base balance.</p> <p>Compare and contrast common independent and collaborative interventions for clients with alterations in acid–base balance.</p> <p>Explain the correlation between the listed exemplars and the concept of Acid Base Balance (including compromised antecedents, deficit measurement in attributes, a list of negative</p>	<p>and make Concept Map (CM) (will be done and discuss in class)</p> <p>Assessment and Management of Patients With Diabetes Watch the following Videos: https://www.picmonic.com/learn/diabetes-interventions-1640?utm_source=generic&utm_medium=social&utm_term=1464893407&utm_content=text-link&utm_campaign=picmonic-share-link&ref=W75J1Q54S7LCLHA17</p> <p>https://www.picmonic.com/learn/diabetes-education-1645?utm_source=generic&utm_medium=social&utm_term=1464893407&utm_content=text-link&utm_campaign=picmonic-share-link&ref=W75J1Q54S7LCLHA17</p> <p>https://www.picmonic.com/learn/dawn-phenomenon-2257?utm_source=generic&utm_medium=social&utm_term=1464893407&utm_content=text-link&utm_campaign=picmonic-share-link&ref=W75J1Q54S7LCLHA17</p> <p>Watch Videos on blackboard.</p>
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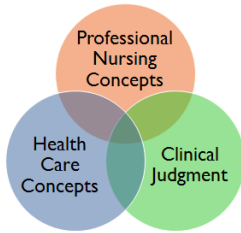
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		<p>consequences, and the interrelated concepts which may be involved).</p> <p>Identify conditions that place an individual at risk for imbalance leading to a compromised concept(s) resulting in the listed exemplars.</p> <p>Apply the nursing process with collaborative interventions for individuals experiencing the listed exemplars.</p> <p>Exemplars Diabetic Ketoacidosis (DKA) Hyperventilation (Birthing Mother, Panic Attack) Gastrointestinal Losses (Pediatric) Drug Overdose with Hypoventilation</p>	
<p>Week 3 09/13/17 Exam 1 Clotting</p>	<p>Hemophilia Deep Vein Thrombosis (DVT) ATI. (2016). <i>Assessment Technology Institute</i>. Retrieved from ATI Testing: http://www.atitesting.com/ ATI Nursing. (2016). <i>RN Nursing Care of Children</i>. Assessment Technologies Institute. pages 127-128 ATI Nursing. (2016). <i>RN Pharmacology for</i></p>	<p>Compare the actions for NSAIDS, anticoagulants and antiplatelet. Apply the nursing process including patient teaching for NSAIDS, anticoagulants and antiplatelet. Explain the concept of clotting (including definition, antecedents, and attributes).</p> <p>Analyze conditions which place a patient at risk for clotting imbalance.</p> <p>Identify when clotting imbalance (negative</p>	<p>Review the following concept from previous courses: Clotting Concept Analysis Diagram Blood Clotting in Anatomy and Physiology book</p> <p>References Internet http://www.youtube.com/watch?v=6myuX4ubWRQ Life of Blood part 1 http://www.youtube.com/watch?v=7AWfzy7wdv4 Life of Blood part 2</p>



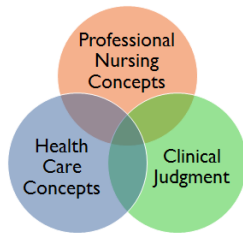
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	<p><i>Nursing. Assessment Technologies Institute. chapter 25 & 35.</i></p> <p>Giddens, J. F. (2017). <i>Concepts for Nursing Practice</i> (2 ed.). St. Louis: Elsevier Mosby. pages 189-197</p> <p>Pearson Education, Inc. (2015). <i>Nursing A concept-Based Approach to Learning</i> (Second ed., Vol. one). New Jersey: Pearson. pages 1130-1138</p>	<p>consequence) is developing or has developed.</p> <p>Apply the nursing process (including collaborative interventions) for individuals experiencing clotting imbalance which will promote hemostasis (normal clotting).</p> <p>Explain the correlation between the listed exemplars and the concept of clotting.</p> <p><u>Exemplars</u> Hemophilia Deep Vein Thrombosis (DVT) <i>Deep Vein Thrombosis:</i> Describe the pathophysiology and clinical manifestations of deep vein thrombosis</p> <p>Identify the risk factors for deep vein thrombosis</p> <p>Identify priority nursing diagnosis for deep vein thrombosis</p> <p>Develop a plan of care for a patient with deep vein thrombosis</p> <p>Discuss treatments available for a patient with deep vein thrombosis</p> <p><i>Hemophilia:</i> Describe the pathophysiology and clinical manifestation of Hemophilia.</p>	<p>http://www.youtube.com/watch?v=7AWfzy7wdv4 Life of Blood part 3</p> <p>Complete Case Study in appendix A with questions and make Concept Map (CM) (will be done and discuss in class)</p>
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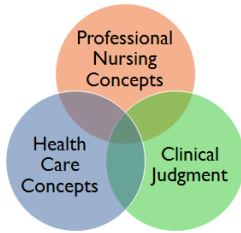
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		<p>Identify the genetic factors that cause the two types of Hemophilia.</p> <p>Explain the major treatment modalities for Hemophilia.</p> <p>Identify the priority nursing diagnosis for Hemophilia.</p> <p>Develop a plan of home care for a patient with severe Hemophilia.</p>	
<p>Week 4 09/20/17 <u>Cognition</u> <u>Coping</u></p>	<p><u>Alzheimer’s Disease/Dementia</u> <u>Delirium</u> <u>Anxiety</u></p> <ul style="list-style-type: none"> • Generalized Anxiety Disorder • Panic Disorder (Attack) • Obsessive Compulsive Personality Disorder • Eating Disorders <p>Anorexia Nervosa Bulimia <u>Phobia</u> <u>Stress</u></p> <ul style="list-style-type: none"> • Separation Anxiety (Developmental) • Post-Traumatic Stress Disorder • Physical Response/Disease • Lifespan Response <p><u>Substance Abuse/Addictive Behaviors</u></p> <ul style="list-style-type: none"> • Alcoholism 	<p>Explain the concept of Cognition (including definition, antecedents, and attributes).</p> <p>Analyze conditions which place a patient at risk for impaired cognition.</p> <p>Identify when impaired cognition is developing (negative consequences) or has developed.</p> <p>Discuss the listed exemplars altering Cognition.</p> <p>Apply the nursing process (including collaborative interventions) for individuals experiencing altered cognition related to the listed exemplars.</p> <p><u>Exemplars</u> Alzheimer’s Disease/Dementia Delirium</p>	<p>1. Review the following Web site listed below and write a one-page essay on Alzheimer disease: http://www.mayoclinic.com/health/alzheimers-disease/DS00161</p> <p>References</p> <p>Internet Skinniest Girl Ever http://tinyurl.com/3ve7sel CBS news: Anorexia http://www.youtube.com/watch?v=VS2mfWDryPE Neonatal Abstinence Syndrome https://www.youtube.com/watch?v=4O3Bb5tFo0A _ _ _</p>



