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**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.

Smeltzer, Bare Medical Surgical Nursing 12th Edition, 2010, Lippincott (*Electronic copy for Fall 2013)*

Hinkle & Cheever

**BOOKS USED IN NURSING I (NUR 101)**

Ackley & Ladwig Nursing Diagnosis Handbook - A Guide to Planning Care,

2011, 9th Edition, Mosby

Cherry & Jacob Contemporary Nursing: Issues, Trends & Management, 5th Edition, 2010, Mosby

Craven & Hirnle Fundamentals of Nursing 7th Edition, 2013, Lippincott

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

Deglin & Vallerand Davis’s Drug Guide for Nurses 13th Edition, 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**

Colgrove, Cadenhead & Med-Surg Test Success: Applying Critical Thinking to Test Taking 2nd ed, 2011, F.A. Davis

Hargrove-Huttel

**ARTICLES**

Refer to periodicals for pertinent supplementary articles.

Updated 11/30/12

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**Week 1 (8/26/13)**

**PERSPECTIVES OF MEDICAL-SURGICAL NURSING**

**GROWTH AND DEVELOPMENT OF THE MIDDLE ADULT, ALTERATION IN SELF-ESTEEM, NEEDS OF A**

**CLIENT WITH A SUBSTANCE ABUSE DISORDER**

**Readings:**

Smeltzer, et al.: Chapter 1 (Basic concepts in nursing), Chapter 3, (Critical thinking, ethical decision and nursing

process), Chapter 4, (Health education and health promotion); Chapter 6, (Homeostasis, stress

and adaptation); Chapter 7 (pgs. 96-98, 101-103), Chapter 8 (Transcultural nursing)

Chapter 10 (Chronic illness and disability); Chapter 5 (pgs. 61-63, Lifestyle and CAGE questionnaire); Chapter 71 ( p. 2183-2184, Alcohol Withdrawal).

Daniels & Smith Chapter 10 (IV meds): pgs. 146-175.

Cherry pgs. 416-424 (delegation) and pgs. 429-435 (nursing care delivery models).

Craven Chapter 21 (culture & ethnicity); Chapter 50 (stress, coping, and adaptation).

Dudek Chapters 16 pgs. 385-388.

Varcarolis Chapter 11 (Stress); Chapter 12 (Anxiety); Chapter 18,(Addictive Disorders); Chapter 35,

pgs. 749-752 (Family Interventions).

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 Refer to appropriate diagnostic tests related to content area

& Diagnostic Tests

**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. Differentiate between effective and ineffective

coping (Nursing I).

9. explain multiple aspects of chronic diseases.

10. differentiate between tolerance and dependence.

11. define alcoholism and the addictive personality.

12. demonstrate the administration of a primary intravenous to a client.

**College Laboratory** Laboratory readings are on weekly lab guide.

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OUTLINE

I. Baseline data (Week 1)

A. Medical/surgical nursing practice

1. Role of nursing profession

2. Levels of care

a. Chronic illness.

Three levels of prevention: Primary, secondary and tertiary.

b. Acute care

c. Ambulatory care

d. Home health care

3. Health promotion - promoting healthy life style

a. effective coping mechanisms

4. Stress, stressors and stress management

5. Cultural influences

6. Ineffective coping mechanisms

7. Substance abuse

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

4. Needs assessment of a client with substance abuse

B. Data analysis: common nursing diagnosis

1. Anxiety R/T threat to self-concept
2. Disturbance of sleep pattern R/T irritability, tremors
3. Altered nutrition: less than body requirements R/T inadequate nutritional intake
4. Risk for injury R/T impaired sensory/perceptual function

C. Expected outcomes R/T nursing diagnosis

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D. Nursing interventions/rationale

1. Education

2. Emotional support

3. Anticipatory guidance

4. Diet management

5. Withdrawal management

E. Evaluation

III. Quality and Safety Initiatives in the Health Care Setting

A. IOM

B. TEAM STEPPS

C. QSEN

D. Joint Commission: National Patient Safety Goals (NPSGs)

E. SBAR for reporting

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**Week 2 (9/2/13)**

**ALTERATION IN BIOLOGICAL SAFETY**

**NEEDS OF THE CLIENT WITH an IMMUNE DISORDER**

**Readings:**

Smeltzer, et al. Unit 11- Chapter 50, 51, 52, 53

Craven & Hirnle Chapters 40 (The body’s defense against infection)

Dudek Chapter 22

Ackley & Ladwig Refer to appropriate nursing diagnosis related to content area.

