

Course Outline

COURSE: AH 54 DIVISION: 50 ALSO LISTED AS: AH 64

TERM EFFECTIVE: Fall 2018 CURRICULUM APPROVAL DATE: 02/26/2018

SHORT TITLE: LVN - Semester 4

LONG TITLE: LVN-Semester 4 - Medical-Surgical Nursing IV & Pediatric Nursing

Units	Number of Weeks		Contact Hours/Week		Total Contact Hours
11	18	Lecture:	6	Lecture:	108
		Lab:	15	Lab:	270
		Other:	0	Other:	0
		Total:	21	Total:	378

COURSE DESCRIPTION:

Course contains two components to provide theoretical and clinical experience in medical surgical and pediatric nursing. Content includes care of clients with disorders of the endocrine and neurosensory systems, mental health, emergency nursing and care of the child, including preventative measures and health teaching. A leadership component is included to prepare the student for the realistic work assignment of the Licensed Vocational Nurse. \$100 course material fee, payable at registration.
 PREREQUISITE: Completion of AH 51, 52 and 53.

PREREQUISITES:

- (Completion of AH 51, as UG, with a grade of C or better.
- OR
- Completion of AH 61, as UG, with a grade of C or better.)
- AND (Completion of AH 52, as UG, with a grade of C or better.
- OR
- Completion of AH 62, as UG, with a grade of C or better.)
- AND (Completion of AH 53, as UG, with a grade of C or better.
- OR
- Completion of AH 53, as UG, with a grade of C or better.)

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

03 - Lecture/Laboratory

04 - Laboratory/Studio/Activity

04B - Laboratory - LEH 0.75

STUDENT LEARNING OUTCOMES:

1. Students will use learned theoretical concepts to critically think in patient care situations and will recognize and respond safely, effectively and appropriately to patient care needs and problems.

Measure of assessment: Skills testing. Clinical evaluations of performance in hospital clinicals. Theory exams. Clinical calculation exams. NCLEX-PN exam post completion of LVN program.

Year assessed, or planned year of assessment: 2019

Semester: Spring

2. Students will communicate effectively with people of all ages, cultures and ethnicities. Students will demonstrate awareness of the students' own values and opinions, as well as awareness and respect of the opinions and values of others. Communication includes listening, speaking, reading, and writing analytically and respectfully.

Measure of assessment: Clinical evaluations. Skills testing. Participation in classroom discussions regarding ethical dilemmas.

Year assessed, or planned year of assessment: 2019

Semester: Spring

This SLO addresses cultural diversity: true

3. Students will consistently demonstrate honest and ethical behavior in the classroom and in their clinical practice. Students will practice within the scope of practice expected of a Licensed Vocational Nurse (LVN).

Measure of assessment: Adherence to the guidelines stated in the Gavilan College Nursing Student Handbook. Clinical evaluations. Skills testing. Turnitin.com. NCLEX-PN exam post completion of LVN program.

Year assessed, or planned year of assessment: 2019

Semester: Spring

4. Students will develop lifestyle choices that promote self-reliance towards physical, mental and social health. Students will develop skills to enhance job readiness and career goal identification which will promote lifelong learning and personal well-being.

Measure of assessment: Classroom discussions. Clinical evaluations. Skills testing. Clinical worksheets.

Year assessed, or planned year of assessment: 2019

Semester: Spring

CULTURAL DIVERSITY:

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 02/26/2018

LECTURE CONTENT:

Week 1

- Syllabus Review
- New Clinical Site Review
- ATI Testing Expectations
- Paperwork for Clinical sites
- Kaiser Packet
- CTE Counselor Jessica Weiler will be in class to review the petitions for graduation process

- Reviewing the Process for NCLEX and LVN Licensing applications
 - Psychologic Responses to Illness
 - Antidepressants and Mood Stabilizers
 - Psychiatric Disorders
 - Antipsychotics and Anxiolytics
 - Substance Related Addictive Disorders/Drugs of Abuse

 - The student is able to verbalize the requirements for the course, including:
 - Attendance
 - Clinical requirements
 - Grading
 - Homework
- Nursing Student Handbook & Policies
- Define mental health.
 - Discuss the concepts of stress, anxiety, adaptation, and homeostasis.
 - Discuss how age and cultural and spiritual beliefs affect an individual's ability to cope with illness.
 - Identify some basic coping strategies (defense mechanisms).
 - Discuss the concepts of anxiety, fear, stress, loss, grief, hopelessness, and powerlessness in relation to illness.
 - Describe several factors that may precipitate adaptive or maladaptive coping behaviors in response to illness.
 - Discuss implementation of the nursing process to enhance a patient's mental health as the patient deals with the stresses of illness.
 - Contrast the various categories of different antidepressants, giving an example of one drug for each category.
 - Describe the side effects and adverse reactions of antidepressants.
 - Plan nursing interventions, including patient teaching, for antidepressants (tricyclic antidepressants [TCAs], monoamine oxidase inhibitors [MAOIs], selective serotonin reuptake inhibitors [SSRIs]), selective norepinephrine reuptake inhibitors (SNRIs), and atypical antidepressants.
 - Explain the uses of lithium and its serum/plasma therapeutic ranges, side effects and adverse reactions, and nursing interventions.
 - Apply the nursing process to the patient taking lithium, carbamazepine, and valproic acid.
 - Describe the differences between social relationships and therapeutic relationships.
 - Describe key strategies in communicating therapeutically.
 - Describe the components of the mental status examination.
 - Identify target symptoms, behaviors, and potential side effects for the following types of medications: anti-anxiety (anxiolytic), antipsychotic, and antidepressant drugs.
 - Summarize current thinking about the cause of schizophrenia and the mood disorders.
 - Identify key features of the mental status examination and their relevance in anxiety disorders, schizophrenia, mood disorders, cognitive disorders, and personality disorders.
 - Identify common nursing diagnoses, goals, and interventions for people with anxiety disorders, schizophrenia, mood disorders, cognitive disorders, and personality disorders.
 - Differentiate between the two groups of drugs: antipsychotics and anxiolytics.
 - Contrast the action, uses, side effects, and adverse effects of traditional/typical and atypical antipsychotics.
 - Plan nursing interventions, including patient teaching, for the patient taking antipsychotics and anxiolytics.
 - Apply the nursing process to the patient taking an atypical antipsychotic, a typical antipsychotic, and an anxiolytic
 - Apply the biologic, environmental, and behavioral theories to the risks of substance-related and addictive disorders.

