



**NURSING II**  
**COURSE SYLLABUS**  
**NUR 1213HY**

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## Course Syllabus – Classroom Courses

### GENERAL CLASS AND COURSE INFORMATION

**Course Number:** NUR 1213

**Class Reference Number:** Multiple

**Term:** 2012-2

**Course Title:** Nursing II

**Credit/Contact Hours:** 7 Credits/7 Lecture Hours

**Course Description:**

Using the concepts of oxygenation, cellular integrity, regulation, perception/sensory/cognition and mobility, the theories of holism and goal attainment will be applied to human responses to health challenges of individuals and families across the lifespan. The focus is upon the use (application) of the concepts to assist individuals to meet their goals. A variety of nursing practice settings will be explored.

**Course Learning Outcomes:** As a result of taking this course, the student will be able to:

1	Apply the nursing process utilizing critical thinking skills when planning the care of clients across the life-span.
2	Utilize theories of Holism and Goal Attainment while implementing the nursing process.
3	Describe interventions based on personal, interpersonal and social system transactions to promote optimum health in acute care, and community health settings.
4	Identify effective communication skills utilized with clients, families and interdisciplinary health team members, to meet the identified health teaching/learning needs of individuals with commonly and selected less commonly occurring human responses to health challenges
5	Utilize critical thinking in the development of nursing plans of care in diverse settings to client populations across the lifespan to facilitate the ability to progress to wellness. These plans of care will relate to the factors of cultural diversity, educational background, and psycho-social-spiritual needs.
6	Apply ethical and legal concepts relevant to the practice of professional nursing.
7	Initiate leadership and management skills necessary for effective delegation and supervision of peers, LPNs and UAPs.
8	Apply the principles of nutrition and diet therapy to promote wellness in individuals with commonly and selected less commonly occurring human responses to health challenges.
9	Identify safe, accurate, technical skills in rendering direct client care and administration of medications across the lifespan; demonstrate proficiency in use of computer technology in health care settings.
10	Incorporate health care teaching across the lifespan to assist clients and their families to attain and maintain wellness.
11	Describe the flexibility of nursing roles as a member of the health care interdisciplinary team in diverse settings.
12	Distinguish the pharmacologic interventions for client populations who experience commonly and selected less commonly occurring human responses to health challenges.

[Course Outline for NUR1213 - NURSING 2](#)

## Course Syllabus – Classroom Courses

### Class Schedules

**Sample Schedule: NUR 1213 LECTURE Wednesday and Thursday @ 9:30a-1:00p**

#### Full-time Program:

Classes will meet from 9:30 AM- 1:00 Wednesday and Thursday, unless otherwise designated.

#### Part-time Program:

Classes will meet on one designated evening per week. Only Part-time students will follow the NUR1213 HY Syllabus.

Course schedule(s) are posted on the web component under Course Calendar. All attempts will be made to maintain the posted schedule. However, please note that in the event of an unforeseen emergency or circumstances beyond our control, we reserve the right to schedule exams and/or instructional activities on other days as a means to ensure every opportunity for students to successfully complete the course.

**Textbooks Information:** Textbooks are listed as Required and Recommended.

#### Required:

- 1 Smeltzer, S., et al., (2010). Brunner & Suddarth's Textbook of Medical Surgical Nursing, (12<sup>th</sup> Ed.) Philadelphia: Lippincott, Williams, & Wilkins. ISBN: 7817-8517-8590-1
- 2 Study Guide for Textbook of Medical Surgical Nursing. Philadelphia: Lippincott, Williams, & Wilkins.
- 3 Skills Video: Fundamentals of Nursing ISBN 13-978-0-8036-2403-0
- 4 Wilson, B. et al (2012) Nurse's drug guide 2012. New Jersey: Prentice Hall. ISBN 0135076137
- 5 Taber's 2009 Cyclopedia Medical Dictionary. (21<sup>st</sup> Ed) Philadelphia: F.A. Davis. ISBN-13: 978-0-8036-1559-5 ISBN 0803615590
- 6 Kee, Joyce L. Laboratory and Diagnostics with Nursing Implications (7<sup>th</sup> Ed). Boston: Pearson. ISBN-13: 9780131182677 ISBN-13: 9780131182677
- 7 Ackley, Betty J. and Ladwig, Gail B.; Guide to Nursing Diagnosis (2007) Mosby, St. Louis, Missouri. ISBN-13:978-0-323-03665-8. ISBN-10: 0323051928
- 8 Ackley, Betty J. and Ladwig, Gail B.; Nursing Diagnosis Handbook: A Guide to Planning Care, 9<sup>th</sup> ed., 2010, Mosby, St. Louis, Missouri,. ISBN 0323036643. ISBN 0323071503
- 9 Evolve Case Studies & with Practice Tests. 2 year edition. Author: Elsevier. ISBN: 9781437771107.  
For Students who purchased the Case Studies in the previous semester, please purchase the **Practice Tests** only. ISBN: 9780323068673.
- 10 Lutz, C. A. & Pryztulski, K. R. Nutrition & Diet Therapy Philadelphia: F. A. Davis Publishers.

## Course Syllabus – Classroom Courses

- 11 Palm Beach State College Syllabus for NUR 1213 is posted online.
- 12 Palm Beach State College [Nursing Student Handbook](#) is posted online.

### Recommended:

- 1 Fluids & Electrolytes Made Incredibly Easy Springhouse: Springhouse Corp.  
ISBN
- 2 The Essentials of Nursing Care Planning and Documentation. Boston: Pearson Custom Publishing.  
ISBN: 0-536-30111-5.
- 3 Cadenhead-Colgrove, K. & Callicoatt, J. Med-Surg Success: course review applying critical thinking to test taking. Philadelphia: FA Davis Publishers.

You may purchase your textbook(s) at any one of Palm Beach State College's campus bookstores or [online](#).

[Essential Nursing Resources](#) Video list is recommended & available in [MTIS](#) (Media Technology and Instructional Services) located on the first floor of the LLRC.

**All students enrolled in a Nursing course** are required to obtain and read the current [Nursing Student Handbook](#) and the **Palm Beach State [College Student Handbook](#)**. All Nursing students are responsible for the information contained in these publications. Both of these publications are published on the Palm Beach State College web site.

### Web Content Information:

**This course is listed as a Hybrid Course which has a web component on the [Online Learning - Blackboard Campus](#). As a Hybrid course, at least 50% of your classes will be scheduled on campus. Please note that all testing for this course will be on campus in the Nursing Testing Lab.**

To pass the course, you must be able to access this web site. The course web site will be available on the 1<sup>st</sup> day of the semester. Your password will not work until that time.

**It is the student's responsibility to have accessed this site no later than the semester start date.**

The web site has a security system which requires a *Sign on* and a *Password*. Only registered students will be able to access the course web component.

### To login to the course web site:

**User Name:** Use your Palm Beach State College Student ID Number (no hyphens). Your Palm Beach State College Student ID Number can be found on the back of your student ID card. If you do not have a student ID card, you can obtain one in the bookstore at Lake Worth campus. For obtaining a student ID card on other campuses, check with the campus directly.

**Password:** The student's Blackboard password will be the student's **Palm Beach State College Pin Number**

## Course Syllabus – Classroom Courses

### What do I do if I forget my password or need assistance with Blackboard?

[E-mail the Blackboard administrator](#). You can also contact the [Palm Beach State College Student Helpdesk](#) by sending an e-mail to or contacting them by phone at (561)868-4000. Be sure you have the following information available:

- your full name
- your Palm Beach State College Student ID number
- course with the reference number
- details of the assistance needed and any error messages

The [Student Help Desk Hours of Operation](#) are posted online. On hours and days that the Help Desk is closed, the student may leave a voice message or an e-mail and the issue will be addressed on the next business day.

### "Netiquette Rule" requirements

Refer to the web site for network application. The faculty expectation is for student adherence to the same standards of behavior online that you follow in real life.

### PROFESSORS CONTACT INFORMATION

<p><a href="#">Carol Alexander, MSN, RN</a> Professor I BA121, (561) 868-3425 Lake Worth campus <a href="#">Email</a></p>	<p><a href="#">Buddy Herrington, MSN, RN</a> Department Chair, Professor AH 205, (561) 868-3428 Lake Worth campus <a href="#">Email</a></p>
<p><a href="#">Paula Glass, MSN, ARNP, RN</a> Professor I AH 203, (561) 868-3426 Lake Worth campus <a href="#">Email</a></p>	<p><a href="#">Rebecca Pleasant, MSN, MBA, M.Ed., CLNC, RN</a> Professor I AH 210, (561) 868-3429 Lake Worth campus <a href="#">Email</a></p>
<p><a href="#">Winsome Vassell, MSN, ARNP, RN</a> Professor 1 AH 213, (561) 868-3576 <a href="#">Email</a></p>	
<p>Office Hours are Posted on the Faculty Web Pages and Outside Faculty Office</p>	

## Course Syllabus – Classroom Courses

### CLASS REQUIREMENTS

**Assignments:** NUR1213HY will have six exams; a cumulative final exam; one specialty exam; and course participation online via the Discussion Board and other Assignments. See grading scale for details. All students are encouraged to participate fully in online classroom activities. All readings, online discussions, and AV materials are considered required course content and may appear on exams.

Students who are actively involved in their learning are more successful. Students are expected to complete all assigned class work; participate in structured class discussion; and access the course website daily, Monday through Friday.

Class participation grade (10%) will be determined as follows:

1. Evolve/ Apply (5%):  
Complete all Medical-Surgical Case Studies and Practice Tests as assigned. Students must achieve a minimum or passing grade of 75% on each case study and submit proof of completion by the posted due dates.
2. Attendance (5%):  
As verified by the class sign in record. Any student who has not signed in will be considered absent for that course date.
3. Please refer to the current Nursing Student Handbook for directions on how to complete a **written assignment** for submission in the Nursing Program.