Davis’s Drug Guide Refer to appropriate drugs related to content area.

Davis lab Guide 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 functions and components of the immune system.

2. explain the physical response to stress and the effect on the immune system.

3. compare and contrast humoral and cellular immunity.

4. differentiate between passive and active immunity.

5. describe self-care for the client with allergies.

6. explain the physiology underlying hypersensitivity reactions.

7. utilize the nursing process to plan the care of a client with acquired immunodeficiency syndrome.

8. perform selected nursing interventions R/T the needs of the client with an immunological response

disorder/infection/inflammation.

9. evaluate components of a predesigned teaching plan that are specific to the client’s knowledge and learning needs.

10. describe the potential needs of the client with a biological safety problem who is preparing for discharge.

11. demonstrate CDC standard and transmission based precautions.

**College Laboratory** Laboratory readings are on weekly lab guide.

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OUTLINE

I. Baseline Data

A. Immune system review.

1. Organs of the immune system

2. Cells of the immune system

B. The body’s defense mechanisms

C. Immune response

D. Immunologic problems

II. Nursing Process

A. Assessment: data collection

1. Diagnostic tests

2. Needs assessment of a client with an immune system disorder

a. HIV infection, AIDS and AIDS-related opportunistic infections

b. Hypersensitivity disorders

(1) Type I (anaphylactic)

(2) Type II (cytotoxic)

(3) Type III (immune complex)

(4) Type IV (cell-mediated or delayed)

B. Data analysis: common nursing diagnosis

1. Ineffective family coping R/T uncertainty of future.

2. Fatigue R/T side effects of drug therapy.

3. Risk for infection R/T compromised host defenses.

C. Expected outcomes R/T nursing diagnosis.

D. Nursing interventions/rationale R/T care of client with immune system disorder.

1. Self-care management.

2. Pharmacological management.

3. Prevention of infection.

4. Controlling fatigue.

E. Evaluation

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**Week 3 (9/9/13) ALTERATION IN SAFETY**

**NEEDS OF THE PERIOPERATIVE CLIENT**

**Readings:**

Smeltzer, et al. **Unit 4**- Chapters 18, 19, 20; **Unit 3**, Chapter 13, Pain Management

Cherry and Jacobs Chapter 8, p. 180-184 (Informed consent)

Ackley Refer to appropriate nursing diagnosis R/T content area

Davis Drug Guide Refer to appropriate drugs R/T content area

Davis Diagnostic guide - Refer to lab values and tests R/T content area

**Objectives:**

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

1. describe basic rules of surgical asepsis.

2. discuss functions and responsibilities of the surgical team.

3. identify legal and ethical considerations related to the operative permit and informed consent.

4. identify alternative settings for the practice of perioperative nursing.

5. use the nursing process to plan the care of clients with perioperative needs.

6. assess clients for factors which contribute to surgical risk.

7. assess the needs of the client and family on the operative day.

8. differentiate between acute and chronic pain.

9. describe pain rating scales and their use in assessing pain.

10. indicate nursing interventions appropriate for managing pain.

11. identify nursing responsibilities in preparing clients for surgery.

12. perform selected interventions R/T needs of the surgical client.

13. identify different types of anesthesia.

14. identify the stages of general anesthesia.

15. assess the levels of consciousness of clients following surgery.

16. identify nursing responsibilities in caring for post-operative clients.

17. describe the processes involved in the phases of normal wound healing.

18. describe the potential needs of the post-operative client preparing for discharge.