- Discuss prevention and treatment for substance-related and addictive disorders.
- Describe the development, course, and outcomes of substance-related disorders.
- Describe the development, course, and outcomes of gambling addiction.
- Describe the data to be collected for the nursing assessment of a patient with a substance-related or addictive disorder.
- Describe the nursing diagnoses and interventions associated with substance-related and addictive disorders.
- Discuss populations who present special problems in relation to substance use and gambling addiction.
- Define and differentiate among drug (substance) abuse, drug (substance) misuse, addiction, dependence, tolerance, detoxification, withdrawal, and abstinence.
- Describe the short-term and long-term effects of the relationships among brain structures and neurotransmitters involved in the neurobiology of addictive drugs.
- Identify the physical and psychological assessment findings associated with the use of commonly abused central nervous system stimulants and depressants, cannabis, psychedelic agents, and inhalants.
- Explain the rationale for the use of pharmacologic treatments during toxicity, withdrawal, and maintenance of abstinence of commonly abused drugs.
- Prioritize appropriate nursing interventions to use during treatment of patients with substance toxicity and withdrawal.
- Identify nursing interventions appropriate during management of surgical experiences and pain in patients who abuse drugs.
- Describe the nurse's role in recognizing and promoting treatment of chemical impairment among nurses.
- Implement the nursing process in the care of patients who abuse drugs.

Week 2

- Clinical / Orientation
- Med-Surg Kaiser
- All Pediatric Clinical Sites
- Med-Surg Kaiser
- Pediatric Clinical
- The Child With Emotional or Behavioral Condition
- ATI Proctored Exam (Mental Health)
- Pediatric Math
- Pediatric Pharmacology
- Skills Testing Review
- Differentiate among the following terms: psychiatrist, psychoanalyst, clinical psychologist, and counselor.
- Discuss the impact of early childhood experience on a person's adult life.
- Discuss the effect of childhood Autism Spectrum Disorders on growth and development.
- Discuss behavioral therapy and how it is applied to obsessive-compulsive disorders and depression in children.
- List the symptoms of potential suicide in children and adolescents.
- Discuss immediate and long-range plans for the suicidal patient.
- List four behaviors that may indicate substance abuse.
- Name two programs for members of families of alcoholics.
- Discuss the problems facing children of alcoholics.
- List four symptoms of attention deficit hyperactivity disorder.

- Describe techniques of helping children with attention deficit hyperactivity disorder to adjust to the school setting.
- Compare and contrast the characteristics of bulimia and anorexia nervosa.
- Apply principles of pharmacokinetics and pharmacodynamics to pediatric medication administration.
- Differentiate components of pharmacology unique to pediatric patients.
- Synthesize knowledge about pediatric medication safety and administration to current or potential nursing practice.

Week 3

- Leadership Role Of The LPN/LVN
- The Nurse Patient Relationship
- Cultural Aspects of Nursing Care
- Differentiate leadership from management.
- Describe leadership styles and theories.
- Discuss contemporary leadership challenges.
- Discuss management theories and processes.
- Discuss the processes involved in managing safe, evidence-based, patient-centered care.
- List effective management tips to achieve quality outcomes.
- Describe the role of the licensed vocational nurse as a team leader.
- Define the holistic view of nursing.
- Define the concept of self.
- Discuss the use of self in the practice of nursing.
- Compare the meaning of the terms patient and client.
- Describe the meaning of the AHA Patient Care Partnership document.
- List commonly held expectations of patients and families.
- Describe guidelines for nurse-patient relationships.
- Describe basic components of communication.
- Describe cultural concepts related to nursing and health care.
- Identify traditional health habits and beliefs of major ethnic groups in the United States.
- Explain cultural influences on the interactions of patients and families with the health care system.
- Discuss cultural considerations in providing culturally sensitive nursing care.
- Discuss ways in which planning and implementation of nursing interventions can be adapted to a patient's ethnicity.

Week 4

- ATI Proctored Exam
- Leadership & Management
- The Childs Experience of Hospitalization
- Health Care Adaptations for the Child and Family
- Math Practice Exam 1
- Identify various health care delivery settings.
- Describe three phases of separation anxiety.
- Discuss the management of pain in infants and children.
- List two ways in which the nurse can lessen the stress of hospitalization for the child's parents.