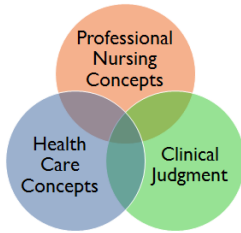
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	<ul style="list-style-type: none"> • Maternal/Fetal Cocaine Addiction • Neonatal Abstinence Syndrome (Withdrawal) <p>ATI. (2016). <i>Assessment Technology Institute</i>. Retrieved from ATI Testing: http://www.atitesting.com/</p> <p>ATI. (2016). <i>RN Mental Health Nursing</i> (10.0 ed.). LLC: ATI Nursing Education. chapters 1-33 (the whole book)</p>	<p>Demonstrate therapeutic and effective communication with patients who have Alzheimer’s Disease.</p> <p>Explain the correlation between the listed sub-exemplars of Anxiety, Stress, and Substance Abuse/Addictive Behaviors to the concept of Coping (including compromised antecedents, deficit measurement in attributes, negative consequences and the interrelated concepts which may be involved). Identify conditions which place an individual at risk for compromising his/her ability to cope possibly resulting in the sub-exemplars of Anxiety, phobia, Stress, and Substance Abuse/Addictive Behaviors. Apply the nursing process with collaborative interventions (including pharmacology) for individuals experiencing the listed sub-exemplars of Anxiety, Stress, and Substance Abuse/Addictive Behaviors.</p>	
<p>Week 5 Exam 2 09/27/17 <u>Comfort</u></p>	<p>Pancreatitis (Chronic Pain, Acute Exacerbations) Sickle Cell Anemia (Chronic Pain, Acute Exacerbations) Post-Operative Pain: Abdominal Surgery (Acute Pain)</p>	<p>Define and describe the concept of comfort/pain. Summarize the physiology of comfort. Summarize the physiology of comfort/pain in patient with Pancreatitis, Sickle cell</p>	<p>Do the Video Case Studies RN: Pain Management What elements are included in a pain assessment (i.e., what would you assess)? Review the following concept from previous courses:</p>



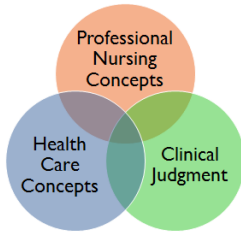
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	<p>Renal Calculi (Acute Pain) Peripheral Vascular Disease (PVD) (Neuropathic Pain) ATI. (2016). <i>Assessment Technology Institute</i>. Retrieved from ATI Testing: http://www.atitesting.com/</p> <ul style="list-style-type: none"> • Pain assessment • Video challenge: Pain Management • TENS unit • Sickled Blood Cells • Turner's Sign • Cullen's Sign • Renal Calculus <p>ATI. (2016). <i>RN Adult Medical Surgical Nursing</i>. Assessment Technology Institute. chapter 4</p> <p>ATI. (2016). <i>RN Pharmacology for Nursing</i>. (10.0 ed.). LLC: ATI Nursing Education. chapter 35 & 36.</p> <p>ATI Nursing. (2016). <i>RN Nursing Care of Children</i>. Assessment Technologies Institute. pages 125-126</p> <p>Giddens, J. F. (2017). <i>Concepts for Nursing Practice</i> (2 ed.). St. Louis: Elsevier Mosby. chapter 29</p>	<p>anemia, PVD, and renal calculi.</p> <p>Notice risk factors for experiencing pain.</p> <p>Recognize when an individual has pain.</p> <p>Provide culturally competent and caring nursing and collaborative interventions for management of patient in pain.</p> <p>Provide culturally competent and caring nursing and collaborative interventions for management of pain in patient with Pancreatitis, Sickle cell anemia, PVD, and renal calculi.</p> <p>Compare and contrast common independent and collaborative interventions for patients with pain in patient with Pancreatitis, Sickle cell anemia, PVD, and renal calculi.</p> <p>Compare the actions for NSAIDS, Opioids, and Naloxone.</p> <p>Differentiate the side effects and adverse reactions of NSAIDS, Opioids, and Naloxone.</p> <p>Apply the nursing process including patient teaching for NSAIDS, Opioids, and Naloxone.</p> <p>Explain the correlation between imbalanced comfort from the listed exemplars to the concept of Comfort (including compromised</p>	<p>Comfort Concept Analysis Diagram</p> <p>Complete Case Study in appendix A with questions and make Concept Map (CM) (will be done and discuss in class)</p> <p>Comfort</p> <p>http://digestive.niddk.nih.gov/ddiseases/pubs/pancreatitis/</p> <p>See attached Handout from U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES National Institutes of Health NIH Publication No. 08–1596 on Acute Pancreatic. http://www.merckmanuals.com/professional/gastrointestinal_disorders/pancreatitis/acute_p</p> <p>http://www.ncbi.nlm.nih.gov/pubmedhealth/PMH0001332/ Acute Pancreatic. Merck Manual</p> <p>http://www.ncbi.nlm.nih.gov/pubmed/2886461/ Acute and Chronic Pancreatitis with questions</p> <p>Watch Videos on blackboard.</p> <p>Complete Case Study in appendix A with questions and make Concept Map (CM) (will be done and discuss in class)</p> <p>References</p> <p>Internet</p> <p>Post-Operative Pain Management:</p>
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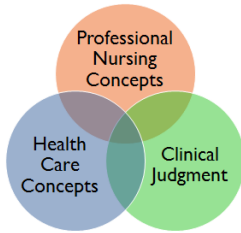
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	<p>Pearson Education, Inc. (2015). <i>Nursing A concept-Based Approach to Learning</i> (Second ed., Vol. one & two). New Jersey: Pearson. Pages 249-251, 119-127, 1272-1276, 141-185, 318-332, 1198-1204.</p>	<p>antecedents, deficit measurement in attributes, a list of negative consequences, and the interrelated concepts which may be involved).</p> <p>Identify conditions that place an individual at risk for imbalance leading to a compromised concept(s) resulting in the listed exemplars.</p> <p>Apply the nursing process with collaborative interventions for individuals experiencing the listed exemplars.</p> <p><u>Exemplars</u> Pancreatitis (Chronic Pain, Acute Exacerbations) Sickle Cell (Chronic Pain, Acute Exacerbations) Post-operative Pain: Abdominal Surgery (Acute Pain) Renal Calculi (Acute Pain) Peripheral Vascular Disease (PVD) (Neuropathic Pain)</p>	<p>http://www.youtube.com/watch?v=EIyXAaw2Ers by Lindsey Bruchhaus.</p>
<p>Week 6 10/04/17 <u>Elimination</u></p>	<p>Diverticulitis Paralytic Ileus – Bowel Obstruction Crohn’s Disease Neurogenic Bladder – Spastic ATI. (2016). <i>Assessment Technology Institute</i>. Retrieved from ATI Testing:</p>	<p>Explain the correlation between imbalanced comfort from the listed exemplars to the concept of Comfort (including compromised antecedents, deficit measurement in attributes, a list of negative consequences, and the interrelated concepts which may be involved).</p>	<p>Review the following content from previous courses Normal physiology of urine collection and excretion; Normal physiology of the large intestine and defecation; Normal physiologic processes that support both urinary and bowel elimination (diet, hydration, activity)</p>