**Recommended weekly activities:** check the Learning Modules online; review the PowerPoint files that are posted by Unit content. Print off the Handouts that accompany the posted PowerPoint files. As you read the textbook chapters, utilize the printed handouts as note-taking study guides. Please use the self-assessment tools that are designed to assist you as you content studied. Be sure to review NCLEX questions available on line (use the link for the textbook provided by the publisher) at the end of each assigned chapter. Utilize the web component email and discussion board for communication of questions and for clarification of course related content.

**Late Assignment Policy:** Late assignments are not accepted unless prior arrangements have been approved by the instructor.

**Grading Scale & Policy:** All students must receive a passing grade in each of the Semester 2 Nursing Courses in order to proceed to the third semester. The following courses are considered Semester 2 courses:

- NUR 1213 or NUR1213 DL or NUR1213HY
- NUR1213L
- NUR1214L

**Nursing Department Grading Scale and Policy:** for Theory/Lecture Classes

90-100	= A
83-89	= B
75-82	= C
Below 75	= F

## Course Syllabus – Classroom Courses

Standardized testing administered in each course will count as part of the total grade for that course.

**In order to pass the course the student must complete the following requirements:**

Achieve a combined average of 75% on course exams including the comprehensive final and HESI Specialty Exams **prior** to adding in class work, participation, and attendance.

**If the student fails the course, remediation will be accomplished through course repetition.**

**Test, Quizzes & Final Examination Schedule:** Grades will be computed as follows:

Exam 1	10%
Exam 2	10%
Exam 3	10%
Exam 4	10%
Exam 5	10%
Exam 6	10%
FINAL EXAM	20%
Specialty Exam	10%
<u>Participation:</u>	
<u>( Evolve/Case Studies &amp; Practice Test plus Class Attendance &amp; Participation)</u>	
	<u>10%</u>
Total:	100%

**Exams will be administered in the designated Nursing Testing Center at the Lake Worth campus for this Hybrid Learning course.**

**Make-up Exam Policy:** Please refer to the current Nursing Student Handbook for standard policy related to Essay Make-up Exams.

### CLASS POLICIES & METHODOLOGY

**Attendance:** Professors are required to take attendance. Students are required to sign into each lecture, on the record provided, as they enter the classroom to verify their attendance. If the student does not sign the record they are considered absent for that class. Online students are expected to sign on to the course web site daily, Monday through Friday, as this is easily tracked by the instructor(s).

**All students are expected to attend all classes and clinicals/labs. In the event of an absence due to extenuating circumstances, the student is expected to notify the appropriate faculty member.**

**Electronic Device Use:** Laptops and Hand-held devices are allowed in skills class for note-taking purposes, only. The use of Hand-held devices that are iPod capable are encouraged to facilitate downloadable information as learning strategies and study tools. **Cell phones must be turned off in class and during clinicals. Cell phones are prohibited in the campus Testing Centers.**

## Course Syllabus – Classroom Courses

**Email Policy:** All students have access to a college email account. It is the responsibility of the student to activate this account in order to be kept current with college, program and course information. College email must be checked weekly, at least. The online component has a mail tool within the course. Course email should be used for all course-related communications with faculty. Faculty will contact students via college and course email, so be certain to check these email accounts daily, Monday through Friday for any updates or changes to coursework.

**Equipment & Supplies:** Required text books; access to a computer with active Internet service; word processing and printing capabilities are essential to be successful in this class.

**Professors' Expectations:** Students are required to access the course component web site daily, Monday through Friday to check the announcements, discussion board and course e-mail for updated information. The student will participate in discussions online ; will observe "Netiquette"; will read the assigned chapters; will make an appointment with the faculty member at the first indication of a test grade below 75%, for faculty mentoring and remediation plans.

### Faculty Mentoring:

Mandatory face-to-face appointments must be made with your assigned Faculty Advisor **PRIOR** to the fourth (4<sup>th</sup>) exam. During this appointment your progress and portfolio will be evaluated and suggestions made to enhance your success in the course/program. Please bring a current copy of your Unofficial Transcript, your Graduation Audit and your Portfolio to the appointment. **Specialty** exam results from the previous semester and a remediation plan will be reviewed during this required appointment.

**"At risk"** students, those students who did not meet the recommended HESI Composite Score of 850 for the Semester 1 Specialty Exam, will be required to make an appointment with their assigned Faculty Advisor/Mentor **before** Exam #2. Assigned faculty mentors will review the remediation plan with the student and complete a Performance Improvement Plan (PIP) to include a timeline for completion and a follow-up appointment to ascertain the student's progress. Transfer students are required to make an appointment with their faculty mentor before exam 2 for portfolio re view.

### Methods of Instruction:

- |   |                                     |     |                                       |
|---|-------------------------------------|-----|---------------------------------------|
| 1 | Selected reading                    | 9   | Student group/team work               |
| 2 | Lectures & Handouts                 | 10  | Journal Articles                      |
| 3 | Demonstrations                      | 11  | Study Guides                          |
| 4 | Discussions                         | 12  | Interactive Educational Activities    |
| 5 | Audiovisuals                        | 13  | Internet – Blackboard Learning System |
| 6 | Interactive video software programs | 14  | Critical Thinking Exercises           |
| 7 | Computer-Assisted Instruction       | 15  | Simulations                           |
| 8 | Student lead presentations          | 16. | Essential Nursing Resources           |

**Classroom Strategies:** All health challenges pertinent to NUR 1213 will be presented using the following format when covered in the classroom:

- A. Physiology/Pathophysiology
- B. Nursing Management
  - a. Assessment (History/Clinical Manifestations/ Findings/ Diagnostic Evaluation)
  - b. Diagnosis/ Identification and Naming of the Problem
  - c. Planning/ Goal setting
  - d. Implementation/ Intervention
  - e. Evaluation/ Outcomes
- C. Health Promotion and Disease Prevention (HP/DP)

### Evaluation Methods

1. NCLEX formatted computer exams designed to measure knowledge, application, nursing judgment

## Course Syllabus – Classroom Courses

and critical thinking.

2. Written papers, as assigned
3. Class participation, as defined previously
4. Total Curriculum Support Tools (ProCalc and Evolve/HESI case studies and practice tests).

**Unique Requirements of the Class:** This course has an Internet website located at: [Online Learning - Blackboard Campus](#) To pass the course, you must be able to access this component web site. **The web site will be available at the start of the semester. Your password will not work until that time.** It is the student's responsibility to have accessed this site no later than the semester start date.

**The web site has a security system which requires a *Sign on* and a *Password*. Only registered students will be able to access the course.**

Please refer to the following documents:

- [Palm Beach State College Student Handbook](#):
- [Panther Web](#) Student Information:
- Palm Beach State College [Nursing Student Handbook](#):

**All Nursing students** are required to obtain and read the current [Nursing Student Handbook](#), the Palm Beach State [College Student Handbook](#) and the [Palm Beach State College Catalogue](#) and are responsible for the information contained therein. Nursing students are required to review the current Nursing Student Handbook with focused attention on the following policies:

1. Student Preparedness
2. Examination
3. Make-up examinations
4. Medication Administration Calculation Test (ProCalc)
5. Written assignments
6. Organization of Nursing Curriculum at Palm Beach State College

Furthermore, each student is required to **read, print, and sign 2 copies of the Ethics Agreement and submit** one to the instructor on the first day of class and place the second copy in their portfolio.

## COLLEGE POLICIES AND WEB INFORMATION

### Academic Dishonesty

Academic dishonesty includes the following actions, as well as other similar conduct aimed at making false representation with respect to the student's academic performance:

(1) Cheating on an exam, (2) Collaborating with others on work to be presented, if contrary to the stated rules of the course, (3) Submitting, if contrary to the rules of the course, work previously submitted in another course, (4) Knowingly and intentionally assisting another student in any of the above actions, including assistance in an arrangement whereby work, classroom performance, examination, or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed, (5) Plagiarism.

Please refer to the **Palm Beach State** [College Student Handbook](#) for further information.

### Classroom Etiquette and Student Behavior Guidelines

Students will demonstrate respect for professors and fellow students. Behavior that is disruptive to a positive learning environment reported by the professor will result in a warning on the first instance; the second instance might result in expulsion from the course or campus.

### Computer Competency Component

## Course Syllabus – Classroom Courses

Each student will demonstrate, to the satisfaction of the instructor, a fundamental understanding of basic computer operations through various instructor-determined exercises and/or assignments. These exercises/assignments are included in this syllabus.

### Disability Support Services

Students with disabilities are advised, in compliance with federal and state laws, that accommodations and services are available through the office of [Disability Support Services](#) (DSS). It is the student's responsibility to contact [Disabled Student Services Advisors](#) and to submit appropriate documentation prior to receiving services.

### Eating, Drinking and Smoking

Eating and drinking are confined to areas designated on the campus. Smoking is not permitted in any College building and only in areas designated at each campus.

### Student Responsibility Policy

When students attend the College, they become subject to its jurisdiction. Students are expected to conduct themselves in a responsible manner, in all areas of campus life. By enrolling, they pledge to obey the rules and regulations of the College and are responsible for observing all College policies and procedures as published in the student handbook, the College catalog and other College publications. The students are responsible for preparing for class, participating in class, and completing assignments on time.

### Palm Beach State [College Websites of Interest](#)

Please see this page for a list of web addresses for students.