- Identify two problems confronting the siblings of the hospitalized child.
- Organize a nursing care plan for a hospitalized child.
- Interpret a clinical pathway for a hospitalized child.
- Describe two milestones in the psychosocial development of the preschool child that contribute either positively or negatively to the adjustment to hospitalization.
- Contrast the problems of the preschool child and the school-age child facing hospitalization.
- List three strengths of the adolescent that the nurse might use when formulating nursing care plans.
- Recognize the steps in discharge planning for infants, children, and adolescents.
- List five safety measures applicable to the care of the hospitalized child.
- Plan the basic daily data collection for hospitalized infants and children.
- Identify the normal vital signs of infants and children at various ages.
- Discuss the technique of obtaining urine and stool specimens from infants.
- Calculate the dosage of a medicine that is in liquid form.
- Demonstrate techniques of administering oral, eye, and ear medications to infants and children.
- Compare the preferred sites for intramuscular injection for infants and adults.
- Discuss two nursing responsibilities necessary when a child is receiving parenteral fluids and the rationale for each.
- Demonstrate the appropriate technique for gastrostomy tube feeding.
- Summarize the care of a child receiving supplemental oxygen.
- Recall the principles of tracheostomy care.
- List the adaptations necessary when preparing a pediatric patient for surgery.

Week 5

- The Child with Sensory/ Neurological Condition
- Central Nervous System Stimulant
- The Child with a Respiratory disorder
- Central Nervous System Disorders
- Drugs that affect the Respiratory system
- Outline the nursing approach to caring for the hearing-impaired child.
- Discuss the cause and treatment of amblyopia.
- Compare the treatment of paralytic and non-paralytic strabismus.
- Review the prevention of eyestrain in children.
- Discuss the functions of the 12 cranial nerves and nursing interventions for dysfunction.
- Outline the prevention treatment, and nursing care for the child with Reye's syndrome.
- Discuss the symptoms of meningitis in a child.
- Discuss the various types of seizures and the nursing responsibilities.
- Formulate a nursing care plan for the child with a decreased level of consciousness.
- Describe four types of cerebral palsy and the nursing goals involved in care.
- Prepare a plan for success in the care of intellectually or developmentally disabled child.
- Describe signs of increased intracranial pressure in a child.
- Describe three types of posturing that may indicate brain damage.
- Describe the components of a "neurological check."
- Discuss neurological monitoring of infants and children.
- State a method of determining level of consciousness in an infant.
- Identify the priority goals in the care of a child who experienced near-drowning.
- Explain the effects of stimulants on the central nervous system (CNS).

- Compare attention deficit/hyperactivity disorder and narcolepsy.
- Differentiate the action of drugs used for attention deficit/hyperactivity disorder and narcolepsy.
- Contrast the common side effects of amphetamines, anorexians, analeptics, doxapram, and caffeine.
- Compare the pharmacology of drugs used in the treatment of migraine headaches.
- Apply the nursing process for the patient taking CNS stimulants.
- Apply the nursing process for the patient taking doxapram (Dopram).
- Differentiate the types and stages of sleep.
- Explain several nonpharmacologic ways to induce sleep.
- Differentiate among these adverse effects: hangover, dependence, tolerance, withdrawal symptoms, and rapid eye movement (REM) rebound.
- Discuss the uses of benzodiazepines.
- Apply the nursing process for the patient taking benzodiazepines for hypnotic use.
- Differentiate nursing interventions related to barbiturates, benzodiazepine, nonbenzodiazepine, and melatonin agonist hypnotics.
- Compare the stages of anesthesia.
- Explain the uses for topical anesthetics.
- Differentiate general and local anesthetics and their major side effects
- Distinguish the differences between the respiratory tract of the infant and that of the adult.
- Compare bed rest for a toddler with bed rest for an adult.
- Discuss how sinusitis in children is different from that in adults.
- Discuss the nursing care of a child with croup, pneumonia, or respiratory syncytial virus.
- Recognize the precautions involved in the care of a child diagnosed with epiglottitis.
- Describe smoke inhalation injury as it relates to delivery of nursing care.
- Discuss the postoperative care of a 5-year-old child who has had a tonsillectomy.
- Recall the characteristic manifestations of allergic rhinitis.
- Assess the control of environmental exposure to allergens in the home of a child with asthma.
- Interpret the role of sports and physical exercise for the asthmatic child.
- Express five goals of asthma therapy.
- Recall four nursing goals in the care of a child with cystic fibrosis.
- Devise a nursing care plan for the child with cystic fibrosis, including family interventions.
- Review the signs and symptoms of respiratory distress in infants and children.
- Review the prevention of bronchopulmonary dysplasia.
- Examine the prevention of sudden infant death syndrome.

Week 6

- The Child with a Musculoskeletal Condition
 - Drugs for Neuromuscular Disorders
 - The Child with a Skin Condition
 - Drugs for Dermatologic Disorders
 - The Child with a Metabolic Condition
- Discuss the musculoskeletal differences between the child and adult and how they influence orthopedic treatment and nursing care.
 - Demonstrate an understanding of age specific changes that occur in the musculoskeletal system during growth and development.
 - Describe the management of soft tissue injuries.