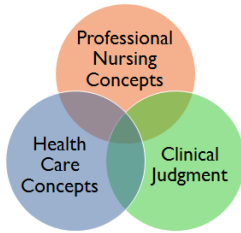
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	<p>http://www.atitestin.com/</p> <ul style="list-style-type: none"> Real Life RN Medical Surgical 2.0: Clostridium Difficile <p>ATI. (2016). <i>RN Adult Medical Surgical Nursing</i>. Assessment Technology Institute. Chapter 51, 52</p> <p>ATI Nursing. (2016). <i>RN Maternal Newborn Nursing</i>. Assessment Technology Institute.</p> <p>ATI Nursing. (2016). <i>RN Nursing Care of Children</i>. Assessment Technologies Institute.</p> <p>Giddens, J. F. (2017). <i>Concepts for Nursing Practice</i> (2 ed.). St. Louis: Elsevier Mosby. chapter 17</p> <p>Pearson Education, Inc. (2015). <i>Nursing A concept-Based Approach to Learning</i> (Second ed., Vol. one). New Jersey: Pearson. Pages 257-284, 657-669,</p> <p>Vallerand, A. H., Sanoski, C. A., & Deglin, J. H. (2016). <i>Davis's Drug Guide for Nurses</i>. Philadelphia: F. A. Davis Company.</p>	<p>Identify conditions that place an individual at risk for imbalance leading to a compromised concept(s) resulting in the listed exemplars.</p> <p>Apply the nursing process with collaborative interventions for individuals experiencing the listed exemplars.</p> <p>Exemplars Diverticulitis Paralytic Ileus – Bowel Obstruction Crohn’s Disease Neurogenic Bladder - Spastic</p> <p>Discuss the influence of interrelated concepts (Nutrition, Fluid and Electrolyte Balance, Mobility, Metabolism, Coping, and Cognition) on normal and abnormal elimination</p>	<p>Review the Elimination Concept Analysis Diagram Prior to class</p> <p>Read the recommended readings on assessment of urinary and bowel function; on bowel and bladder problems; and on nursing interventions to promote and maintain normal elimination processes. (See the Reference List)</p> <p><u>Other:</u> References Diseases & Conditions: Neurogenic Bladder, 2012. Cleveland Clinic, http://my.clevelandclinic.org/disorders/neurogenic_bladder/hic-neurogenic-bladder.aspx http://ezinearticles.com/?Crohn-Disease-Nursing-Care---Giving-The-Best&id=1035598 Rackley, R/ and Kim, E.D. Neurogenic Bladder (2011). Medscape Reference: Drugs, Diseases,& Procedures, Nov.2011 http://emedicine.medscape.com/article/453539-overview#showall Internet http://www.youtube.com/watch?v=WALAB_ZcVA0 http://www.youtube.com/watch?v=wckDc68lQPw Watch Videos on blackboard. Complete Case Study in appendix A with questions and make Concept Map</p>
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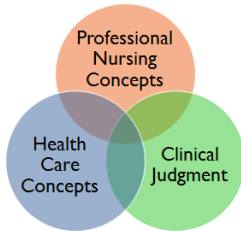
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			(CM) (will be done and discuss in class)
Week 7 10/11/17 Exam 3 <u>Nutrition</u>	Heart Healthy Diet Diabetic Diet Malnutrition (Introduc Parenteral Nutrition) Peptic Ulcer Disease (PUD) Gastroesophageal Reflux Diseas (GERD) Malabsorption Syndromes Infant & Elderly (Gastrostomy and Enteral Feedings) Starvation – Failure to Thrive Infant Nutrition (Breast/Bottle) ATI. (2016). <i>Assessment Technology Institute</i> . Retrieved from ATI Testing: http://www.atitesting.com/ <ul style="list-style-type: none"> • Nutrition ATI. (2016). <i>RN Adult Medical Surgical Nursing</i> . Assessment Technology Institute. ATI. (2016). <i>RN Mental Health Nursing</i> (10.0 ed.). LLC: ATI Nursing Education. ATI Nursing. (2016). <i>RN Maternal Newborn Nursing</i> . Assessment Technology Institute.	Explain the correlation between the listed exemplars to the concept of Nutrition (including compromised antecedents, deficit measurements in attributes, negative consequences and interrelated concepts which may be involved). Identify conditions that place an individual at risk for imbalance leading to compromised Nutrition that may result in the applicable listed exemplars Apply the nursing process with collaborative interventions for individuals experiencing Nutritional imbalance. Explain the nutrition assessment process including: the physical and psychological assessment, family history, medications, and appropriate diagnostics of individuals experiencing inadequate nutritional findings. Discuss the relationship of the nutritionally compromised	Review the following content from previous courses Nutrition Concept Diagram Prior to class Read assigned readings References Internet U-Tube video: Diabetes to Cardiovascular disease presented by Andrew Wolf MS, RN, ACNP Assistant Professor of Clinical Nursing, University of Rochester School of Nursing https://www.youtube.com/watch?v=TA6CguNukw https://www.youtube.com/watch?v=OXAe3eOjqCk https://www.youtube.com/watch?v=ldFYfNrIVRI Watch Videos on blackboard. Complete Case Study in appendix A with questions and make Concept Map (CM) (will be done and discuss in class)



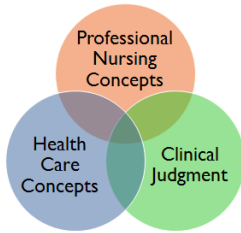
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	<p>ATI Nursing. (2016). <i>RN Nursing Care of Children</i>. Assessment Technologies Institute.</p> <p>Giddens, J. F. (2017). <i>Concepts for Nursing Practice</i> (2 ed.). St. Louis: Elsevier Mosby. chapter 16</p> <p>Pearson Education, Inc. (2015). <i>Nursing A concept-Based Approach to Learning</i> (Second ed., Vol. one). New Jersey: Pearson. Pages 757-758, 923-950, 215-245, 676-684, 1701-1704,</p> <p>Vallerand, A. H., Sanoski, C. A., & Deglin, J. H. (2016). <i>Davis's Drug Guide for Nurses</i>. Philadelphia: F. A. Davis Company.</p> <p>Yeager, D. (2015). EHR Tutor. Parma, OH.</p>	<p>patient with <i>Type 2 Diabetes</i> and the risk of developing Cardiovascular Disease.</p> <p>Explain the correlation between Mal-absorptive Syndrome of the Infant and the Elderly to the concept of Nutrition including compromised antecedents (inadequate ingestion of nutrients), deficit measurements in attributes (BMI and diagnostics), negative consequences (malnutrition with altered metabolic process, delayed growth and healing, muscle wasting, failure to thrive), and interrelated concepts which may be involved. Discuss factors requiring Enteral Nutrition and its relationship to the negative consequence of malnourished individual.</p> <p>Identify safety factors and possible complications related to the safe administration of <i>Enteral Nutrition</i>.</p> <p>Discuss ethical considerations related to <i>Enteral Nutrition</i> administration.</p>	
<p>Week 8 10/18/17 <u>Immunity</u></p>	<p>Vaccines Otitis media Urinary Tract Infection Cellulitis Osteomyelitis Pneumonia</p>	<p>Explain the correlation between the listed exemplars and the concept of Immunity (including compromised antecedents, deficit measurement in attributes, a</p>	<p>Review the following content from previous courses Immunity Concept Analysis Diagram Oxygenation Concept Analysis Diagram</p>