**Withdrawal Policy for Individual Courses:** The last day to withdraw from a College course with a "W" grade in this course is posted on the academic course calendar. It is the responsibility of the student to use the PantherWeb system or visit a campus Registrar's office to withdraw. An official withdrawal entitles the student to a grade of "W" in the class.

## DEPARTMENT CONTACT INFORMATION:

Kellie Bassell, MSN, EdS, RN  
Nursing Program Director  
AH 110 (561) 868-3412  
Fax (561) 868-3452  
[E-mail](#)

## Course Syllabus – Classroom Courses

### GETTING STARTED

1. Make sure you have all the computer system requirements as listed in the Computer Requirements section of this syllabus.
2. Update your profile in Panther Web. The professor will communicate with you through Blackboard or your Palm Beach State College-issued email address.
3. Obtain course materials. The textbook(s) can be purchased at the Palm Beach State College campus bookstore or [online](#).
4. Log onto the course component at the following: [Online Learning - Blackboard Campus](#). Use your PantherWeb logon information.
5. Once inside the course component, locate and print your lecture handouts.
6. Explore the different parts of the web component. Be sure you print the syllabus, course calendar, and lecture schedule so that you know what is expected of you during the semester.
7. Print the *course worksheets and content outlines for course assignments that follow this section of the syllabus*.
8. Begin completing your assignments as listed on the course calendar and/or class schedule.

**Have fun!**

#### Disclaimer

**Changes may be made to the syllabus at any time during the term by announcement of the professor. It is the responsibility of the student to make any adjustments as announced.**

**COURSE CONTENT OUTLINES BY CONCEPT**

CONCEPT I: OXYGENATION – VENTILATION		
OBJECTIVES	TOPICS	RELATED LEARNING ACTIVITIES
<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Identify what this group of selected human responses have in common and what are unique to each at it relates to:                             <ol style="list-style-type: none"> <li>a. Pathophysiology</li> <li>b. Etiology</li> <li>c. Risk factors</li> <li>d. Clinical manifestations</li> <li>e. Medical management include: diagnostic tests, treatments, and medications</li> <li>f. Nursing management</li> <li>g. Complications</li> </ol> </li> </ol> <p>Then do #2, 3, 4, 5, &amp; 6:</p> <ol style="list-style-type: none"> <li>2) Identify issues related to these health challenges across the clients’ lifespan.</li> <li>3) Include patient and family teaching to promote health and prevent further disease (HP/DP) for each health challenge.</li> <li>4) Identify Transcultural nursing care as it relates to each of the health challenges.</li> <li>5) Prioritize nursing diagnoses and describe nursing management in a holistic plan of care for each health challenge listed.</li> <li>6) Include psychosocial aspects and therapeutic communication to care for clients experiencing each of the health challenges listed.</li> </ol>	<ol style="list-style-type: none"> <li><b>1) VENTILATION:</b> Selected human responses to health challenges:                             <ol style="list-style-type: none"> <li>a) CAL: Chronic Airflow Challenges</li> <li>b) COPD: Chronic Obstructive Pulmonary Diseases: Emphysema, Chronic Bronchitis, &amp; Chronic Restrictive Asthma</li> <li>c) Reversible Asthma</li> <li>d) Pneumonia (CAP)</li> <li>e) Pulmonary Embolism</li> </ol> </li> <li><b>2) Content:</b> <ol style="list-style-type: none"> <li>a) Physiology / Pathophysiology</li> <li>b) Nursing Management:                                     <ol style="list-style-type: none"> <li>i) Assessment (history, clinical manifestations, findings, and diagnostic evaluation).</li> <li>ii) Diagnoses</li> <li>iii) Planning &amp; Goals</li> <li>iv) Implementation / interventions</li> <li>v) Evaluation / Expected Outcomes</li> </ol> </li> <li>c) Health Promotion and Disease Prevention (HP/DP)</li> <li>d) Issues related across the Lifespan</li> <li>e) Transcultural nursing aspects</li> <li>f) Effective and therapeutic communication</li> <li>g) Psychosocial aspects</li> </ol> </li> </ol>	<p><b>Review</b> anatomy and normal physiology</p> <p><b>Required:</b> Brunner &amp; Suddarth (12th Ed.): use the index to locate and learn each human challenge listed.</p> <p><b>Recommended:</b> Accompanying CD, online text resources.</p> <p>Videos – available on reserve in the MTIS.</p> <p><b>References:</b>                      Medical dictionary, skills textbook, nutrition, pharmacology, and nursing diagnoses books as stated earlier in this syllabus.</p>

NUR 1213 Course Syllabus – THEORY/CLASSROOM COURSE

CONCEPT I: OXYGENATION – PERFUSION		
OBJECTIVES	TOPICS	RELATED LEARNING ACTIVITIES
<p>The student will:</p> <p>1. Identify what this group of selected human responses have in common and what are unique to each at it relates to:</p> <ol style="list-style-type: none"> <li>Pathophysiology</li> <li>Etiology</li> <li>Risk factors</li> <li>Clinical manifestations</li> <li>Medical management include: diagnostic tests, treatments, and medications</li> <li>Nursing management</li> <li>Complications</li> </ol> <p>Then do #2, 3, 4, 5, &amp; 6</p> <p>2) Identify issues related to these health challenges across the clients' lifespan.</p> <p>3) Include patient and family teaching to promote health and prevent further disease (HP/DP) for each health challenge.</p> <p>4) Identify Transcultural nursing care as it relates to each of the health challenges.</p> <p>5) Prioritize nursing diagnoses and describe nursing management in a holistic plan of care for each health challenge listed.</p> <p>6) Include psychosocial aspects and therapeutic communication to care for clients experiencing each of the health challenges listed.</p>	<p><b>1) PERFUSION:</b> Selected human responses to health challenges:</p> <ol style="list-style-type: none"> <li>Coronary Artery Disease (CAD)</li> <li>Acute Coronary Syndrome (ACS/Angina, &amp; MI)</li> <li>Transient Ischemic Attack (TIA)</li> <li>Cerebral Vascular Accident (CVA)</li> <li>Peripheral Vascular Disease (PVD)</li> <li>Heart Failure (HF/CHF)</li> <li>Deep Vein Thrombosis (DVT)</li> <li>Hypertension (HTN)</li> </ol> <p><b>2) Content:</b></p> <ol style="list-style-type: none"> <li>Physiology / Pathophysiology</li> <li>Nursing Management: <ol style="list-style-type: none"> <li>Assessment (history, clinical manifestations, findings, and diagnostic evaluation).</li> <li>Diagnoses</li> <li>Planning &amp; Goals</li> <li>Implementation / interventions</li> <li>Evaluation / Expected Outcomes</li> </ol> </li> <li>Health Promotion and Disease Prevention (HP/DP)</li> <li>Issues related across the Lifespan</li> <li>Transcultural nursing aspects</li> <li>Effective and therapeutic communication</li> <li>Psychosocial aspects</li> </ol>	<p><b>Review</b> anatomy and normal physiology</p> <p><b>Required:</b> Brunner &amp; Suddarth (12th Ed.): use the index to locate and learn each human challenge listed.</p> <p><b>Recommended:</b> Accompanying CD, online text resources.</p> <p>Videos – available on reserve in the MTIS.</p> <p><b>References:</b> Medical dictionary, skills textbook, nutrition, pharmacology, and nursing diagnoses books as stated earlier in this syllabus.</p>

NUR 1213 Course Syllabus – THEORY/CLASSROOM COURSE

CONCEPT I: OXYGENATION – VENTILATION/PERFUSION		
OBJECTIVES	TOPICS	RELATED LEARNING ACTIVITIES
<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Identify what this group of selected human responses have in common and what are unique to each at it relates to:               <ol style="list-style-type: none"> <li>a. Pathophysiology</li> <li>b. Etiology</li> <li>c. Risk factors</li> <li>d. Clinical manifestations</li> <li>e. Medical management include: diagnostic tests, treatments, and medications</li> <li>f. Nursing management</li> <li>g. Complications</li> </ol> </li> </ol> <p>Then do #2, 3, 4, 5, &amp; 6:</p> <ol style="list-style-type: none"> <li>2) Identify issues related to these health challenges across the clients' lifespan.</li> <li>3) Include patient and family teaching to promote health and prevent further disease (HP/DP) for each health challenge.</li> <li>4) Identify Transcultural nursing care as it relates to each of the health challenges.</li> <li>5) Prioritize nursing diagnoses and describe nursing management in a holistic plan of care for each health challenge listed.</li> <li>6) Include psychosocial aspects and therapeutic communication to care for clients experiencing each of the health challenges listed.</li> </ol>	<p><b>1) VENTILATION/PERFUSION:</b> Selected human responses to health challenges:</p> <ol style="list-style-type: none"> <li>a) Acid-base imbalance (&amp; ABG interpretation)</li> <li>b) Pleural effusion</li> <li>c) Empyema &amp; Bronchiectasis</li> <li>d) Pneumothorax</li> <li>e) Hemothorax</li> <li>f) Cystic Fibrosis – Adult</li> <li>g) Occupational Lung Diseases</li> <li>h) Management of clients with Chest Tubes</li> </ol> <p><b>2) Content:</b></p> <ol style="list-style-type: none"> <li>a) Physiology / Pathophysiology</li> <li>b) Nursing Management:               <ol style="list-style-type: none"> <li>i) Assessment (history, clinical manifestations, findings, and diagnostic evaluation).</li> <li>ii) Diagnoses</li> <li>iii) Planning &amp; Goals</li> <li>iv) Implementation / interventions</li> <li>v) Evaluation / Expected Outcomes</li> </ol> </li> <li>c) Health Promotion and Disease Prevention (HP/DP)</li> <li>d) Issues related across the Lifespan</li> <li>e) Transcultural nursing aspects</li> <li>f) Effective and therapeutic communication</li> <li>g) Psychosocial aspects</li> </ol>	<p><b>Review</b> anatomy and normal physiology</p> <p><b>Required:</b> Brunner &amp; Suddarth (12th Ed.): use the index to locate and learn each human challenge listed.</p> <p><b>Recommended:</b> Accompanying CD, online text resources.</p> <p>Videos – available on reserve in the MTIS.</p> <p><b>References:</b>            Medical dictionary, skills textbook, nutrition, pharmacology, and nursing diagnoses books as stated earlier in this syllabus.</p>