- Discuss the types of fractures commonly seen in children and their effect on growth and development.
- Differentiate between Buck's extension and Russell traction.
- Compile a nursing care plan for the child who is immobilized by traction.
- Describe a neurovascular check.
- Discuss nursing care of a child in a cast.
- List two symptoms of Duchenne's muscular dystrophy.
- Describe the symptoms, treatment, and nursing care for the child with Legg-Calvé-Perthes disease.
- Describe two topics of discussion applicable at discharge for the child with juvenile idiopathic arthritis.
- Describe three nursing care measures required to maintain skin integrity in an adolescent child in a cast for scoliosis.
- Describe three types of child abuse.
- Identify symptoms of abuse and neglect in children.
- State two cultural or medical practices that may be misinterpreted as child abuse.
- Contrast the pathophysiology of myasthenia gravis and multiple sclerosis.
- Discuss the drug group used to treat myasthenia gravis.
- Compare the treatment strategies for the three phases of multiple sclerosis.
- Differentiate between the muscle relaxants used for spasticity and those used for muscle spasms.
- Apply the nursing process to drugs used to treat myasthenia gravis and muscle spasms.
- Recall the differences between the skin of the infant and that of the adult.
- Identify common congenital skin lesions and infections.
- Describe two topical agents used to treat acne.
- Summarize the nursing care for a child with infantile eczema. State the rationale for each nursing measure.
- Differentiate four types of topical medication.
- Discuss the nursing care of various microbial infections of the skin.
- Discuss the prevention and care of pediculosis and scabies.
- Differentiate among first-, second-, and third-degree burns in anatomical structures involved, appearance, level of sensation, and first-aid required.
- Identify the principles of topical therapy.
- Describe how the response of the child with burns differs from that of the adult.
- Examine the emergency treatment of three types of burns.
- List five objectives of the nurse caring for the burned child.
- Discuss the prevention and treatment of sunburn and frostbite.
- Differentiate acne vulgaris, psoriasis, drug-induced dermatitis, and contact dermatitis.
- Describe nonpharmacologic measures used to treat mild acne vulgaris.
- Describe at least three drugs that can cause drug-induced dermatitis and their characteristic symptoms.

Compare the topical antibacterial agents used to prevent and treat burn tissue infection. Discuss the nursing process, including teaching, related to commonly used drugs for acne vulgaris, psoriasis, and burns.

- Relate why growth parameters are of importance to patients with a family history of endocrine disease.
- List the symptoms of hypothyroidism in infants.
- Discuss the dietary adjustment required for a child with diabetes insipidus.
- Differentiate between type 1 and type 2 diabetes mellitus.
- List three precipitating events that might cause diabetic ketoacidosis.
- Compare the signs and symptoms of hyperglycemia and hypoglycemia.

- List a predictable stress that the disease of diabetes mellitus has on children and families during the following periods of life: infancy, toddlerhood, preschool age, elementary school age, puberty, and adolescence.
- Outline the educational needs of the parents and the child with diabetes mellitus in the following areas: nutrition and meal planning, exercise, blood tests, glucose monitoring, administration of insulin, and skin care.
- Discuss the preparation and administration of insulin to a child, highlighting any differences between pediatric and adult administration.
- List three possible causes of insulin shock.

Week 7

- A Child With a Condition of the Blood, Blood Forming Organs, or Lymphatic System
- Anticoagulants, Antiplatelets, and Thrombolytics
- Theory Test 1
- Identify common neurologic changes in the older person and the implication of these for nursing care.
- List the components of the nursing assessment of the patient with a neurologic disorder.
- Describe the diagnostic tests and procedures used to evaluate neurologic dysfunction and the nursing responsibilities associated with each.
- Identify the uses, side effects, and nursing interventions associated with common drug therapies employed in patients with neurologic disorders.
- Describe the signs and symptoms associated with increased intracranial pressure and the medical therapies used in treatment.
- Describe the pathophysiology, signs and symptoms, complications, and medical or surgical treatment for patients with selected neurologic disorders.
- Assist in developing a nursing care plan for the patient with a neurologic disorder
- Compare the action for anticoagulants, antiplatelets, and thrombolytics.
- Differentiate the side effects and adverse reactions of anticoagulants, antiplatelets, and thrombolytics.
- Apply the nursing processes, including patient teaching, for anticoagulants and thrombolytics.
- The three major groups of drugs used to maintain or restore circulation are anticoagulants, antiplatelets (antithrombotics), and thrombolytics.
- Anticoagulants prevent the formation of clots that inhibit circulation.
- Antiplatelet drugs prevent thrombosis in the arteries by suppressing platelet aggregation.
- Thrombolytics, referred to as the clot busters, are administered to dissolve blood clots that have already formed.

Week 8

- A Child With a Gastrointestinal Condition
- The Child with a Genitourinary Condition
- Gastrointestinal Agents
- Math Midterm
- Discuss three common gastrointestinal anomalies in infants.
- Discuss the postoperative nursing care of an infant with pyloric stenosis.
- Discuss dietary management of celiac disease.
- Understand the symptoms, treatments, and nursing care of a child with Hirschsprung's disease.
- Understand the treatment and nursing care of a child with intussusception.
- Interpret the nursing management of an infant with gastroesophageal reflux.

- Explain why infants and young children become dehydrated more easily than adults.
- Differentiate between three types of dehydration.
- Understand how nutritional deficiencies influence growth and development.
- Review the prevention of the spread of thrush in infants and children.
- Trace the route of the pinworm lifecycle and describe how reinfection takes place.
- Prepare a teaching plan for the prevention of poisoning in children.
- List two measures to reduce the effect of acetaminophen poisoning in children.
- Indicate the primary source of lead poisoning.
- Name the functional unit of the kidney.
- List four urological diagnostic procedures.
- Recognize urinary tract anomalies in infants.
- Discuss the skin care pertinent to the child with nephrosis.
- Explain any alterations in diet applicable to the child with nephrosis.
- Outline the nursing care for a child who is diagnosed as having Wilms' tumor.
- Discuss the impact of undescended testes on fertility.
- Discuss the impact of genitourinary surgery on the growth and development of children at various ages.
- Compare the pharmacologic treatment of vomiting, diarrhea, and constipation.
- Differentiate the actions and side effects of antiemetics, emetics, antidiarrheals, and laxatives.
- Apply the nursing process for the patient taking antiemetics, antidiarrheals, and laxatives.
- Differentiate contraindications to the use of antiemetics, emetics, antidiarrheals, and laxatives