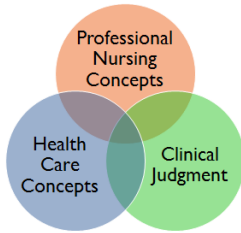
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	<p>Appendicitis Trauma-sprain ATI. (2016). <i>Assessment Technology Institute</i>. Retrieved from ATI Testing: http://www.atitestin.com/</p> <ul style="list-style-type: none"> • Video Case Studies RN: UTI <p>ATI. (2016). <i>RN Adult Medical Surgical Nursing. Assessment Technology Institute</i>. chapter 13, 84 & 85. pages 120-123, 335, 387-388, 458-459,</p> <p>ATI Nursing. (2016). <i>RN Nursing Care of Children. Assessment Technologies Institute</i>. chapter 35 & 37, pages 17, 22, 26, & 30</p> <p>Giddens, J. F. (2017). <i>Concepts for Nursing Practice</i> (2 ed.). St. Louis: Elsevier Mosby. chapter 23</p> <p>Pearson Education, Inc. (2015). <i>Nursing A concept-Based Approach to</i></p>	<p>list of negative consequences, and the interrelated concepts which may be involved).</p> <p>Identify conditions that place an individual at risk for imbalance leading to compromised Immunity resulting in the listed exemplars.</p> <p>Identify conditions that place an individual at risk for a compromise in Immunity that can be resolved with immunizations.</p> <p>Correlate the administration of Immunizations (Vaccines) to the concept of Immunity including:</p> <ol style="list-style-type: none"> A description of the antecedents of active and passive immunity The promotion of attributes of immunity by immunizations, The positive outcome of protection from microorganisms with immunizations, and The relationship of the sub-concepts of Immune response and Infectious response with immunizations. <p>Apply the nursing process with collaborative interventions for individuals experiencing the listed exemplars including individuals receiving immunizations.</p>	<p>Gas Exchange Concept Analysis Diagram Tissue Integrity Concept Analysis Diagram Thermoregulation Prior to class Immunizations – (Group Assignment) Compare & contrast active immunity & passive immunity. Discuss the risks related to acquiring a vaccine-preventable disease.</p> <p>Categorize immunizations based on their classifications and mechanisms of action. Discuss the rationale for the recommended immunization schedules for children and adults.</p> <p>Discuss cultural and social factors that encourage/discourage the use of immunizations.</p> <p>Compare and contrast two internet sites that present divergent views related to immunizations with one site promoting the benefits of immunizations and the other site warning of risks of immunizations.</p> <p>References Internet <i>Otitis Media</i> http://www.lpch.org/diseasehealthinfo/healthlibrary/ent/anatomy.html</p>
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	<p><i>Learning</i> (Second ed., Vol. one). New Jersey: Pearson. chapter 8, pgs 575-584, 622-629, 559-565, 584-599, 644-649, 826-827</p> <p>Vallerand, A. H., Sanoski, C. A., & Deglin, J. H. (2016). <i>Davis's Drug Guide for Nurses</i>. Philadelphia: F. A. Davis Company.</p> <p>Yeager, D. (2015). EHR Tutor. Parma, OH.</p>	<p>Exemplars</p> <p>Vaccines Otitis Media Urinary Tract Infection Cellulitis Osteomyelitis Pneumonia Appendicitis Trauma-Sprain</p>	<p>http://www.youtube.com/watch?v=vR2KpGn2fPM http://www.mayoclinic.com/health/ear-infections/DS00303 <i>Urinary Tract Infection</i> <i>Do Video Case Studies RN for UTI</i> http://kidney.niddk.nih.gov/KUDiseases/topics/uti.aspx <i>Trauma-Sprain</i> http://www.youtube.com/watch?v=suCKm97yvyk http://www.emedicinehealth.com/script/main/art.asp?articlekey=59381&pf=3&page=4 <i>Cellulitis</i> http://www.medicinenet.com/cellulitis/article.htm http://www.bing.com/images/search?q=cellulitis&qv=cellulitis&FORM=IGRE http://www.emedicinehealth.com/cellulitis/article_em.htm <i>Everything You Need to Know About Cellulitis:</i> http://www.youtube.com/watch?v=B8KGu6EAR7s <i>Cellulitis:</i> http://www.youtube.com/watch?v=yG5Owb1yHB8 <i>Clinical Case – Cellulitis:</i> http://www.youtube.com/watch?v=Mrzn1MP2Mb8 <i>Pneumonia</i> http://www.lung.org/lung-disease/pneumonia/ http://www.ncbi.nlm.nih.gov/pubmedhealth/PMH0001200/</p>
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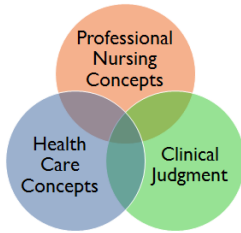
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			<p>Pneumonia: http://www.youtube.com/watch?v=aKduNgfePLU The Signs and Dangers of Pneumonia: http://www.youtube.com/watch?v=nBqF7lOcUiU <u>Community Acquired Pneumonia Made Simple:</u> http://www.youtube.com/watch?v=MnUbl-xNzt0 <u>Community Acquired and Hospital Acquired Pneumonia:</u> http://www.youtube.com/watch?v=Blwvh3nfQS0 <u>Appendicitis</u> http://www.ncbi.nlm.nih.gov/pubmedhealth/PMH0001302/ http://digestive.niddk.nih.gov/ddiseases/pubs/appendicitis/ <u>Appendicitis:</u> http://www.youtube.com/watch?v=4VVbOjBX5ew <u>Immunizations</u> CDC: 2017 Combined Immunization Schedule Birth through 18 Years https://www.cdc.gov/vaccines/schedules/hcp/child-adolescent.html For Parent: Instant Immunization Schedule http://www2a.cdc.gov/nip/kidstuff/newscheduler_le/ Adult Immunization Schedule 2017 https://www.cdc.gov/vaccines/schedules/hcp/adult.html Overview of VAERS (Vaccine Adverse Effects Reporting System) </p>
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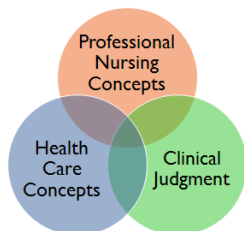
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			<p>http://www.youtube.com/watch?v=a9bXB3R2qP8&feature=youtu.be</p> <p>Watch Videos on blackboard.</p> <p>Complete Case Study in appendix A with questions and make Concept Map (CM) (will be done and discuss in class)</p>
<p>Week 9 10/25/17 <u>Gas Exchange</u></p>	<p>Asthma Chronic Obstructive Pulmonary Disease (COPD) Pneumonia- Aspiration RSV/Bronchiolitis (Pedi) Tracheal Esophageal Fistula (Pedi/Newborn) ATI. (2016). <i>Assessment Technology Institute</i>. Retrieved from ATI Testing: http://www.atitestin g.com/ ATI Nursing. (2016). <i>RN Maternal Newborn Nursing. Assessment Technology Institute</i>. pages 193-194 ATI Nursing. (2016). <i>RN Nursing Care of Children. Assessment Technologies Institute</i>. pages 94 Giddens, J. F. (2017). <i>Concepts for</i></p>	<p>Explain the correlation between the listed exemplars to the concept of Gas Exchange (including compromised antecedents, deficit measurement in attributes, a list of negative consequences, and the interrelated concepts which may be involved).</p> <p>Identify conditions that place an individual at risk for imbalance leading to a compromised concept(s) resulting in the listed exemplars.</p> <p>Apply the nursing process with collaborative interventions for individuals experiencing the listed exemplars.</p> <p>Exemplars Asthma Chronic Obstructive Pulmonary Disease (COPD) Pneumonia - Aspiration RSV/Bronchiolitis (Pedi)</p>	<p>Review the following content from previous courses Review Gas Exchange Concept Analysis Diagram Prior to class</p> <ul style="list-style-type: none"> • Read • Read <p>References</p> <p>Internet <i>Asthma</i> American Academy of Allergy, Asthma, and Immunology – http://www.aaaai.org</p> <p>Allergy and Asthma Network: Mothers of Asthmatics – http://www.aanma.org</p> <p><i>Chronic Obstructive Pulmonary Disease (COPD)</i> http://www.nhlbi.nih.gov/health/dci/Diseases/Copd/Copd_K eyPoints.html</p> <p><i>Pneumonia-Aspiration</i></p>