NUR 1213 Course Syllabus – THEORY/CLASSROOM COURSE

CONCEPT I: OXYGENATION – VENTILATION/PERFUSION		
OBJECTIVES	TOPICS	RELATED LEARNING ACTIVITIES
<p>The student will:</p> <p>1) Identify what this group of selected human responses have in common and what are unique to each at it relates to:</p> <ul style="list-style-type: none"> <li>a) Pathophysiology</li> <li>b) Etiology</li> <li>c) Risk factors</li> <li>d) Clinical manifestations</li> <li>e) Medical management include: diagnostic tests, treatments, and medications</li> <li>f) Nursing management</li> <li>g) Complications</li> </ul> <p>Then do #2, 3, 4, 5, &amp; 6:</p> <p>2) Identify issues related to these health challenges across the clients' lifespan.</p> <p>3) Include patient and family teaching to promote health and prevent further disease (HP/DP) for each health challenge.</p> <p>4) Identify Transcultural nursing care as it relates to each of the health challenges.</p> <p>5) Prioritize nursing diagnoses and describe nursing management in a holistic plan of care for each health challenge listed.</p> <p>6) Include psychosocial aspects and therapeutic communication to care for clients experiencing each of the health challenges listed.</p>	<p><b>1) PERFUSION:</b> Selected human responses to health challenges:</p> <ul style="list-style-type: none"> <li>a) Hypovolemic Shock</li> <li>b) Anaphylactic Shock</li> <li>c) Septic Shock</li> <li>d) Cardiogenic Shock</li> <li>e) Neurogenic Shock</li> <li>f) Cardiac Dysrhythmias – Basic</li> <li>g) Heart Failure (Right –vs- Left)</li> <li>h) Pulmonary Edema</li> <li>i) Severe Acute Coronary Syndrome (ACS)</li> </ul> <p><b>2) Basic ECG</b> recognition and dysrhythmia management</p> <p><b>3) Content:</b></p> <ul style="list-style-type: none"> <li>a) Physiology / Pathophysiology</li> <li>b) Nursing Management: <ul style="list-style-type: none"> <li>i) Assessment (history, clinical manifestations, findings, and diagnostic evaluation).</li> <li>ii) Diagnoses</li> <li>iii) Planning &amp; Goals</li> <li>iv) Implementation / interventions</li> <li>v) Evaluation / Expected Outcomes</li> </ul> </li> <li>c) Health Promotion and Disease Prevention (HP/DP)</li> <li>d) Issues related across the Lifespan</li> <li>e) Transcultural nursing aspects</li> <li>f) Effective and therapeutic communication</li> <li>g) Psychosocial aspects</li> </ul>	<p><b>Review</b> anatomy and normal physiology</p> <p><b>Required:</b> Brunner &amp; Suddarth (12th Ed.): use the index to locate and learn each human challenge listed.</p> <p><b>Recommended:</b> Accompanying CD, online text resources.</p> <p>Videos – available on reserve in the MTIS.</p> <p><b>References:</b> Medical dictionary, skills textbook, nutrition, pharmacology, and nursing diagnoses books as stated earlier in this syllabus.</p>

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CONCEPT II: CELLULAR INTEGRITY - ASEPSIS		
OBJECTIVES	TOPICS	RELATED LEARNING ACTIVITIES
<p>The student will:</p> <p>1) Identify what this group of selected human responses have in common and what are unique to each at it relates to:</p> <ul style="list-style-type: none"> <li>a) Pathophysiology</li> <li>b) Etiology</li> <li>c) Risk factors</li> <li>d) Clinical manifestations</li> <li>e) Medical management include: diagnostic tests, treatments, and medications</li> <li>f) Nursing management</li> <li>g) Complications</li> </ul> <p>Then do #2, 3, 4, 5, &amp; 6:</p> <p>2) Identify issues related to these health challenges across the clients' lifespan.</p> <p>3) Include patient and family teaching to promote health and prevent further disease (HP/DP) for each health challenge.</p> <p>4) Identify Transcultural nursing care as it relates to each of the health challenges.</p> <p>5) Prioritize nursing diagnoses and describe nursing management in a holistic plan of care for each health challenge listed.</p> <p>6) Include psychosocial aspects and therapeutic communication to care for clients experiencing each of the health challenges listed.</p>	<p><b>1) INFECTIONS:</b> Selected human responses to health challenges:</p> <ul style="list-style-type: none"> <li>a) Hepatitis' A, B, C, (D &amp; E)</li> <li>b) Non-viral Hepatitis</li> <li>c) Cirrhosis</li> <li>d) Liver Failure &amp; Complications: Ascites, Portal Hypertension, Hepatic Encephalopathy, and Esophageal varices).</li> <li>e) Cholecystitis / Cholelithiasis</li> <li>f) Pancreatitis (Acute and Chronic)</li> </ul> <p><b>2) Content:</b></p> <ul style="list-style-type: none"> <li>a) Physiology / Pathophysiology</li> <li>b) Nursing Management: <ul style="list-style-type: none"> <li>i) Assessment (history, clinical manifestations, findings, and diagnostic evaluation).</li> <li>ii) Diagnoses</li> <li>iii) Planning &amp; Goals</li> <li>iv) Implementation / interventions</li> <li>v) Evaluation / Expected Outcomes</li> </ul> </li> <li>c) Health Promotion and Disease Prevention (HP/DP)</li> <li>d) Issues related across the Lifespan</li> <li>e) Transcultural nursing aspects</li> <li>f) Effective and therapeutic communication</li> <li>g) Psychosocial aspects</li> </ul>	<p><b>Review</b> anatomy and normal physiology</p> <p><b>Required:</b> Brunner &amp; Suddarth (12th Ed.): use the index to locate and learn each human challenge listed.</p> <p><b>Recommended:</b> Accompanying CD, online text resources.</p> <p>Videos – available on reserve in the MTIS.</p> <p><b>References:</b>  Medical dictionary, skills textbook, nutrition, pharmacology, and nursing diagnoses books as stated earlier in this syllabus.</p>

CONCEPT II: CELLULAR INTEGRITY - MALIGNANCIES		
OBJECTIVES	TOPICS	RELATED LEARNING ACTIVITIES
<p>The student will:</p> <p>1) Identify what this group of selected human responses have in common and what are unique to each at it relates to:</p> <ol style="list-style-type: none"> <li>Pathophysiology</li> <li>Etiology</li> <li>Risk factors</li> <li>Clinical manifestations</li> <li>Medical management include: diagnostic tests, treatments, and medications</li> <li>Nursing management</li> <li>Complications</li> </ol> <p>Then do #2, 3, 4, 5, &amp; 6:</p> <p>2) Identify issues related to these health challenges across the clients' lifespan.</p> <p>3) Include patient and family teaching to promote health and prevent further disease (HP/DP) for each health challenge.</p> <p>4) Identify Transcultural nursing care as it relates to each of the health challenges.</p> <p>5) Prioritize nursing diagnoses and describe nursing management in a holistic plan of care for each health challenge listed.</p> <p>6) Include psychosocial aspects (End-of-life considerations) and therapeutic communication to care for clients experiencing each of the health challenges listed.</p>	<p><b>1) MALIGNANCIES:</b> Selected human responses to challenges with Cancer and related challenges:</p> <ol style="list-style-type: none"> <li>Breast; Lung; Bladder; Prostate; Colorectal; Testicular; Ovarian; Uterine/cervical; Skin;</li> <li>Blood Forming Cellular Ca: Leukemia.</li> <li>Lymphatic System includes: Hodgkin's Lymphoma &amp; Non-Hodgkin's Lymphoma             <ol style="list-style-type: none"> <li>Central Venous Catheters: insertion &amp; management</li> <li>Care of the immunosuppressed client</li> <li>Cancer/chronic pain management</li> <li>End-of-life considerations across the lifespan</li> </ol> </li> </ol> <p><b>2) Content:</b></p> <ol style="list-style-type: none"> <li>Physiology / Pathophysiology</li> <li>Nursing Management:             <ol style="list-style-type: none"> <li>Assessment (history, clinical manifestations, findings, and diagnostic evaluation).</li> <li>Diagnoses</li> <li>Planning &amp; Goals</li> <li>Implementation / interventions</li> <li>Evaluation / Expected Outcomes</li> </ol> </li> <li>Health Promotion and Disease Prevention (HP/DP)</li> <li>Issues related across the Lifespan</li> <li>Transcultural nursing aspects</li> <li>Effective and therapeutic communication</li> <li>Psychosocial aspects</li> </ol>	<p><b>Review</b> anatomy and normal physiology</p> <p><b>Required:</b> Brunner &amp; Suddarth (12th Ed.): use the index to locate and learn each human challenge listed.</p> <p><b>Recommended:</b> Accompanying CD, online text resources.</p> <p>Videos – available on reserve in the MTIS.</p> <p><b>References:</b>            Medical dictionary, skills textbook, nutrition, pharmacology, and nursing diagnoses books as stated earlier in this syllabus.</p>