Week 9

- Theory Mid -Term
- A Child with a Cardiovascular Disorder
- Adrenergic Agonists & Adrenergic Blockers
- Cholinergic Agonists and Aticholinergics
- Distinguish the differences between the cardiovascular system of the infant and that of an adult.
- List the general signs and symptoms of congenital heart disease.
- Differentiate between patent ductus arteriosus, coarctation of the aorta, atrial septal defect, ventricular septal defect, and tetralogy of Fallot.
- Discuss six nursing goals relevant to the child with acquired heart disease.
- List the symptoms of rheumatic fever.
- Discuss the prevention of rheumatic fever.
- Discuss hypertension in childhood.
- Differentiate between primary and secondary hypertension.
- Identify factors that can prevent hypertension.
- Describe heart-healthy guidelines for a child over the age of 2 years.
- Recognize the manifestation of Kawasaki disease and the related nursing care.
- Discuss the risk factors for cerebrovascular accident (CVA).
- Identify the two major types of CVA.
- Describe the pathophysiology, signs and symptoms, and medical treatment for each type of CVA.
- Describe the neurologic deficits that may result from CVA.
- Explain the tests and procedures used to diagnose a CVA, and nursing responsibilities for patients undergoing those tests and procedures.
- Discuss criteria used to identify patients eligible for treatment with recombinant tissue plasminogen activator (rt-PA).

- List data to be included in the nursing assessment of the CVA patient.
- Assist in developing a nursing care plan for a CVA patient during the acute phase and rehabilitation phase.
- Specify criteria used to evaluate the outcomes of nursing care for the CVA patient.
- Identify resources for the CVA patient and family.

Week 10

- Childhood communicable Diseases, bioterrorism, Natural Disasters, and the Maternal Child Patient
- Vaccines
- ATI Proctored Exam

(Pediatric)

- Pituitary and Adrenal Disorders
- Endocrine Drugs: Pituitary, Thyroid, Parathyroid, Adrenal Disorders
- Discuss the characteristics of common childhood communicable diseases.
- Interpret the detection and prevention of common childhood communicable diseases.
- Discuss three principles involved in standard precautions used to prevent the transmission of communicable diseases to children.
- Discuss the national and international immunization programs.
- Describe the nurse's role in the immunization of children.
- Understand the vulnerability of pregnant women and young infants and children to exposure to agents of bioterrorism.
- Understand the role of the nurse in the hospital and in the community in preventing and responding to disaster events.
- Demonstrate a teaching plan for preventing sexually transmitted infections (STIs) in an adolescent.
- Formulate a nursing care plan for a child with acquired immunodeficiency syndrome
- Compare and contrast active and passive immunity.
- Compare and contrast active natural and active acquired immunity.
- Describe infectious diseases for which vaccines are currently available.
- Outline the currently recommended childhood immunization schedule.
- Discuss vaccines routinely administered to adults.
- Discuss contraindications to the administration of recommended immunizations.
- Explain the nursing interventions, including teaching, related to the administration of vaccines.
- ATI Proctored Exam (Pediatric)
- Identify nursing assessment data relevant to the function of the adrenal and pituitary glands.
- Describe the tests and procedures used to diagnose disorders of adrenal & pituitary glands.
- Describe the pathophysiology and medical treatment of adrenocortical insufficiency, excess adrenocortical hormones, hypopituitarism, diabetes insipidus, and pituitary tumors.
- Assist in developing nursing care plans for patients with selected disorders of the adrenal and pituitary glands.
- Compare the hormones secreted from the adenohypophysis and the neurohypophysis.
- Differentiate the actions and uses of the pituitary hormones: thyroxine (T4), triiodothyronine (T3), parathyroid hormone (PTH), and glucocorticoids.
- Differentiate the side effects of thyroxine (T4) and triiodothyronine (T3).
- Apply the nursing process, including patient teaching, of drug therapy related to hormonal replacement or hormonal inhibition for the pituitary, thyroid, parathyroid, and adrenal glands

Week 11

- Diabetes Mellitus and Hypoglycemia
- Antidiabetics
- Thyroid & Parathyroid Disorders

- Explain the pathophysiology of diabetes mellitus and hypoglycemia.
- Explain the difference between type 1 and type 2 diabetes mellitus.
- Describe the role of insulin in the body.
- Describe the signs and symptoms of diabetes mellitus and hypoglycemia.
- Describe the complications of diabetes mellitus.
- Differentiate between acute hypoglycemia and diabetic ketoacidosis.
- Describe the treatment of a patient experiencing acute hypoglycemia or diabetic ketoacidosis.
- Identify nursing interventions for a patient diagnosed with diabetes mellitus or hypoglycemia.
- Explain tests and procedures used to diagnose diabetes mellitus and hypoglycemia.
- Discuss treatment of diabetes mellitus and hypoglycemia.
- Assist in developing a nursing care plan for a patient with diabetes mellitus and hypoglycemia.
- Compare type 1 and type 2 diabetes mellitus.
- Describe the symptoms of diabetes mellitus.
- Differentiate symptoms of hypoglycemic reaction and hyperglycemia.
- Compare onset, peak, and duration of rapid-acting, short-acting, intermediate-acting, and long-acting insulins.
- Compare the action of oral antidiabetic drugs and their side effects.
- Differentiate between the action of insulin, oral antidiabetic agents, and glucagon.
- Apply the nursing process to the patient taking insulin and oral antidiabetic agents
- Identify nursing assessment data related to the functions of the thyroid and parathyroid glands.
- Describe tests and procedures used to diagnose disorders of the thyroid and parathyroid glands and nursing responsibilities relevant for each.
- Describe the pathophysiology, signs and symptoms, complications, and treatment of hyperthyroidism, hypothyroidism, hyperparathyroidism, and hypoparathyroidism.
- Assist in the development of nursing care plans for patients with disorders of the thyroid or parathyroid glands, including assessment, nursing diagnoses, goals, interventions, and outcome criteria