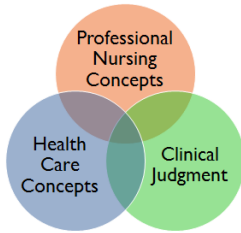
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	<p><i>Nursing Practice</i> (2 ed.). St. Louis: Elsevier Mosby. chapter 19 Pearson Education, Inc. (2015). <i>Nursing A concept-Based Approach to Learning</i> (Second ed., Vol. one). New Jersey: Pearson. pages 587-588, 990-1024, Vallerand, A. H., Sanoski, C. A., & Deglin, J. H. (2016). <i>Davis's Drug Guide for Nurses</i>. Philadelphia: F. A. Davis Company. Yeager, D. (2015). EHR Tutor. Parma, OH.</p>	<p>Tracheal Esophageal Fistula (Pedi/Newborn)</p>	<p>Institute of Medicine- www.ih.org/offerings/VirtualPrograms/Expeditions/StrokePatients/Pages/default.aspx www.ih.org/knowledge/Pages/Changes/ElevationoftheHeadoftheBed.aspx Watch Videos on blackboard. Complete Case Study in appendix A with questions and make Concept Map (CM) (will be done and discuss in class)</p>
<p>Week 10 11/01/17 Exam 4 <u>Metabolism</u></p>	<p>Diabetes Type 1 Diabetes Type 2 Gestational Diabetes Graves' Disease – Hyperthyroidism Hypothyroidism Addison's Disease – Hypocortisolism (Chronic Adrenal Insufficiency) Cushing's – Hypercortisolism ATI. (2016). <i>Assessment Technology Institute</i>. Retrieved from ATI Testing:</p>	<p>Explain the correlation between the listed exemplars to the concept of Metabolism (including compromised antecedents, deficit measurement in attributes, a list of negative consequences, and the interrelated concepts which may be involved). Identify conditions that place an individual at risk for imbalance leading to a compromised metabolic regulation resulting in the listed exemplars.</p>	<p>Review the following content from previous courses Review Metabolism Concept Analysis Diagram Pathophysiologic effects of fluid and electrolytes Anatomy and physiology of endocrine system Nutrition principles for energy Review the concepts: Fluid & Electrolyte Balance and Tissue Integrity Prior to class Read the assigned chapters ... Written assignment</p>