NUR 1213 Course Syllabus – THEORY/CLASSROOM COURSE

CONCEPT II: CELLULAR INTEGRITY - INFLAMMATION		
OBJECTIVES	TOPICS	RELATED LEARNING ACTIVITIES
<p>The student will:</p> <p>1) Identify what this group of selected human responses have in common and what are unique to each at it relates to:</p> <ul style="list-style-type: none"> <li>a) Pathophysiology</li> <li>b) Etiology</li> <li>c) Risk factors</li> <li>d) Clinical manifestations</li> <li>e) Medical management include: diagnostic tests, treatments, and medications</li> <li>f) Nursing management</li> <li>g) Complications</li> </ul> <p>Then do #2, 3, 4, 5, &amp; 6:</p> <p>2) Identify issues related to these health challenges across the clients' lifespan.</p> <p>3) Include patient and family teaching to promote health and prevent further disease (HP/DP) for each health challenge.</p> <p>4) Identify Transcultural nursing care as it relates to each of the health challenges.</p> <p>5) Prioritize nursing diagnoses and describe nursing management in a holistic plan of care for each health challenge listed.</p> <p>6) Include psychosocial aspects and therapeutic communication to care for clients experiencing each of the health challenges listed.</p>	<p><b>1) INFLAMMATION:</b> Selected human responses to health challenges:</p> <ul style="list-style-type: none"> <li>a) Phlebitis</li> <li>b) Cellulitis</li> <li>c) Thrombophlebitis</li> <li>d) Stomatitis</li> <li>e) Esophagitis</li> <li>f) Gastritis</li> <li>g) Peptic Ulcer Disease (PUD)</li> <li>h) Hiatal Hernia</li> <li>i) Gastroesophageal Reflux (GERD)</li> </ul> <p><b>2) Content:</b></p> <ul style="list-style-type: none"> <li>a) Physiology / Pathophysiology</li> <li>b) Nursing Management: <ul style="list-style-type: none"> <li>i) Assessment (history, clinical manifestations, findings, and diagnostic evaluation).</li> <li>ii) Diagnoses</li> <li>iii) Planning &amp; Goals</li> <li>iv) Implementation / interventions</li> <li>v) Evaluation / Expected Outcomes</li> </ul> </li> <li>c) Health Promotion and Disease Prevention (HP/DP)</li> <li>d) Issues related across the Lifespan</li> <li>e) Transcultural nursing aspects</li> <li>f) Effective and therapeutic communication</li> <li>g) Psychosocial aspects</li> </ul>	<p><b>Review</b> anatomy and normal physiology</p> <p><b>Required:</b> Brunner &amp; Suddarth (12th Ed.): use the index to locate and learn each human challenge listed.</p> <p><b>Recommended:</b> Accompanying CD, online text resources.</p> <p>Videos – available on reserve in the MTIS.</p> <p><b>References:</b> Medical dictionary, skills textbook, nutrition, pharmacology, and nursing diagnoses books as stated earlier in this syllabus.</p>

NUR 1213 Course Syllabus – THEORY/CLASSROOM COURSE

CONCEPT II: CELLULAR INTEGRITY - INFLAMMATION		
OBJECTIVES	TOPICS	RELATED LEARNING ACTIVITIES
<p>The student will:</p> <p>1) Identify what this group of selected human responses have in common and what are unique to each at it relates to:</p> <ol style="list-style-type: none"> <li>Pathophysiology</li> <li>Etiology</li> <li>Risk factors</li> <li>Clinical manifestations</li> <li>Medical management include: diagnostic tests, treatments, and medications</li> <li>Nursing management</li> <li>Complications</li> </ol> <p>Then do #2, 3, 4, 5, &amp; 6:</p> <p>2) Identify issues related to these health challenges across the clients' lifespan.</p> <p>3) Include patient and family teaching to promote health and prevent further disease (HP/DP) for each health challenge.</p> <p>4) Identify Transcultural nursing care as it relates to each of the health challenges.</p> <p>5) Prioritize nursing diagnoses and describe nursing management in a holistic plan of care for each health challenge listed.</p> <p>6) Include psychosocial aspects and therapeutic communication to care for clients experiencing each of the health challenges listed.</p>	<p><b>1) INFLAMMATORY/Infectious Processes:</b> Selected human responses to health challenges:</p> <ol style="list-style-type: none"> <li>Irritable Bowel Diseases/Irritable Bowel Syndrome (IBD/IBS)</li> <li>Dumping syndrome / Malabsorption Syndromes</li> <li>Appendicitis</li> <li>Diverticular Disease / Polyps</li> <li>Peritonitis (Acute Abdomen)</li> <li>Crohn's Disease</li> <li>Ulcerative Colitis</li> <li>Bowel Obstructions</li> <li>Ostomy Management</li> <li>Enteral and Parenteral Nutrition Management</li> </ol> <p><b>2) Content:</b></p> <ol style="list-style-type: none"> <li>Physiology / Pathophysiology</li> <li>Nursing Management: <ol style="list-style-type: none"> <li>Assessment (history, clinical manifestations, findings, and diagnostic evaluation).</li> <li>Diagnoses</li> <li>Planning &amp; Goals</li> <li>Implementation / interventions</li> <li>Evaluation / Expected Outcomes</li> </ol> </li> <li>Health Promotion and Disease Prevention (HP/DP)</li> <li>Issues related across the Lifespan</li> <li>Transcultural nursing aspects</li> <li>Effective and therapeutic communication</li> <li>Psychosocial aspects</li> </ol>	<p><b>Review</b> anatomy and normal physiology</p> <p><b>Required:</b> Brunner &amp; Suddarth (12th Ed.): use the index to locate and learn each human challenge listed.</p> <p><b>Recommended:</b> Accompanying CD, online text resources.</p> <p>Videos – available on reserve in the MTIS.</p> <p><b>References:</b> Medical dictionary, skills textbook, nutrition, pharmacology, and nursing diagnoses books as stated earlier in this syllabus.</p>

NUR 1213 Course Syllabus – THEORY/CLASSROOM COURSE

CONCEPT II: CELLULAR INTEGRITY – URINARY ELIMINATION CHALLENGES		
OBJECTIVES	TOPICS	RELATED LEARNING ACTIVITIES
<p>The student will:</p> <p>1) Identify what this group of selected human responses have in common and what are unique to each at it relates to:</p> <ul style="list-style-type: none"> <li>a) Pathophysiology</li> <li>b) Etiology</li> <li>c) Risk factors</li> <li>d) Clinical manifestations</li> <li>e) Medical management include: diagnostic tests, treatments, and medications</li> <li>f) Nursing management</li> <li>g) Complications</li> </ul> <p>Then do #2, 3, 4, 5, &amp; 6:</p> <p>2) Identify issues related to these health challenges across the clients' lifespan.</p> <p>3) Include patient and family teaching to promote health and prevent further disease (HP/DP) for each health challenge.</p> <p>4) Identify Transcultural nursing care as it relates to each of the health challenges.</p> <p>5) Prioritize nursing diagnoses and describe nursing management in a holistic plan of care for each health challenge listed.</p> <p>6) Include psychosocial aspects and therapeutic communication to care for clients experiencing each of the health challenges listed.</p>	<p><b>1) FLUID VOLUME EXCESS:</b> Selected human responses to health challenges:</p> <ul style="list-style-type: none"> <li>a) Acute Renal Failure (ARF)</li> <li>b) Chronic Renal Failure (CRF)</li> <li>c) Dialysis Management: Hemodialysis &amp; Peritoneal</li> <li>d) Glomerulonephritis</li> <li>e) Benign Prostatic Hypertrophy/Hyperplasia &amp;</li> <li>f) Urinary Obstructions / Renal colic / stones <ul style="list-style-type: none"> <li>i) Urolithiasis</li> <li>ii) Nephrolithiasis</li> <li>iii) Renal Calculi</li> </ul> </li> <li>g) Urinary Tract Infections</li> <li>h) Cystitis</li> <li>i) Incontinence (stress, urge, overflow, mixed, &amp; functional).</li> </ul> <p><b>2) Content:</b></p> <ul style="list-style-type: none"> <li>a) Physiology / Pathophysiology</li> <li>b) Nursing Management: <ul style="list-style-type: none"> <li>i) Assessment (history, clinical manifestations, findings, and diagnostic evaluation).</li> <li>ii) Diagnoses</li> <li>iii) Planning &amp; Goals</li> <li>iv) Implementation / interventions</li> <li>v) Evaluation / Expected Outcomes</li> </ul> </li> <li>c) Health Promotion and Disease Prevention (HP/DP)</li> <li>d) Issues related across the Lifespan</li> <li>e) Transcultural nursing aspects</li> <li>f) Effective and therapeutic communication</li> <li>g) Psychosocial aspects</li> </ul>	<p><b>Review</b> anatomy and normal physiology</p> <p><b>Required:</b> Brunner &amp; Suddarth (12th Ed.): use the index to locate and learn each human challenge listed.</p> <p><b>Recommended:</b> Accompanying CD, online text resources.</p> <p>Videos – available on reserve in the MTIS.</p> <p><b>References:</b>  Medical dictionary, skills textbook, nutrition, pharmacology, and nursing diagnoses books as stated earlier in this syllabus.</p>