Week 12

- Neurologic Disorders
- Drugs for Neurologic Disorders
- Immunity, Inflammation, and infection
- Identify common neurologic changes in the older person and the implication of these for nursing care.
- List the components of the nursing assessment of the patient with a neurologic disorder.
- Describe the diagnostic tests and procedures used to evaluate neurologic dysfunction and the nursing responsibilities associated with each.
- Identify the uses, side effects, and nursing interventions associated with common drug therapies employed in patients with neurologic disorders.
- Describe the signs and symptoms associated with increased intracranial pressure and the medical therapies used in treatment.
- Describe the pathophysiology, signs and symptoms, complications, and medical or surgical treatment for patients with selected neurologic disorders.

- Assist in developing a nursing care plan for the patient with a neurologic disorder.
- Summarize the pathophysiology of parkinsonism and Alzheimer's disease.
- Contrast the actions of anticholinergics, dopaminergics, dopamine agonists, MAO-B inhibitors, and COMT inhibitors in the treatment of parkinsonism.
- Compare the side effects of various antiparkinsonism drugs.
- Apply the nursing process to anticholinergics, dopaminergics, and acetylcholinesterase inhibitors.
- Differentiate the phases of Alzheimer's disease with corresponding symptoms.
- Compare the side effects/adverse effects of acetylcholinesterase inhibitors that are used to treat Alzheimer's disease.
- Describe physical and chemical barriers.
- Describe the immune response.
- Identify the organs involved in immunity.
- Compare natural and acquired immunity.
- Describe how inflammatory changes act as bodily defense mechanisms.
- Identify the signs and symptoms of inflammation.
- Discuss the process of repair and healing.
- Differentiate infection from inflammation.
- Discuss the actions of commonly found infectious agents.
- Describe the ways that infections are transmitted.
- Identify signs and symptoms of infection.
- Compare community-acquired and health care-associated infections.
- Discuss the nursing care of patients with infections.
- Describe the Centers for Disease Control and Prevention (CDC) Standard Precautions guidelines for infection prevention and control.
- Describe the CDC isolation guidelines for Airborne, Droplet, and Contact (Transmission-Based) Precautions.
- Describe the CDC isolation guidelines for a Protective Environment.
- Differentiate between humoral (antibody-mediated) and cell-mediated immunity.
- Describe the nursing care of patients with immunodeficiency and of those with allergies.
- Describe the process of autoimmunity

Week 13

- Spinal Cord Injury
- Cerebro-vascular Accident
- Anti-convulsants
- ATI Proctored Exam

(Med Surg)

- Math practice Exam
- Explain the effect of spinal cord injury.
- Describe the diagnostic tests used to evaluate spinal cord injuries and related nursing responsibilities.
- Explain the physical effects of spinal cord injury.
- Describe the medical and surgical treatment during the acute phase of spinal cord injury.
- List the data to be included in the nursing assessment of the patient with a spinal cord injury.
- Identify nursing diagnoses, goals, interventions, and outcome criteria for the patient with a spinal cord injury.
- State the goals of rehabilitation for the patient with spinal cord injury.

- Describe the nursing care for the patient undergoing a laminectomy.
- Discuss the risk factors for cerebrovascular accident (CVA).
- Identify the two major types of CVA.
- Describe the pathophysiology, signs and symptoms, and medical treatment for each type of CVA.
- Describe the neurologic deficits that may result from CVA.
- Explain the tests and procedures used to diagnose a CVA, and nursing responsibilities for patients undergoing those tests and procedures.
- Discuss criteria used to identify patients eligible for treatment with recombinant tissue plasminogen activator (rt-PA).
- List data to be included in the nursing assessment of the CVA patient.
- Assist in developing a nursing care plan for a CVA patient during the acute phase and rehabilitation phase.
- Specify criteria used to evaluate the outcomes of nursing care for the CVA patient.
- Identify resources for the CVA patient and family.
- Contrast the two international classifications of seizures with characteristics of each type.
- Differentiate between the types of seizures.
- Summarize the pharmacokinetics, side effects and adverse reactions, therapeutic plasma phenytoin level, contraindications for use, and drug interactions of phenytoin (Dilantin).
- Compare the actions of hydantoin, long-acting barbiturates, succinimides, oxazolidones, benzodiazepines, iminostilbenes, and valproate.
- Apply the nursing process to anticonvulsants including patient teaching

Week 14

- ATI Comprehensive Predictor
- Preparing for NCLEX Success Exam
- Cultural Presentation
- Cultural awareness involving self-examination and exploration of one's cultural and professional background.
- Cultural knowledge obtaining information based on different cultural and ethnic groups health beliefs.
- Cultural skill involves the student nurses ability to collect relevant cultural data regarding the patient's presenting problem and accurately perform a cultural specific assessment and care.
- Understands cultural encounter process that encourages student nurses to directly engage in cross-cultural interactions with patients from culturally diverse backgrounds.
- Cultural desire refers to the motivation to become culturally aware and to seek cultural encounters. This component involves the willingness to be open to others, to accept and respect cultural differences and to be willing to learn from others.
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- Identify common neurologic changes in the older person and the implication of these for nursing care.