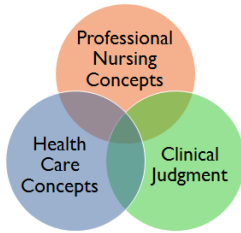
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	<p>http://www.atitestin.com/</p> <ul style="list-style-type: none"> • Video Case Studies RN: Mixing Insulins • Skills Module: Diabetes Management • Real Life RN Maternal Newborn: Gestational Diabetes <p>ATI. (2016). <i>RN Adult Medical Surgical Nursing</i>. Assessment Technology Institute. chapters 76, 78, 79, 80, 81, 82, & 83</p> <p>ATI Nursing. (2016). <i>RN Maternal Newborn Nursing</i>. Assessment Technology Institute. pages 59-60</p> <p>Giddens, J. F. (2017). <i>Concepts for Nursing Practice</i> (2 ed.). St. Louis: Elsevier Mosby. chapters 14 & 15</p> <p>Pearson Education, Inc. (2015). <i>Nursing A concept-Based Approach to Learning</i> (Second</p>	<p>Exemplars</p> <p>Diabetes Type 1 Diabetes Type 2 Gestational Diabetes Graves' Disease – Hyperthyroidism Hypothyroidism Addison's Disease – Hypocortisolism (Chronic Adrenal Insufficiency) Cushing's – Hypercortisolism</p> <p>Apply the nursing process with collaborative interventions for individuals experiencing a metabolic imbalance resulting in the listed exemplars to promote normal Metabolic regulation.</p>	<p>YouTube: The Skinny on Obesity Episodes 1-7 (give your input on the online discussion board) After watching episodes on The Skinny on Obesity, describe the relationship between diabetes and obesity.</p> <p>References Internet Endocrine System Anatomy: http://www.nlm.nih.gov/medlineplus/ency/anatomyvideos/000048.htm Hypothyroidism: http://www.videomd.com/Hypothyroidism-fv-674.aspx Difference between hypothyroidism and Hashimoto's disease http://video.about.com/thyroid/The-Difference-Between-Hashimoto-s-Disease-and-Hypothyroidism.htm Parathyroid Disease http://www.youtube.com/watch?v=sD9st1ZPFrQ Cushing's Syndrome http://www.youtube.com/watch?v=1osIAtrto2k Addison Disease http://www.endocrine.niddk.nih.gov/pubs/addison/addison.aspx Animation about diabetes and the body http://www.youtube.com/watch?v=jHRfDTqPzj4 Diabetes Medications http://www.youtube.com/watch?v=m9afVC-m1i0</p>
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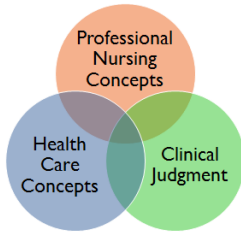
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	<p>ed., Vol. one). New Jersey: Pearson. pages 725-780, 805-817.</p> <p>Vallerand, A. H., Sanoski, C. A., & Deglin, J. H. (2016). <i>Davis's Drug Guide for Nurses</i>. Philadelphia: F. A. Davis Company.</p> <p>Yeager, D. (2015). EHR Tutor. Parma, OH.</p>		<p>Diabetes during Pregnancy, Gestational Diabetes http://www.youtube.com/watch?v=A-8de9LuVJQ American Diabetes Association http://www.youtube.com/user/AmericanDiabetesAssn Watch Videos on blackboard. Complete Case Study in appendix A with questions and make Concept Map (CM) (will be done and discuss in class)</p>
Week 11 11/08/17 <u>Metabolism</u>	Continue from previous week	Continue from previous week	Continue from previous week
Week 12 11/15/17 <u>Perfusion</u>	<p>Basic ECG Rhythms Congestive Heart Failure Hypertension Gestational Hypertension Mitral Valve Prolapse Coronary Artery Disease (CAD) Peripheral Vascular Disease (PVD) ATI. (2016). <i>Assessment Technology Institute</i>. Retrieved from ATI Testing: http://www.atitestin g.com/ ATI. (2016). <i>RN Adult Medical Surgical Nursing</i>. Assessment Technology</p>	<p>Explain the correlation between each of the listed exemplars to the concept of Perfusion (including compromised antecedents, deficit measurement in attributes, a list of negative consequences, and the interrelated concepts which may be involved).</p> <p>Identify conditions that place an individual at risk for imbalance leading to compromised Perfusion resulting in the listed exemplars (exception of Basic ECG Rhythms),</p> <p>Apply the nursing process with collaborative</p>	<p>Review the following content from previous courses Perfusion Concept Analysis Diagram</p> <p>Review the Prevention Measures for CAD Prior to class Read the assigned Written assignment Review the articles for MVP and CAD and summarize them. References Internet <i>Peripheral Vascular Disease</i> http://www.youtube.com/watch?v=D2q6vTqR-jc http://www.youtube.com/watch?v=gsM8k0sLT0k&list=PL7B19FF53C3E0F44E</p>



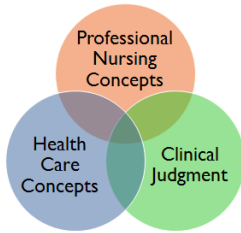
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	<p>Institute. chapter 28, 32, 35, & 36 ATI Nursing. (2016). <i>RN Maternal Newborn Nursing</i>. Assessment Technology Institute. pages 60-62</p> <p>Giddens, J. F. (2017). <i>Concepts for Nursing Practice</i> (2 ed.). St. Louis: Elsevier Mosby. chapter 18 Pearson Education, Inc. (2015). <i>Nursing A concept-Based Approach to Learning</i> (Second ed., Vol. one). New Jersey: Pearson. pages 1031-1082, 1105-1138, 1198-1210, 2048-2049</p> <p>Vallerand, A. H., Sanoski, C. A., & Deglin, J. H. (2016). <i>Davis's Drug Guide for Nurses</i>. Philadelphia: F. A. Davis Company.</p> <p>Yeager, D. (2015). EHR Tutor. Parma, OH.</p>	<p>interventions for individuals experiencing the listed exemplars (exception of Basic ECG Rhythms). Exemplars Basic ECG Rhythms Congestive Heart Failure Hypertension Gestational Hypertension Mitral Valve Prolapse Coronary Artery Disease (CAD) Peripheral Vascular Disease (PVD)</p> <p>Explain the electrical conduction not the heart.</p> <p>Discuss the correlation of the ECG waves to the cardiac conduction.</p> <p>Describe the lead placement for an ECG.</p> <p>Calculate the heart rate from an ECG paper strip.</p> <p>Identify a normal sinus rhythm, sinus bradycardia, sinus tachycardia, and a sinus arrhythmia.</p> <p>Describe the pathophysiology, risk factors and clinical manifestations for a patient with PVD.</p> <p>Identify the current treatments for a patient with PVD</p>	<p><i>Congestive Heart Failure</i> http://www.youtube.com/watch?v=3YddwXPWVSc http://www.youtube.com/watch?v=RHJBVTdBJvI http://www.youtube.com/watch?v=6NOGBgcWUsw http://www.youtube.com/watch?v=OAINGdoDt6o</p> <p><i>Coronary Artery Disease</i> http://www.youtube.com/watch?v=wre2WRPiFI</p> <p>Watch Videos on blackboard. Complete Case Study in appendix A with questions and make Concept Map (CM) (will be done and discuss in class)</p>
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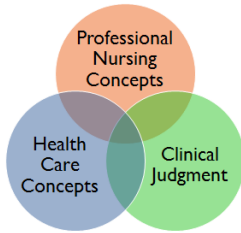
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		<p>Identify two priority nursing diagnosis for a patient with PVD</p> <p>Identify two priority education topics for a patient with PVD</p> <p>Explain the correlation between primary hypertension to the concept of perfusion (including compromised antecedents, deficit measurement in attributes, a list of negative consequences, and the interrelated concepts which may be involved).</p> <p>Identify conditions that place an individual at risk for imbalance leading to a compromised concept(s) resulting in hypertension.</p> <p>Apply the nursing process with collaborative interventions for individuals experiencing <i>Primary hypertension</i>.</p> <p>Differentiate among gestational hypertension, preeclampsia/eclampsia, and chronic hypertension.</p> <p>Identify patient education, medications, interventions and collaborative management required by</p>	
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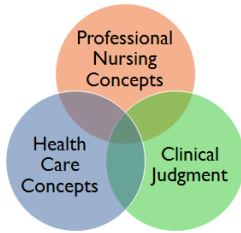
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		<p>patients with gestational hypertension.</p> <p>Identify the pathophysiological process underlying gestational hypertension.</p> <p>Compare care management for patients with mild pre-eclampsia vs. care with severe preeclampsia.</p> <p>Identify current medication therapy for patients with gestational hypertension. Explain the pathophysiology, clinical manifestations and risk factors for congestive heart failure</p> <p>Identify the types of congestive heart failure</p> <p>Describe the current treatments for congestive heart failure</p> <p>Develop a plan of care for a patient with congestive heart failure</p> <p>Identify the top 2 nursing diagnosis for a patient with congestive heart failure</p> <p>Explain the pathophysiological process underlying MVP and its clinical manifestations.</p>	
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		<p>Describe the patient teaching, nursing interventions, and collaborative activities likely to be required for patients who have MVP.</p> <p>Explain the preventative techniques patients with MVP need to follow.</p> <p>Explain the etiology and pathophysiology of CAD and how it progresses to Coronary Artery Occlusions. Enumerate the preventative measure than can be taken at the primary, secondary, and tertiary levels to prevent CAD or maximize the person’s health and quality of life.</p> <p>Explain the screening measures that can be taken to assess a person for early stages of Coronary Artery Disease. Describe the major areas where patient teaching is required: Diet, Exercise, Stress Reduction, Smoking Cessation, Weight Control, and management of comorbidities such as Diabetes Mellitus Type I or II.</p> <p>Explain the treatment modalities and how they work from Stress, Cholesterol and Blood Pressure Control, Angina, Coronary</p>	
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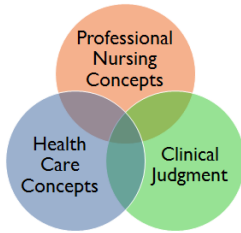
		angiograms, PTCA, Stints, to CABG.	
Week 13 11/29/17 <u>Perfusion</u>	Basic ECG Rhythms Congestive Heart Failure Hypertension Gestational Hypertension Mitral Valve Prolapse Coronary Artery Disease (CAD) Peripheral Vascular Disease (PVD)	Same as week 12	Same as week 12
Week 14 12/06/17 Exam 5 Review	<u>Exam 5</u>		
Week 15 12/13/17 Final exam	<u>Final Exam</u>		