NUR 1213 Course Syllabus – THEORY/CLASSROOM COURSE

CONCEPT II: CELLULAR INTEGRITY – IMMUNITY & IMMUNE CHALLENGES		
OBJECTIVES	TOPICS	RELATED LEARNING ACTIVITIES
<p>The student will:</p> <p>1) Identify what this group of selected human responses have in common and what are unique to each at it relates to:</p> <ul style="list-style-type: none"> <li>a) Pathophysiology</li> <li>b) Etiology</li> <li>c) Risk factors</li> <li>d) Clinical manifestations</li> <li>e) Medical management include: diagnostic tests, treatments, and medications</li> <li>f) Nursing management</li> <li>g) Complications</li> </ul> <p>Then do #2, 3, 4, 5, &amp; 6:</p> <p>2) Identify issues related to these health challenges across the clients' lifespan.</p> <p>3) Include patient and family teaching to promote health and prevent further disease (HP/DP) for each health challenge.</p> <p>4) Identify Transcultural nursing care as it relates to each of the health challenges.</p> <p>5) Prioritize nursing diagnoses and describe nursing management in a holistic plan of care for each health challenge listed.</p> <p>6) Include psychosocial aspects and therapeutic communication to care for clients experiencing each of the health challenges listed.</p>	<p><b>1) IMMUNITY &amp; IMMUNE DISORDERS:</b> Selected human responses to health challenges:</p> <ul style="list-style-type: none"> <li>a) Types of immunity (Passive, Acquired)</li> <li>b) Vaccinations &amp; Schedules across the lifespan</li> <li>c) HIV / AIDS - management of immunocompromised client</li> </ul> <p><b>2) Content:</b></p> <ul style="list-style-type: none"> <li>a) Physiology / Pathophysiology</li> <li>b) Nursing Management: <ul style="list-style-type: none"> <li>i. Assessment (history, clinical manifestations, findings, and diagnostic evaluation).</li> <li>ii. Diagnoses</li> <li>iii. Planning &amp; Goals</li> <li>iv. Implementation / interventions</li> <li>v. Evaluation / Expected Outcomes</li> </ul> </li> <li>c) Health Promotion and Disease Prevention (HP/DP)</li> <li>d) Issues related across the Lifespan</li> <li>e) Transcultural nursing aspects</li> <li>f) Effective and therapeutic communication</li> <li>g) Psychosocial aspects</li> </ul>	<p><b>Review</b> anatomy and normal physiology</p> <p><b>Required:</b> Brunner &amp; Suddarth (12th Ed.): use the index to locate and learn each human challenge listed.</p> <p><b>Recommended:</b> Accompanying CD, online text resources.</p> <p>Videos – available on reserve in the MTIS.</p> <p><b>References:</b> Medical dictionary, skills textbook, nutrition, pharmacology, and nursing diagnoses books as stated earlier in this syllabus.</p>

NUR 1213 Course Syllabus – THEORY/CLASSROOM COURSE

CONCEPT III: REGULATION – BLOOD & BLOOD DYSCRASIAS		
OBJECTIVES	TOPICS	RELATED LEARNING ACTIVITIES
<p>The student will:</p> <p>1) Identify what this group of selected human responses have in common and what are unique to each at it relates to:</p> <ul style="list-style-type: none"> <li>a) Pathophysiology</li> <li>b) Etiology</li> <li>c) Risk factors</li> <li>d) Clinical manifestations</li> <li>e) Medical management include: diagnostic tests, treatments, and medications</li> <li>f) Nursing management</li> <li>g) Complications</li> </ul> <p>Then do #2, 3, 4, 5, &amp; 6:</p> <p>2) Identify issues related to these health challenges across the clients' lifespan.</p> <p>3) Include patient and family teaching to promote health and prevent further disease (HP/DP) for each health challenge.</p> <p>4) Identify Transcultural nursing care as it relates to each of the health challenges.</p> <p>5) Prioritize nursing diagnoses and describe nursing management in a holistic plan of care for each health challenge listed.</p> <p>6) Include psychosocial aspects and therapeutic communication to care for clients experiencing each of the health challenges listed.</p>	<p><b>1) CELLULAR:</b> Regulation of Homeostasis Selected human responses to health challenges:</p> <ul style="list-style-type: none"> <li>a) Sickle Cell Anemia</li> <li>b) Thalassemia</li> <li>c) Nutritional Anemia: Iron Deficiency &amp; G6PD</li> <li>d) Thrombocytopenia</li> <li>e) Pernicious Anemia</li> </ul> <p><b>2) Content:</b></p> <ul style="list-style-type: none"> <li>a) Physiology / Pathophysiology</li> <li>b) Nursing Management: <ul style="list-style-type: none"> <li>i) Assessment (history, clinical manifestations, findings, and diagnostic evaluation).</li> <li>ii) Diagnoses</li> <li>iii) Planning &amp; Goals</li> <li>iv) Implementation / interventions</li> <li>v) Evaluation / Expected Outcomes</li> </ul> </li> <li>c) Health Promotion and Disease Prevention (HP/DP)</li> <li>d) Issues related across the Lifespan</li> <li>e) Transcultural nursing aspects</li> <li>f) Effective and therapeutic communication</li> <li>g) Psychosocial aspects</li> </ul>	<p><b>Review</b> anatomy and normal physiology</p> <p><b>Required:</b> Brunner &amp; Suddarth (12th Ed.): use the index to locate and learn each human challenge listed.</p> <p><b>Recommended:</b> Accompanying CD, online text resources.</p> <p>Videos – available on reserve in the MTIS.</p> <p><b>References:</b> Medical dictionary, skills textbook, nutrition, pharmacology, and nursing diagnoses books as stated earlier in this syllabus.</p>

NUR 1213 Course Syllabus – THEORY/CLASSROOM COURSE

CONCEPT III: REGULATION – METABOLIC CHALLENGES		
OBJECTIVES	TOPICS	RELATED LEARNING ACTIVITIES
<p>The student will:</p> <p>1) Identify what this group of selected human responses have in common and what are unique to each at it relates to:</p> <ul style="list-style-type: none"> <li>a) Pathophysiology</li> <li>b) Etiology</li> <li>c) Risk factors</li> <li>d) Clinical manifestations</li> <li>e) Medical management include: diagnostic tests, treatments, and medications</li> <li>f) Nursing management</li> <li>g) Complications</li> </ul> <p>Then do #2, 3, 4, 5, &amp; 6:</p> <p>2) Identify issues related to these health challenges across the clients' lifespan.</p> <p>3) Include patient and family teaching to promote health and prevent further disease (HP/DP) for each health challenge.</p> <p>4) Identify Transcultural nursing care as it relates to each of the health challenges.</p> <p>5) Prioritize nursing diagnoses and describe nursing management in a holistic plan of care for each health challenge listed.</p> <p>6) Include psychosocial aspects and therapeutic communication to care for clients experiencing each of the health challenges listed.</p>	<p><b>1) METABOLIC:</b> Selected human responses to health challenges:</p> <ul style="list-style-type: none"> <li>A) Diabetes Mellitus Type I</li> <li>B) Diabetes Mellitus Type II</li> </ul> <p><b>2) Content:</b></p> <ul style="list-style-type: none"> <li>a) Physiology / Pathophysiology</li> <li>b) Nursing Management: <ul style="list-style-type: none"> <li>i) Assessment (history, clinical manifestations, findings, and diagnostic evaluation).</li> <li>ii) Diagnoses</li> <li>iii) Planning &amp; Goals</li> <li>iv) Implementation / interventions</li> <li>v) Evaluation / Expected Outcomes</li> </ul> </li> <li>c) Health Promotion and Disease Prevention (HP/DP)</li> <li>d) Issues related across the Lifespan</li> <li>e) Transcultural nursing aspects</li> <li>f) Effective and therapeutic communication</li> <li>g) Psychosocial aspects</li> </ul>	<p><b>Review</b> anatomy and normal physiology</p> <p><b>Required:</b> Brunner &amp; Suddarth (12th Ed.): use the index to locate and learn each human challenge listed.</p> <p><b>Recommended:</b> Accompanying CD, online text resources.</p> <p>Videos – available on reserve in the MTIS.</p> <p><b>References:</b> Medical dictionary, skills textbook, nutrition, pharmacology, and nursing diagnoses books as stated earlier in this syllabus.</p>

CONCEPT III: REGULATION – FLUID VOLUME DEFICITS & ELECTROLYTE IMBALANCES		
OBJECTIVES	TOPICS	RELATED LEARNING ACTIVITIES
<p>The student will:</p> <p>1) Identify what this group of selected human responses have in common and what are unique to each at it relates to:</p> <ul style="list-style-type: none"> <li>a) Pathophysiology</li> <li>b) Etiology</li> <li>c) Risk factors</li> <li>d) Clinical manifestations</li> <li>e) Medical management include: diagnostic tests, treatments, and medications</li> <li>f) Nursing management</li> <li>g) Complications</li> </ul> <p>Then do #2, 3, 4, 5, &amp; 6:</p> <p>2) Identify issues related to these health challenges across the clients' lifespan.</p> <p>3) Include patient and family teaching to promote health and prevent further disease (HP/DP) for each health challenge.</p> <p>4) Identify Transcultural nursing care as it relates to each of the health challenges.</p> <p>5) Prioritize nursing diagnoses and describe nursing management in a holistic plan of care for each health challenge listed.</p> <p>6) Include psychosocial aspects and therapeutic communication to care for clients experiencing each of the health challenges listed.</p>	<p><b>1) Fluid Volume Imbalances:</b> Selected human responses to health challenges: <b>Fluid volume Deficits (FVD):</b></p> <ul style="list-style-type: none"> <li>a) Diarrhea</li> <li>b) Constipation</li> <li>c) Vomiting</li> </ul> <p>Fluid Volume Deficits &amp; Dehydration: Altered fluid and electrolyte imbalances and electrolyte disturbances</p> <ul style="list-style-type: none"> <li>e) <b>Fluid volume excesses (FVE)</b></li> </ul> <p><b>2) Content:</b></p> <ul style="list-style-type: none"> <li>a) Physiology / Pathophysiology</li> <li>b) Nursing Management: <ul style="list-style-type: none"> <li>i) Assessment (history, clinical manifestations, findings, and diagnostic evaluation).</li> <li>ii) Diagnoses</li> <li>iii) Planning &amp; Goals</li> <li>iv) Implementation / interventions</li> <li>v) Evaluation / Expected Outcomes</li> </ul> </li> <li>c) Health Promotion and Disease Prevention (HP/DP)</li> <li>d) Issues related across the Lifespan</li> <li>e) Transcultural nursing aspects</li> <li>f) Effective and therapeutic communication</li> <li>g) Psychosocial aspects</li> </ul>	<p><b>Review</b> anatomy and normal physiology</p> <p><b>Required:</b> Brunner &amp; Suddarth (12th Ed.): use the index to locate and learn each human challenge listed.</p> <p><b>Recommended:</b> Accompanying CD, online text resources.</p> <p>Videos – available on reserve in the MTIS.</p> <p><b>References:</b> Medical dictionary, skills textbook, nutrition, pharmacology, and nursing diagnoses books as stated earlier in this syllabus.</p>

