

REQUIRED BOOKS NURSING II

Nursing II Kit Equipment kit of nursing supplies required for Nursing II students. This kit is only available at the college bookstore.

Kaplan Nursing Kaplan Access Card. Available only in the college bookstore, Card along with paid receipt must be shown to instructor on first day of classes. This will allow for online secure access to Kaplan homepage which provides study skills workshops, practice tests, secured tests, test results, remediation resources and NCLEX-RN® prep materials.

Brunner
Suddarth Medical Surgical 12th Edition, 2010, Lippincott

BOOKS USED IN NURSING I (NUR 101)

Ackley, Betty &
Ladwig, Gail Nursing Diagnosis Handbook - A Guide to Planning Care,
2011, 9th Edition, Mosby

Cherry, Jacob Contemporary Nursing, 5th Edition, 2011, Mosby

Craven, Hirnle Fundamentals of Nursing, Issues, Trends & Management 6th Edition, 2009, Lippincott

Daniels, Joanne &
Smith, Loretta Clinical Calculations: A Unified Approach, 2006, 5th Edition, Delmar

Deglin & Vallerand Med Deck 12th Edition, F.A Davis

Deglin & Vallerand Davis's Drug Guide for Nurses 12th Edition, 2011, Davis

Dudek Nutrition Essentials for Nursing Practice, 6th Edition, 2010, Lippincott

Smith, Duell, Martin Clinical Nursing Skills: Basic to Advanced Skills, 8th Edition, 2012, Prentice Hall

Taber's Taber's Cyclopedic Medical Dictionary, 21st Edition, Davis

Van Leeuwen Davis's Comprehensive Handbook of Lab & Diagnostic Test w/Nursing Implications,
4th Edition, 2011, F.A. Davis

Varcarolis Foundations of Psychiatric Mental Health Nursing, 6th Edition, 2010, Saunders

OPTIONAL BOOKS

Lehne,Hamilton, Moore &
Crosby Pharmacology for Nursing Care, 7th Edition, Saunders

LeFever Kee, Paulank & Polek Fluids & Electrolytes w/Clinical Applications, 8th Edition, 2010, Delmar

Doeneges, Moorhouse, Murr Nurse's Care Plan 7th Edition, FA Davis (ISBN 0-8036-1294-x)

Test Success: Test Taking Techniques for Beginning Nursing Students, F.A. Davis

How to Survive & Even Love Nursing School, 3rd Edition, 2008, F.A. Davis

Updated 12/12/11

ARTICLES

Refer to periodicals for pertinent supplementary articles.

PERSPECTIVES OF MEDICAL-SURGICAL NURSING
GROWTH AND DEVELOPMENT OF THE MIDDLE ADULT

Readings

Brunner	Chapters 1 (basic concepts in nursing), 3 (critical thinking, ethical decision and nursing process), 4 (health education and health promotion), 6 (homeostasis, stress and adaptation) 7 (pgs. 96-98), 8 (transcultural nursing) 10 (chronic illness and disability)
Daniels & Smith	Chapter 10 (IV meds): p. 146-175
Craven	Chapters 50 (stress and adaptation)
Dudek	Chapters 16 p. 385-388
Varcarolis	Chapter 11 (stress) Chapter 12 (anxiety)
Ackley & Ladwig	Refer to appropriate nursing diagnosis related to content area
Davis' Drug Guide	Refer to appropriate drugs related to content area
Davis' Guide to Lab & Diagnostic Tests	Refer to appropriate diagnostic tests related to content area

Objectives

At the completion of this unit, the student will be able to:

1. describe the scope of medical-surgical nursing practice.
2. differentiate between health promotion and prevention of illness.
3. discuss major concepts underlying Erikson and Maslow theories of personality development (review from Nursing I).
4. differentiate between stress and stressor as it relates to the hospitalized client (Nursing I).
5. define anxiety (Nursing I).
6. identify developmental stages of adulthood.
7. identify the health needs and concerns of each adult age group.
8. identify defense/coping mechanisms used by hospitalized clients (Nursing I).
9. explain multiple aspects of chronic diseases.
10. demonstrate the nursing process with rationale to plan client care.
11. demonstrate the administration of a primary intravenous to a client.
12. demonstrate previously learned clinical skills.
13. calculate the flow rate of an intravenous infusion for a client.