X. Non-Discrimination Statement

Admissions, employment, and program policies of Ranger College are nondiscriminatory in regard to race, creed, color, sex, age, disability, and national origin.

XI. ADA Statement

Ranger College provides a variety of services for students with learning and/or physical disabilities. Students are responsible for making initial contact with the Ranger College Counselor, Gabe Lewis (glewis@rangercollege.edu). It is advisable to make this contact before or immediately after the semester begins.



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**Ranger College
ATI Assessment and Review Policy
Why ATI is valuable?**

- Assessment Technologies Institute® (ATI) offers an assessment driven review program designed to enhance student NCLEX-RN success.
- The comprehensive program offers multiple assessment and remediation activities. These include assessment indicator for academic success, critical thinking, and learning styles, online tutorials, online practice testing, and proctored testing over the major content areas in nursing. These ATI tools, in combination with the nursing program content, assist students to prepare more efficiently, as well as increase confidence and familiarity with nursing content.
- Data from student testing and remediation can be used for program's quality improvement and outcome evaluation.
- ATI information and orientation resources can be accessed from your student home page.
It is highly recommended that you spend time navigating through these orientation materials.

Modular Study:

ATI provides online review modules that include written and video materials in all content areas. Students are encouraged to use these modules to supplement course work and instructors may assign these during the course and/or as part of active learning/remediation following assessments.

Tutorials:

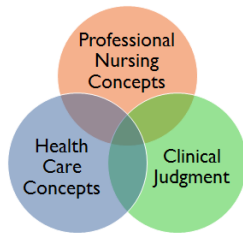
ATI offers unique Tutorials that teach nursing students how to think like a nurse; how to take a nursing assessment and how to make sound clinical decisions. **Nurse Logic** is an excellent way to learn the basics of how nurses think and make decisions. **Learning System** offers practice tests in specific nursing content areas that allow students to apply the valuable learning tools from Nurse Logic. Features are embedded in the Tutorials that help students gain an understanding of the content, such as a Hint Button, a Talking Glossary, and a Critical Thinking Guide.

Assessments:

Standardized Assessments will help the student to identify what they know as well as areas requiring active learning/remediation. There are practice assessments available to the student and standardized proctored assessments that may be scheduled during courses.

Active Learning/Remediation:

Active Learning/Remediation is a process of reviewing content in an area that was not learned or not fully understood as demonstrated on an assessment. It is intended to help the student review



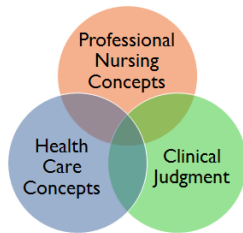
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important information to be successful in courses and on the NCLEX. The student's individual performance profile will contain a listing of the topics to review. The student can remediate, using the Focused Review which contains links to ATI books, media clips and active learning templates.

The instructor has online access to detailed information about the timing and duration of time spent in the assessment, focused reviews and tutorials by each student. Students can provide documentation that required ATI work was completed using the "My Transcript" feature under "My Results" of the ATI Student Home Page or by submitting written Remediation Templates as required.

SYLLABUS AND CALENDAR CHANGES

The course syllabus and calendar are subject to change. Students will be notified during scheduled class or via Ranger College email or Ranger Blackboard concerning any revisions to course syllabus.



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RANGER COLLEGE ADN PROGRAM

Student Learning Contract

RNSG1533 – Fall 2017

Student Understanding Content: As a Ranger College ADN nursing student, I agree to the following:

Please read and initial each item; then sign and date on the line below.

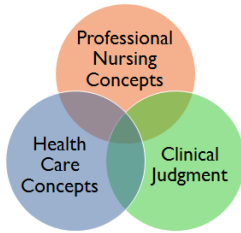
_____ 1. I understand that all course exams require a 75 or greater to pass this course, and that other course grades will not be factored into my overall course grade unless my exam average is 75 or better.

_____ 2. I understand that I am expected to attend class regularly and to arrive on time. Daily quizzes are started at the beginning of class. I also understand that missed lectures will result in make-up assignments not so for missed daily quiz grades. In addition, late arrivals (greater than 5 minutes) or leaving early will be noted by the course instructor; make-up work will be assigned depending on amount of time missed in class. Tardiness will result in a “0” on the quiz when the student is more than 5 minutes late. My course instructor is to receive my email or text regarding any tardiness and absences as soon as possible.

_____ 3. I understand that I am expected to read assigned pages, articles, video links etc., and complete other assigned learning activities prior to coming to class. In addition, any clinical assignments do not supersede lecture assignments and I am not to work on any clinical assignments during lectures.

_____ 4. I understand that I am responsible for checking my Ranger email box at least once daily, preferably more often, as well as keeping up with assignment due dates for any required course work. I also understand that any assignments submitted past the due date may result in additional assignments. This also pertains to make-up assignments for tardiness or lecture absences.

_____ 5. I understand that I am expected to be respectful and considerate towards my instructor and class peers, and that disruptive or rude behavior, as well as refusal to participate in assigned activities during lecture, will not be tolerated under any circumstance. I’m also aware that this behavior could result in dismissal from class at the time of the incident with notification of



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dismissal provided to the Dean of Nursing. Assigned make-up work will be expected in case of class dismissal.