NUR 1213 Course Syllabus – THEORY/CLASSROOM COURSE

CONCEPT III: REGULATION – HORMONAL CHALLENGES		
OBJECTIVES	TOPICS	RELATED LEARNING ACTIVITIES
<p>The student will:</p> <p>1) Identify what this group of selected human responses have in common and what are unique to each at it relates to:</p> <ul style="list-style-type: none"> <li>a) Pathophysiology</li> <li>b) Etiology</li> <li>c) Risk factors</li> <li>d) Clinical manifestations</li> <li>e) Medical management include: diagnostic tests, treatments, and medications</li> <li>f) Nursing management</li> <li>g) Complications</li> </ul> <p>Then do #2, 3, 4, 5, &amp; 6:</p> <p>2) Identify issues related to these health challenges across the clients' lifespan.</p> <p>3) Include patient and family teaching to promote health and prevent further disease (HP/DP) for each health challenge.</p> <p>4) Identify Transcultural nursing care as it relates to each of the health challenges.</p> <p>5) Prioritize nursing diagnoses and describe nursing management in a holistic plan of care for each health challenge listed.</p> <p>6) Include psychosocial aspects and therapeutic communication to care for clients experiencing each of the health challenges listed.</p>	<p><b>1) Glandular and Hormonal Controls:</b> Selected human responses to health challenges:</p> <ul style="list-style-type: none"> <li>a) Hypo/Hyperpituitarism</li> <li>b) Diabetes Insipidus</li> <li>c) SIADH</li> <li>d) Hypothyroidism / Hashimoto's</li> <li>e) Hyperthyroidism / Grave's Disease</li> <li>f) Hypo/hyperparathyroidism</li> <li>g) Addison's Disease</li> <li>h) Cushing's Disease (Syndrome)</li> <li>i) Pheochromocytoma</li> </ul> <p><b>2) Content:</b></p> <ul style="list-style-type: none"> <li>a) Physiology / Pathophysiology</li> <li>b) Nursing Management: <ul style="list-style-type: none"> <li>i) Assessment (history, clinical manifestations, findings, and diagnostic evaluation).</li> <li>ii) Diagnoses</li> <li>iii) Planning &amp; Goals</li> <li>iv) Implementation / interventions</li> <li>v) Evaluation / Expected Outcomes</li> </ul> </li> <li>c) Health Promotion and Disease Prevention (HP/DP)</li> <li>d) Issues related across the Lifespan</li> <li>e) Transcultural nursing aspects</li> <li>f) Effective and therapeutic communication</li> <li>g) Psychosocial aspects</li> </ul>	<p><b>Review</b> anatomy and normal physiology</p> <p><b>Required:</b> Brunner &amp; Suddarth (12th Ed.): use the index to locate and learn each human challenge listed.</p> <p><b>Recommended:</b> Accompanying CD, online text resources.</p> <p>Videos – available on reserve in the MTIS.</p> <p><b>References:</b>  Medical dictionary, skills textbook, nutrition, pharmacology, and nursing diagnoses books as stated earlier in this syllabus.</p>

NUR 1213 Course Syllabus – THEORY/CLASSROOM COURSE

CONCEPT IV: SENSORY / PERCEPTION / COGNITION – COGNITION & SENSORY DEFICITS		
OBJECTIVES	TOPICS	RELATED LEARNING ACTIVITIES
<p>The student will:</p> <p>1) Identify what this group of selected human responses have in common and what are unique to each at it relates to:</p> <ol style="list-style-type: none"> <li>Pathophysiology</li> <li>Etiology</li> <li>Risk factors</li> <li>Clinical manifestations</li> <li>Medical management include: diagnostic tests, treatments, and medications</li> <li>Nursing management</li> <li>Complications</li> </ol> <p>Then do #2, 3, 4, 5, &amp; 6:</p> <p>2) Identify issues related to these health challenges across the clients' lifespan.</p> <p>3) Include patient and family teaching to promote health and prevent further disease (HP/DP) for each health challenge.</p> <p>4) Identify Transcultural nursing care as it relates to each of the health challenges.</p> <p>5) Prioritize nursing diagnoses and describe nursing management in a holistic plan of care for each health challenge listed.</p> <p>6) Include psychosocial aspects and therapeutic communication to care for clients experiencing each of the health challenges listed.</p>	<p><b>1) COGNITION</b> – Altered states - Selected human responses to health challenges:</p> <ol style="list-style-type: none"> <li>Dementia</li> <li>Alzheimer's Disease (AD)</li> <li>Delirium</li> </ol> <p><b>2) SENSORY</b> – Altered States</p> <p>Ear: external, middle, and inner ear:</p> <ol style="list-style-type: none"> <li>conductive and sensorineural deficits</li> <li>Otitis Media and</li> <li>Care of the Hard-of-hearing client</li> </ol> <p>Vision Disorders:</p> <ol style="list-style-type: none"> <li>detached retina</li> <li>cataracts</li> <li>glaucoma</li> <li>macular degeneration</li> <li>Care of the blind client</li> </ol> <p><b>3) Content:</b></p> <ol style="list-style-type: none"> <li>Physiology / Pathophysiology</li> <li>Nursing Management: <ol style="list-style-type: none"> <li>Assessment (history, clinical manifestations, findings, and diagnostic evaluation).</li> <li>Diagnoses</li> <li>Planning &amp; Goals</li> <li>Implementation / interventions</li> <li>Evaluation / Expected Outcomes</li> </ol> </li> <li>Health Promotion and Disease Prevention (HP/DP)</li> <li>Issues related across the Lifespan</li> <li>Transcultural nursing aspects</li> <li>Effective and therapeutic communication</li> <li>Psychosocial aspects</li> </ol>	<p><b>Review</b> anatomy and normal physiology</p> <p><b>Required:</b> Brunner &amp; Suddarth (12th Ed.): use the index to locate and learn each human challenge listed.</p> <p><b>Recommended:</b> Accompanying CD, online text resources.</p> <p>Videos – available on reserve in the MTIS.</p> <p><b>References:</b> Medical dictionary, skills textbook, nutrition, pharmacology, and nursing diagnoses books as stated earlier in this syllabus.</p>

NUR 1213 Course Syllabus – THEORY/CLASSROOM COURSE

CONCEPT IV: SENSORY / PERCEPTION / COGNITION – MOOD ALTERATIONS: ANXIETY & DEPRESSION		
OBJECTIVES	TOPICS	RELATED LEARNING ACTIVITIES
<p>The student will:</p> <p>1) Identify what this group of selected human responses have in common and what are unique to each at it relates to:</p> <ol style="list-style-type: none"> <li>Pathophysiology</li> <li>Etiology</li> <li>Risk factors</li> <li>Clinical manifestations</li> <li>Medical management include: diagnostic tests, treatments, and medications</li> <li>Nursing management</li> <li>Complications</li> </ol> <p>Then do #2, 3, 4, 5, &amp; 6:</p> <p>2) Identify issues related to these health challenges across the clients' lifespan.</p> <p>3) Include patient and family teaching to promote health and prevent further disease (HP/DP) for each health challenge.</p> <p>4) Identify Transcultural nursing care as it relates to each of the health challenges.</p> <p>5) Prioritize nursing diagnoses and describe nursing management in a holistic plan of care for each health challenge listed.</p> <p>6) Include psychosocial aspects and therapeutic communication to care for clients experiencing each of the health challenges listed.</p>	<p><b>1) EMOTIONAL</b> – Altered states - Selected human responses to health challenges:</p> <ol style="list-style-type: none"> <li>Mood Swings</li> <li>Depression</li> <li>Seasonal Affective Disorder</li> <li>Suicide</li> <li>Anxiety: &amp; Anxiety Disorders: Panic Disorder, Generalized anxiety disorder (GAD), Phobias, Obsessive-Compulsive Disorder (OCD), &amp; Post-traumatic stress disorder (PTSD)</li> </ol> <p><b>2) ABUSE - CHEMICAL &amp; BEHAVIORAL</b></p> <ol style="list-style-type: none"> <li>Substance abuse and addiction across the lifespan: <ol style="list-style-type: none"> <li>Nicotine, alcohol, cocaine, opiates, hallucinogens, inhalants, marijuana.</li> </ol> </li> </ol> <p><b>3) ABUSE – HUMAN</b></p> <p><b>4) Content:</b></p> <ol style="list-style-type: none"> <li>Physiology / Pathophysiology</li> <li>Nursing Management: <ol style="list-style-type: none"> <li>Assessment (history, clinical manifestations, findings, and diagnostic evaluation).</li> <li>Diagnoses</li> <li>Planning &amp; Goals</li> <li>Implementation / interventions</li> <li>Evaluation / Expected Outcomes</li> </ol> </li> <li>Health Promotion and Disease Prevention (HP/DP)</li> <li>Issues related across the Lifespan</li> <li>Transcultural nursing aspects</li> <li>Effective and therapeutic communication</li> <li>Psychosocial aspects</li> </ol>	<p><b>Review</b> anatomy and normal physiology</p> <p><b>Required:</b> Brunner &amp; Suddarth (12th Ed.): use the index to locate and learn each human challenge listed.</p> <p><b>Recommended:</b> Accompanying CD, online text resources.</p> <p>Videos – available on reserve in the MTIS.</p> <p><b>References:</b> Medical dictionary, skills textbook, nutrition, pharmacology, and nursing diagnoses books as stated earlier in this syllabus.</p>