College Laboratory Laboratory readings are on weekly lab guide.
Ch. 11 (rehabilitation) Ch. 12 (*previous material from nsg-review)

OUTLINE

I. Baseline data (Week 1)

A. Medical/surgical nursing practice

1. Role of nursing profession
2. Levels of care
 - a. Chronic illness
 - b. Acute care
 - c. Ambulatory care
 - d. Home health care
3. Health promotion - promoting healthy life style
4. Stress, stressors and stress management
5. Cultural diversity

B. Developmental factors related to health promotion

1. Theories of young and middle adulthood
2. Developmental stages of young and middle adulthood

II. Nursing process (Week 1)

A. Assessment: data collection

1. Impact of illness on client
2. Reaction to illness
 - a. Selye's general adaptation syndrome
 - b. Stress response
 - c. Levels of anxiety
3. Needs assessment of a client with anxiety

B. Data analysis: common nursing diagnosis

1. Anxiety R/T threat to self-concept

C. Expected outcomes R/T nursing diagnosis

D. Nursing interventions/rationale R/T care of client with anxiety based on assessments

E. Evaluation

III. Quality and Safety Initiatives in the Health Care Setting

A. IOM

B. QSEN

C. Joint Commission

II. ALTERATION IN FLUID AND ELECTROLYTES

NEEDS OF THE CLIENT WITH FLUID AND ELECTROLYTE IMBALANCE AND ACID-BASE DISORDERS

Readings

Fluid and Electrolytes	Chapter 14
Davis's Guide to Lab & Diagnostic Tests	Electrolyte values
Daniels & Smith	Chapter 11
Dudek	Chapter 6
Craven, Hirnle	Chapter 37

Objectives

At the completion of this unit, the student will be able to:

1. differentiate between osmosis, diffusion, filtration, and active transport.
2. describe the role of the kidneys, lungs, and endocrine glands in regulating the body's fluid composition and volume.
3. identify the effects of aging on fluid and electrolyte regulation. Differentiate the types of electrolyte fluids.
4. plan effective care of patients with the following imbalances: fluid volume deficit and fluid volume excess; sodium deficit (hyponatremia) and sodium excess hypernatremia); potassium deficit (hyperkalemia) and potassium excess (hyperkalemia)
5. describe the cause, clinical manifestations, management, and nursing interventions for the following imbalances: calcium deficit (hypocalcemia) and calcium excess (hypercalcemia); magnesium deficit (hypomagnesemia) and magnesium excess (hypermagnesemia); phosphorus deficit (hypophosphatemia) and phosphorus excess (hyperphosphatemia); chloride deficit (hypochloremia) and chloride excess (hyperchloremia).
6. explain the roles of the lungs, kidneys, and chemical buffers in maintaining acid base balance.
7. compare metabolic acidosis and alkalosis with regard to causes, clinical manifestations, diagnosis, and management.
8. compare respiratory acidosis and alkalosis with regard to causes, clinical manifestations, diagnosis, and management.
9. interpret arterial blood gas measurements.
10. calculate flow rate of intravenous medications.
11. document essential information related to intravenous therapy.
12. perform selected nursing interventions to promote fluid and electrolyte balance.

College Laboratory Laboratory readings are on weekly lab guide.

OUTLINE

I. Baseline data

- A. Water, electrolytes
- B. Body fluid compartments
- C. Organs of Homeostasis
- D. Regulation of fluid/electrolyte balance
 - 1. Movement of electrolytes and water
 - 2. Electrolytes
 - 3. Fluids: tonicity
- E. Fluid/electrolyte imbalances
- F. Acid-base balance
 - 1. Metabolic acidosis/alkalosis
 - 2. Respiratory acidosis/alkalosis

II. Nursing process

- A. Assessment: data collection
 - 1. Diagnostic tests
 - 2. Needs assessment of a client with fluid and electrolyte imbalance
 - 3. Needs assessment of a client with acid-base imbalance
- B. Data analysis: common nursing diagnoses
 - 1. Deficient fluid volume R/T diuretic therapy; inadequate fluid intake
 - 2. Excess fluid volume R/T increased sodium intake
- C. Expected outcomes R/T nursing diagnosis
- D. Nursing interventions/rationale R/T care of client with fluid and electrolyte and acid-base imbalances based on assessments
 - 1. Pharmacological management
 - 2. Diet management
- E. Evaluation