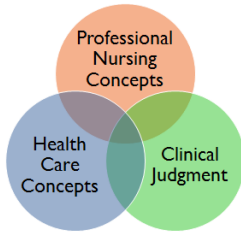
_____ 6. I understand that it is my responsibility to notify this course instructor if I experience learning difficulties in this course. In addition, I understand if I am working more than 20 hours/week, these choices may be jeopardizing my success in this nursing program.

_____ 7. I understand cheating, collusion, or plagiarism on any assignment, test, or exam in this course will not be tolerated and will result in a course failure with possible sanctions that will jeopardize my progression as a student in the ADN nursing program.

_____ 8. I understand that my cell phone is to be turned off and out of sight during lecture, unless otherwise directed by course instructor. I also understand if there is a potential for an emergent call, I need to notify the instructor of same prior to start of class (or as soon as possible).

_____ 9. I understand that I'm required to attend scheduled success strategy sessions with staff and /or instructors or do an Active Learning/Remediation any time my exam grades in this course fall below 76, and anytime when the course weighted average of course exams falls below 76. In this case, I understand I will be required to either come in early on Thursdays from 10am-12pm to sign a faculty/student interaction form, scheduled success strategy sessions or do an active learning remediation on ATI. Attendance of these sessions begin the Thursday following an exam and every week thereafter until my exam score is 76 or above or my total weighted average is 76 or above.

_____ 10. I understand that any nursing course failures, including dropping a course while failing, may prevent my progression in the ADN program due to space availability. I also understand that if I fail this lecture course, the corequisites courses will be considered a failure even though my actual grade is considered passing. Furthermore, clinical failure also affects my ability to finish the lecture course to receive credit.



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Appendix A
Case studies

I. Disorders of Fluid, Electrolyte, and Acid-Base Balance

A nurse is taking care of an 85-year-old woman in a hospital-based skilled nursing facility. In report, the nurse is told the patient has not been eating well for the past 2 days. She has been lethargic, her skin is warm and dry, and she has had a decreased urine output. The following laboratory findings were returned from the laboratory immediately after morning report:

Na 147
Cl 110
K 4.0

Blood Gases

pH 7.33
PCO₂ 34
HCO₃ 27
PO₂ 96

Urine

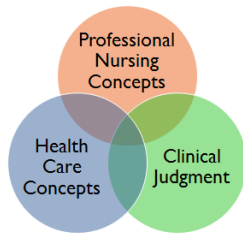
Urine Specific Gravity 1.040

1. Identify each of the abnormal laboratory findings in the above results.
2. What specific electrolyte disturbance does the patient have? What clinical manifestations would the nurse expect to see with this electrolyte abnormality?
3. If the patient had an increase in her potassium level, what clinical manifestations would the nurse monitor?
4. What abnormality of blood gas is seen in this patient? Make sure and provide a rationale for each result.

(Learning Objectives 1-16)

II. Disorders of Fluid, Electrolyte, and Acid-Base Balance

James Bean, a patient 67 years of age, is 3 days postoperative after a coronary artery bypass graft operation. The patient has a history of hypertension, type 1 diabetes, coronary artery disease, and end-stage renal disease, which is treated with hemodialysis three times per week. The patient has a left atriovenous (AV) shunt. The patient is taking the following medications:



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Sevelamer (Renagel): 2 capsules with each meal
Vitamin D, B₁₂, and iron supplements with meals
Calcium carbonate (OS-Cal): 3 tablets with each meal
Procrit (epoetin alfa): 100 U/kg/dose subcutaneously every Monday, Wednesday, and Friday (dialysis days)
70/30 NPH and regular insulin 30 U twice daily. (Fingerstick blood sugars taken before meals and at bedtime and regular insulin given per sliding scale.)
Coreg (carvedilol): 12.5 mg twice daily
Lanoxin: 0.125 mg (every other day, on even days)
Acetaminophen with Codeine No. 3: 1 to 2 tablets every 6 hours
Diphenhydramine hydrochloride (Benadryl): 25 mg every 8 hours PRN for itching
Docusate sodium (Colace): 100 mg b.i.d.

(Learning Objective 1-8)

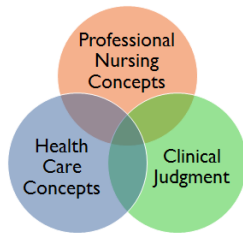
1. The patient is ordered to have daily dialysis. What is the rationale for this order?
2. The patient is going to hemodialysis at 9 AM on an odd day. Which medication or medications should the nurse hold before sending the patient?
3. What nursing management considerations should be made for this patient?

III. Disorders of Fluid, Electrolyte, and Acid-Base Balance

Jerry Thomas is a 26-year-old type 1 diabetic. He was originally diagnosed at the age of 14, and currently manages his disease with an intensive regimen of insulin injections. Jerry is employed as a schoolteacher and soccer coach. He presents today with a 2-day history of vomiting and diarrhea. He has been closely monitoring his blood glucoses, and is using regular insulin for high blood glucose levels. He has only been able to tolerate liquids such as Gatorade, but today he is unable to even tolerate that, and comes to the clinic for evaluation of possible diabetic ketoacidosis (DKA). (Learning Objective 6 & 7).

1. Describe the pathophysiology of DKA and why it occurs in patients with type 1 diabetes.
2. Based on the diagnosis of DKA, what assessment findings does the nurse correlate to this disorder?
3. The physician orders a complete metabolic panel, and Jerry's blood glucose is 425. Other lab values include a serum sodium of 152, serum potassium of 3.0, and BUN of 64. What is your assessment of these results?
4. Explain why it is important for Jerry to continue to take his insulin even though his oral intake is decreased.

IV. Disorders of Fluid, Electrolyte, and Acid-Base Balance



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Conrad Jackson is a 28-year-old man who presents to the emergency department with severe fatigue and dehydration secondary to a 4-day history of vomiting. During the interview, he describes attending a family reunion and states that perhaps he “ate something bad.” Upon admission his vital signs are a temperature of 102.7°F, heart rate of 116 bpm, respiratory rate of 18 breaths/min, and blood pressure of 86/54 mm Hg. The nurse also notes the patient has dry mucous membranes and tenting of skin. The physician orders an IV to be started with 0.45% normal saline, and orders a serum electrolytes and an arterial blood gas. (Learning Objective 13-16)

The following results are returned from the laboratory:

Sodium (Na ⁺)	150
Potassium (K ⁺)	5.5
Chloride (Cl ⁻)	110
BUN	42
Creatinine	0.8
Glucose	86
pH	7.32
PaCO ₂	35
HCO ₃ ⁻	20
PaO ₂	90
O ₂ Sat	98%

1. What is your interpretation of this arterial blood gas sample?
2. Explain the high potassium in this patient.
3. Calculate the patient’s anion gap:
4. What is the interpretation of this anion gap?

Case study “Kanye Long”

Continue on Blackboard