NUR 1213 Course Syllabus – THEORY/CLASSROOM COURSE

CONCEPT IV: SENSORY / PERCEPTION / COGNITION – Neurological		
OBJECTIVES	TOPICS	RELATED LEARNING ACTIVITIES
<p>The student will:</p> <p>1) Identify what this group of selected human responses have in common and what are unique to each at it relates to:</p> <ol style="list-style-type: none"> <li>Pathophysiology</li> <li>Etiology</li> <li>Risk factors</li> <li>Clinical manifestations</li> <li>Medical management include: diagnostic tests, treatments, and medications</li> <li>Nursing management</li> <li>Complications</li> </ol> <p>Then do #2, 3, 4, 5, &amp; 6:</p> <ol style="list-style-type: none"> <li>Identify issues related to these health challenges across the clients' lifespan.</li> <li>Include patient and family teaching to promote health and prevent further disease (HP/DP) for each health challenge.</li> <li>Identify Transcultural nursing care as it relates to each of the health challenges.</li> <li>Prioritize nursing diagnoses and describe nursing management in a holistic plan of care for each health challenge listed.</li> <li>Include psychosocial aspects and therapeutic communication to care for clients experiencing each of the health challenges listed.</li> </ol>	<p><b>1. Neurological Disorders:</b> Selected human responses to health challenges:</p> <ol style="list-style-type: none"> <li>Spinal Cord Injury</li> <li>Seizures</li> <li>Meningitis</li> <li>Encephalitis</li> </ol> <p><b>2) Content:</b></p> <ol style="list-style-type: none"> <li>Physiology / Pathophysiology</li> <li>Nursing Management: <ol style="list-style-type: none"> <li>Assessment (history, clinical manifestations, findings, and diagnostic evaluation).</li> <li>Diagnoses</li> <li>Planning &amp; Goals</li> <li>Implementation / interventions</li> <li>Evaluation / Expected Outcomes</li> </ol> </li> <li>Health Promotion and Disease Prevention (HP/DP)</li> <li>Issues related across the Lifespan</li> <li>Transcultural nursing aspects</li> <li>Effective and therapeutic communication</li> <li>Psychosocial aspects</li> </ol>	<p><b>Review</b> anatomy and normal physiology</p> <p><b>Required:</b> Brunner &amp; Suddarth (12th Ed.): use the index to locate and learn each human challenge listed.</p> <p><b>Recommended:</b> Accompanying CD, online text resources.</p> <p>Videos – available on reserve in the MTIS.</p> <p><b>References:</b> Medical dictionary, skills textbook, nutrition, pharmacology, and nursing diagnoses books as stated earlier in this syllabus.</p>

NUR 1213 Course Syllabus – THEORY/CLASSROOM COURSE

CONCEPT V: MOBILITY - MUSCULOSKELETAL		
OBJECTIVES	TOPICS	RELATED LEARNING ACTIVITIES
<p>The student will:</p> <p>1) Identify what this group of selected human responses have in common and what are unique to each at it relates to:</p> <ul style="list-style-type: none"> <li>a) Pathophysiology</li> <li>b) Etiology</li> <li>c) Risk factors</li> <li>d) Clinical manifestations</li> <li>e) Medical management include: diagnostic tests, treatments, and medications</li> <li>f) Nursing management</li> <li>g) Complications</li> </ul> <p>Then do #2, 3, 4, 5, &amp; 6:</p> <p>2) Identify issues related to these health challenges across the clients' lifespan.</p> <p>3) Include patient and family teaching to promote health and prevent further disease (HP/DP) for each health challenge.</p> <p>4) Identify Transcultural nursing care as it relates to each of the health challenges.</p> <p>5) Prioritize nursing diagnoses and describe nursing management in a holistic plan of care for each health challenge listed.</p> <p>6) Include psychosocial aspects and therapeutic communication to care for clients experiencing each of the health challenges listed.</p>	<p><b>1) MOBILITY / MOVEMENT</b> – Selected human responses to health challenges:</p> <ul style="list-style-type: none"> <li>a) Strains / Sprains &amp; Contusions</li> <li>b) Carpal Tunnel</li> <li>c) Fractures (Casts, Traction, Internal &amp; External fixation)</li> <li>d) Amputations</li> <li>e) Hip and Knee Replacements (alterations in weight-bearing &amp; nursing management)</li> <li>f) Osteoarthritis (DJD &amp; DDD)</li> <li>g) Osteomyelitis</li> <li>h) Gout</li> <li>i) Rheumatic Disorders: Rheumatoid Arthritis (RA), Scleroderma, &amp; Systemic Lupus Erythematosus (SLE) &amp; Fibromyalgia</li> </ul> <p><b>2) Content:</b></p> <ul style="list-style-type: none"> <li>a) Physiology / Pathophysiology</li> <li>b) Nursing Management: <ul style="list-style-type: none"> <li>i. Assessment (history, clinical manifestations, findings, and diagnostic evaluation).</li> <li>ii. Diagnoses</li> <li>iii. Planning &amp; Goals</li> <li>iv. Implementation / interventions</li> <li>v. Evaluation / Expected Outcomes</li> </ul> </li> <li>c) Health Promotion and Disease Prevention (HP/DP)</li> <li>d) Issues related across the Lifespan</li> <li>e) Transcultural nursing aspects</li> <li>f) Effective and therapeutic communication</li> <li>g) Psychosocial aspects</li> </ul>	<p><b>Review</b> anatomy and normal physiology</p> <p><b>Required:</b> Brunner &amp; Suddarth (12th Ed.): use the index to locate and learn each human challenge listed.</p> <p><b>Recommended:</b> Accompanying CD, online text resources.</p> <p>Videos – available on reserve in the MTIS.</p> <p><b>References:</b> Medical dictionary, skills textbook, nutrition, pharmacology, and nursing diagnoses books as stated earlier in this syllabus.</p>

NUR 1213 Course Syllabus – THEORY/CLASSROOM COURSE

CONCEPT V: MOBILITY - DEGENERATIVE DISORDERS		
OBJECTIVES	TOPICS	RELATED LEARNING ACTIVITIES
<p>The student will:</p> <p>1) Identify what this group of selected human responses have in common and what are unique to each at it relates to:</p> <ul style="list-style-type: none"> <li>a) Pathophysiology</li> <li>b) Etiology</li> <li>c) Risk factors</li> <li>d) Clinical manifestations</li> <li>e) Medical management include: diagnostic tests, treatments, and medications</li> <li>f) Nursing management</li> <li>g) Complications</li> </ul> <p>Then do #2, 3, 4, 5, &amp; 6:</p> <p>2) Identify issues related to these health challenges across the clients' lifespan.</p> <p>3) Include patient and family teaching to promote health and prevent further disease (HP/DP) for each health challenge.</p> <p>4) Identify Transcultural nursing care as it relates to each of the health challenges.</p> <p>5) Prioritize nursing diagnoses and describe nursing management in a holistic plan of care for each health challenge listed.</p> <p>6) Include psychosocial aspects and therapeutic communication to care for clients experiencing each of the health challenges listed.</p>	<p><b>1) MOVEMENT</b> –Selected human responses to health challenges:</p> <ul style="list-style-type: none"> <li>a) Parkinson's Disease</li> <li>b) Multiple Sclerosis (MS)</li> <li>c) Amyotrophic Lateral Sclerosis (ALS)</li> <li>d) Myasthenia Gravis (MG)</li> <li>e) Guillain-Barre' Syndrome (GBS)</li> <li>f) Peripheral Neuropathy (see Diabetes*)</li> </ul> <p><b>2) Content:</b></p> <ul style="list-style-type: none"> <li>a) Physiology / Pathophysiology</li> <li>b) Nursing Management: <ul style="list-style-type: none"> <li>i. Assessment (history, clinical manifestations, findings, and diagnostic evaluation).</li> <li>ii. Diagnoses</li> <li>iii. Planning &amp; Goals</li> <li>iv. Implementation / interventions</li> <li>v. Evaluation / Expected Outcomes</li> </ul> </li> <li>c) Health Promotion and Disease Prevention (HP/DP)</li> <li>d) Issues related across the Lifespan</li> <li>e) Transcultural nursing aspects</li> <li>f) Effective and therapeutic communication</li> <li>g) Psychosocial aspects</li> </ul>	<p><b>Review</b> anatomy and normal physiology</p> <p><b>Required:</b> Brunner &amp; Suddarth (12th Ed.): use the index to locate and learn each human challenge listed.</p> <p><b>Recommended:</b> Accompanying CD, online text resources.</p> <p>Videos – available on reserve in the MTIS.</p> <p><b>References:</b>  Medical dictionary, skills textbook, nutrition, pharmacology, and nursing diagnoses books as stated earlier in this syllabus.</p>