- List the components of the nursing assessment of the patient with a neurologic disorder.
- Describe the diagnostic tests and procedures used to evaluate neurologic dysfunction and the nursing responsibilities associated with each.
- Identify the uses, side effects, and nursing interventions associated with common drug therapies employed in patients with neurologic disorders.
- Describe the signs and symptoms associated with increased intracranial pressure and the medical therapies used in treatment.
- Describe the pathophysiology, signs and symptoms, complications, and medical or surgical treatment for patients with selected neurologic disorders.
- Assist in developing a nursing care plan for the patient with a neurologic disorder.
- Summarize the pathophysiology of parkinsonism and Alzheimer's disease.
- Contrast the actions of anticholinergics, dopaminergics, dopamine agonists, MAO-B inhibitors, and COMT inhibitors in the treatment of parkinsonism.
- Compare the side effects of various antiparkinsonism drugs.
- Apply the nursing process to anticholinergics, dopaminergics, and acetylcholinesterase inhibitors.
- Differentiate the phases of Alzheimer's disease with corresponding symptoms.
- Compare the side effects/adverse effects of acetylcholinesterase inhibitors that are used to treat Alzheimer's disease.
- Describe physical and chemical barriers.
- Describe the immune response.
- Identify the organs involved in immunity.
- Compare natural and acquired immunity.
- Describe how inflammatory changes act as bodily defense mechanisms.
- Identify the signs and symptoms of inflammation.
- Discuss the process of repair and healing.
- Differentiate infection from inflammation.
- Discuss the actions of commonly found infectious agents.
- Describe the ways that infections are transmitted.
- Identify signs and symptoms of infection.
- Compare community-acquired and health care-associated infections.
- Discuss the nursing care of patients with infections.
- Describe the Centers for Disease Control and Prevention (CDC) Standard Precautions guidelines for infection prevention and control.
- Describe the CDC isolation guidelines for Airborne, Droplet, and Contact (Transmission-Based) Precautions.
- Describe the CDC isolation guidelines for a Protective Environment.
- Differentiate between humoral (antibody-mediated) and cell-mediated immunity.
- Describe the nursing care of patients with immunodeficiency and of those with allergies.
- Describe the process of autoimmunity

Week 15

- Cultural Presentations
- Pharmacology & Math Final
- Cultural awareness involving self-examination and exploration of one's cultural and professional background.
- Cultural knowledge obtaining information based on different cultural and ethnic groups health beliefs.

- Cultural skill involves the student nurses ability to collect relevant cultural data regarding the patient's presenting problem and accurately perform a cultural specific assessment and care.
- Understands cultural encounter process that encourages student nurses to directly engage in cross-cultural interactions with patients from culturally diverse backgrounds.
- Cultural desire refers to the motivation to become culturally aware and to seek cultural encounters.
- This component involves the willingness to be open to others, to accept and respect cultural differences and to be willing to learn from others.

Week 16

- Theory Final Exam
- Math Final Retake

LAB CONTENT:

Pediatric Clinical

- Implement and document on the EHR the patient plan of care and state the rationale for the nursing interventions.
- Demonstrate ability to communicate and report pertinent observations and inferences to appropriate personnel, i.e. instructor, team leader, etc. promptly and document on the EHR.
- Identify and list own values, which may enhance or hinder effective communications with others.
- Weigh and measure an infant, toddler and a preschool child, documenting weight, length or height, and head circumference on the EHR.
- Take vital signs and document on the EHR on a pediatric patient with accuracy.
- Demonstrate initiative in seeking out opportunities to repeatedly perform focused assessments and documentation in the EHR of a pediatric patient.
- State the vaccination needs and requirements for the pediatric patient.
- Obtain parent consent to administer vaccine to a child.
- Prepare, administer and document a childhood immunization.
- Verbalize the use of medications, their classification, implications, side effects, and age appropriate needs when administering and documenting medication administration.
- Demonstrate use of six rights of medication administration to the pediatric patient.
- Document on the EHR deviations from normal growth and development in provision of care of the pediatric patient.
- Document on the EHR appropriate age and developmental nursing interventions used in the provision of care of the pediatric patient..
- List 5 behaviors observed with an autistic child that differs from a normal child.
- Identify five treatment modalities for children with chronic illnesses.
- Implement infection control measures and follow standard precautions in the provision of care.
- Provide diet instruction to a parent on an appropriate diet for an infant less than one year that is breast-feeding and one that is using formula. Document the instruction on the EHR.
- Demonstrate appropriate patient care prioritization by stating the patient's priority of needs and plan of care to meet those needs.
- Assess and document on the EHR deviations from a normal health assessment (both physical and psychological parameters) of a pediatric patient.
- State a nursing diagnosis for each actual or potential problem that has been identified from the patient's health assessment.
- List the parameters of vocational nursing practice as defined by the Board of Vocational Nurse and Psychiatric Technicians as it pertains to pediatric patient care.

Medical - Surgical Clinical

- Demonstrate and document an accurate patient shift assessment and note abnormal assessment findings in the assessment.
- Obtain and document patient vital signs with accuracy within expected time frames.
- Recognize abnormal vital signs and initiate the appropriate actions by notifying the primary nurse and the instructor.
- Competently utilize a bedside blood glucose monitor to test the patient's blood glucose levels and interpret the data correctly, and initiate the appropriate actions.
- Administer and document oral, parenteral, and topical medications utilizing the 7 rights of medication administration.
- Assess, measure and document a wound on the EHR.
- Perform and document on the EHR a wet to dry dressing change using aseptic technique.
- Perform and document on the EHR a vacuum dressing change.
- Demonstrate and document on the EHR competent care for patients needing oxygen, implementing the correct type of mask or nasal cannula, and the correct volumes. Incorporate appropriate nursing interventions, assessments, and safety.
- Demonstrate and document on the EHR tracheostomy care and suctioning.
- Assess and document patient pain level and utilize pharmacologic and non-pharmacologic measures to keep patients at their accepted level of comfort.
- Assess and document condition of IV sites.
- Review the patient's orders for IV fluids and rates and report to the instructor and primary nurse any deviations that may occur differing from the current physicians orders.
- Assess patient's urinary output, document and report any deviations from normal parameters.
- Demonstrate respect for patient's culture and religion in delivering nursing care. Instructor will assess student ability based on observations of interactions and client interviews.