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OUTLINE

I. Baseline data

A. Preoperative needs

1. Categories of surgical procedures

2. Informed legal consent

B. Intraoperative needs

1. Admittance to operating room/surgical team

2. Roles of surgical team members

3. Positioning for surgery

4. Types of anesthesia

C. Postoperative needs

1. Post-anesthesia care unit/purpose

2. Pain control measures

II. Nursing process

A. Assessment: data collection

1. Diagnostic tests - preoperative

2. Needs assessment of the perioperative client

a. Preoperative R/T risk factors

b. Intraoperative R/T anesthesia and sterile asepsis

c. Postoperative R/T complications, surgical site, pain

B. Data analysis: common nursing diagnoses

1. Knowledge deficit R/T preoperative, postoperative care expectations/life style changes.

2. Ineffective airway clearance R/T retained secretions/airway spasm.

3. Risk for impaired skin integrity R/T exposure to wound drainage.

4. Acute pain R/T inflammation or injury in surgical area.

C. Expected outcomes R/T nursing diagnosis

D. Nursing interventions/rationale

1. Preoperative

a. Teaching

b. Preoperative preps

c. Medications

2. Intraoperative

a. Positioning

b. Asepsis

c. Anesthesia

3. Postoperative

a. Monitoring

b. Prevention of complications

c. Pain management

E. Evaluation

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**Week 4 (9/16/13) and Week 5 (9/23/13)**

**ALTERATION IN OXYGENATION GAS EXCHANGE AND RESPRIATORY FUNCTION**

**NEEDS OF THE CLIENT WITH A RESPIRATORY DISORDER**

**Readings:**

Smeltzer, et al. Unit 5- Chapters; 21, 22, 23, 24, 25 (omit readings on pgs. 651-664).

Craven, Hirnle Chapter 25, p. 399-402

Dudek Chapter 16, p. 394-398

Ackley & Ladwig Refer to appropriate nursing diagnosis related to content area.

Davis’s Drug Guide Refer to appropriate drugs related to content area.

Davis Lab Guide Refer to appropriate diagnostic tests related to content area.

**Objectives:**

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

1. describe pathophysiology of upper respiratory disorders and therapeutic modalities.

2. describe pathophysiology of lower respiratory disorders and therapeutic modalities.

3. assess and differentiate between restrictive and obstructive pulmonary dysfunction.

4. use the nursing process as a framework for care of clients with respiratory dysfunction.

5. identify the purpose, action and precautions for cough suppressants, expectorants, nasal decongestants, and

bronchodilators.

6. perform a comprehensive respiratory assessment using appropriate physical assessment skills.

7. perform selected nursing interventions to facilitate breathing and promote oxygenation, i.e., oxygen administration,

suctioning, care of chest tubes.

8. plan the care for client with respiratory problems.

9. describe the CDC airborne precautions for client with active tuberculosis.

10. describe the treatment plan for client with active tuberculosis.

11. plan the care at discharge for the client with tuberculosis.

12. plan for the discharge of client with chronic respiratory problems.

13. use the nursing process in documenting the client’s care.

**College Laboratory** Laboratory readings are on weekly lab guide.

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OUTLINE

I. Baseline data

A. Overview of respiratory system

1. Structure and function

B. Terminology

II. Nursing process

A. Assessment: data collection

1. Diagnostic tests

2. Needs assessment of a client with:

a. Upper airway problems

(1) Inflammation

(2) Infection

(3) Hemorrhage

(4) Cancer of larynx

(5) Obstruction

b. Lower airway problems

(1) Asthma

(2) Chronic obstructive pulmonary disease

(a) Chronic bronchitis

(b) Emphysema

(3) Lung cancer

(4) Atelectasis

(5) Infections

(a) pneumonia

(b) tuberculosis

(6) Pneumothorax

B. Data analysis: common nursing diagnoses

1. Risk for impaired gas exchange R/T restricted lung expansion from immobility.

2. Ineffective airway clearance R/T retained secretions

3. Activity intolerance R/T dyspnea

C. Expected outcomes R/T nursing diagnoses

D. Nursing interventions/rationale R/T care of client with oxygenation needs.

E. Evaluation