METHODS OF INSTRUCTION:

Lecture, skills lab, hospital clinical lab, skills demonstration, return demonstration

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 5

Assignment Description:

Cultural/religious health belief project.

Written assignment as well as classroom presentation required.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 10.00 %

Percent range of total grade: 5% to 10%. Written case study and a cultural/religious health beliefs project.

Problem-solving assignments

Percent of total grade: 0.00 %

Clinical Math Exam requires a minimum 90% competency level to pass the course, but it is not counted into the grade. Pass/fail only. You must receive the minimum 90% to pass the course.

Skill demonstrations

Percent of total grade: 0.00 %

Skills testing of nursing clinical skills. Skills testing is pass/fail only. Students must demonstrate safe clinical performance with patient care in the hospital. Students must pass skills testing and have a passing clinical performance evaluation in the hospital clinical in order to pass the course.

Objective examinations

Percent of total grade: 90.00 %

Percent range of total grade: 90% to 95 %. Theory Exams, Quizzes, and ATI Proctored Exams. Multiple Choice, True/False, Matching Items, Essay completion.

Other methods of evaluation

Percent of total grade: 0.00 %

Clinical worksheets are pass/fail. Clinical evaluations are pass/fail. You must pass both in order to pass the course.

REPRESENTATIVE TEXTBOOKS:

Required Representative Textbooks

ATI Testing. ATI NCLEX Review Modules & Proctored Assessments. Leawood, KS: Assessment Technologies Inc.,2018.

New software introduced to enhance readiness for NCLEX examinations.

ISBN: None

Clayton. PHARM = Basic Pharmacology for Nurses, 17th edition. St. Louis, MO: Elsevier,2017.

New text.

ISBN: 9780323396103

Clayton. PHARM SG = Basic Pharmacology for Nurses, 17th edition. St. Louis, MO: Elsevier,2017.

New text.

ISBN: 978-0323396110

Doenges, Moorhouse, & Murr. Nurse's Pocket Guide: Diagnoses, Prioritized Interventions and Rationales, 14th edition.. Philadelphia, PA: FA Davis,2016.

Updated with current edition.

ISBN: 0803644752

FA Davis. Nursing Central for Smartphone. Charlottesville, VA: Unbound Medicine / FA Davis,2018.

Updated with current edition.

ISBN: None

FA Davis. Taber's Cyclopedic Medical Dictionary, 23rd edition.. Philadelphia, PA: FA Davis,2017.

Updated with current edition.

ISBN: 978-0-8036-5904-9

Leifer. Introduction to Maternity and Pediatric Nursing, 7th Edition. St. Louis, MO: Elsevier,2015.

New text.

ISBN: 9781455770151

Linton. IMSN = Introduction to Medical-Surgical Nursing, 6th ed.. St. Louis, MO: Elsevier,2016.

New text.

ISBN: 9781455776412

Mosby. Mosby's Dictionary of Medicine, Nursing & Health Professions, 10th edition. St. Louis, MO: Elsevier,2016.

Updated to current edition.

ISBN: 9780323222051

Nugent & Vitale. Fundamentals Success-A Q&A Review Applying Critical Thinking to Test Taking, 4th edition. Philadelphia, PA: FA Davis,2015.

New text.

ISBN: 978-0-8036-4414-4

Phelps, Sparks & Taylor. Nursing Diagnosis Reference Manual, 10th ed.. Riverwoods, IL: Lippincott,2017.

Updated with current edition.

ISBN: 9781496347817

Potter & Perry. FON = Fundamentals of Nursing, 9th edition. St. Louis, MO: Elsevier,2017.

Updated to current edition.

ISBN: 9780323327404

Potter & Perry. FON SG = Fundamentals of Nursing Study Guide, 8th ed.. St. Louis, MO: Elsevier,2017.

Updated to current edition.

ISBN: 9780323396448

Purnell & Paulanka. CCHC = Culturally Competent Health Care (guide to), 4th ed.. Philadelphia, PA: FA Davis,2018.

Updated edition.

ISBN: 978-0-8036-6702-0

Turner & Mullholland. The Nurse, The Math, The Meds. 4th edition. St. Louis, MO: Elsevier,2018.

New text.

ISBN: 9780323293839

Vallerand & Sanoski. Davis Drug Guide (Nurse's Med Deck), 15th edition. Philadelphia, PA : FA Davis,2017.

Updated text.

ISBN: 978-0-8036-5707-6

Van Leeuwen & Bladh. Davis's Comprehensive Handbook of Laboratory and Diagnostic Tests With Nursing Implications, 7th ed. FA D. Philadelphia, PA: FA Davis,2017.

Updated with current edition.

ISBN: 978-0-8036-5943-8

Recommended Representative Textbooks

Myers. LPN Notes : Nurse's Clinical Pocket Guide, 4th Edition. Philadelphia, PA: FA Davis,2016.

New text.

ISBN: 978-0-8036-5796-0

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 200970

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: AH

CSU Crosswalk Course Number: 54

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: C

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000506202

Sports/Physical Education Course: N

Taxonomy of Program: 123020