

Basic Course Information

Semester	Fall 2022	Instructor's Name	Teresa Vea Santos MSN, RN , CNE
Course Title & #	NURS 223 MS &Geriatrics	Instructor's Email	teresa.santos@imperial.edu
CRN #	10954/10958	Webpage (optional)	
Room	2152	Nursing Office	760-355-6348
Clinical Days	MON ECRMC 1200-2330 MON PMHD 0800-2000	Office Hours	M 0700-0800 T 1300-1400 WTh 0900-1000 (via Pronto)
Theory Days	Tuesdays	Office Phone #	760-355-6574
Class Times	1400-1830	Who should students contact if emergency or other absence	Instructor first, if not available contact the Dept Nursing Secretary
Units	5.00		

Course Description

CurricUNET course outline of record <http://www.curricunet.com/Imperial/>

This course focuses on the health alterations of adults and the geriatric population. Emphasis is placed on the unique alterations of adults and those progressing in age including the oldest old in the adult life span. Evidence based practices related to changes in physiological status, psychosocial needs, health promotion, health education, safety, end-of-life-care, and interdisciplinary collaboration are integrated throughout the course. Clinical experiences provide an opportunity to apply theoretical concepts and principles of geriatric nursing while implementing safe care in a variety of health care and community settings. (CSU)

Student Learning Outcomes

CurricUNET <http://www.curricunet.com/Imperial/>

1. Understand nursing theory to plan, implement and evaluate nursing care for adult and geriatric patient with acute and chronic body system stressors in the hospital setting. Demonstrate integration of knowledge in the areas taught by passing biweekly theory exams with an individual score of 75% or above. (ILO2,3,5)
2. Integrate nursing that is patient centered, caring, culturally sensitive and based on the physiological and psychosocial and spiritual needs of patients. Demonstrate integration of knowledge in medical surgical nursing by passing the final 70% or above. (ILO2,3,5)
3. Implement critical thinking skills in the implementation of the nursing process while providing safe patient care and meeting the needs of culturally diverse patients within multidisciplinary healthcare systems.
 - a. Assessed by simulation competency. (ILO2,3,5)
4. Demonstrate proper use of delegation, team leading, and the use of interdisciplinary model to manage and /or coordinate the health care of selected patients.
 - a. Assessed by clinical evaluation tool. (ILO2,3,5)

Course Objectives

CurricUNET <http://www.curricunet.com/Imperial/>

1. Perform a comprehensive health assessment on adult patients and geriatric patients with medical and/or surgical alterations, and identify deviations from normal as well as related health risks.
2. Develop an individualized, evidence-based plan of care that demonstrates an appreciation of a patient's cultural, spiritual, and developmental variations and includes recommendations for the adoption of health-promoting behaviors.
3. Participate as a member of the interprofessional health care team and patient advocate while providing quality care that promotes patient safety for adults with medical and/or surgical health alterations.
4. Demonstrate clinical judgment and participate in the evaluation of outcomes when providing care to adult patients experiencing health alterations.

5. Apply knowledge of pharmacology, pathophysiology, and nutrition as well as evidence- based practice to the care of adult and geriatric patients with medical and/or surgical health alterations.
6. Use verbal and nonverbal communication that promotes therapeutic relationships with adult patients and their families, as well as professional relationships with members of the interprofessional health care team.
7. Use information technologies to access evidence- based literature and patient information as well as communicate
8. Identify, plan and provide health and safety related education to adult patients and their families in conjunction with members of the interprofessional health care team.
9. Use organizational and priority setting skills when providing care to adult and geriatric patients with medical and/or surgical health alterations, or in the community setting.
10. Acknowledge the importance of the nurse’s role in measuring patient outcomes, reporting patient safety and quality care concerns and participating in activities that promote performance improvement.
11. Adhere to ethical, legal, and professional standards while maintaining accountability and responsibility for the care provided to adult and geriatric patients and their families.

Textbooks & Other Resources or Links

Author	ISBN	Title	Edition	Year	Publisher
Cheever, K. & Hinkle, J.	13:978-1-4511-3060-7	Textbook of Medical-Surgical Nursing	14th/15th	2018 2014	Wolters Kluwer, LWW
Lehne, P.	978-8-323-32190-7	Pharmacology for Nursing Care	9th	2016	Elsevier
Eliopoulos, C.	978-0-06-000038-7	Gerontological Nursing	9th	2018	Wolters Kluwer, LWW
ATI		ATI			ATI

Course Requirements and Instructional Methods

Hours

NS 223 is a 5-unit theory and clinical course. Lectures are held total of 4.0 hours per week and clinical hours are 13 per week.

Clinical hours may be adjusted to meet the required assignment locations; this may include a clinical rotation at a different time than posted or on a different day. Students are responsible for transportation to clinical sites and attendance at all scheduled clinical rotations.

Assignments:

Reading, CD/video, Internet, and writing assignments are required. Students will be expected to read, understand, and critique information from college level textbooks, nursing journals, or equivalent. The reading list will include texts used in prior nursing courses and those required of this course (see text book list). Additional reading assignments will be required to supplement textbook material. Writing assignments will reflect the objectives listed and may include, but not be limited to, short essays, posters, and/or professional papers. Outside assignments including but not limited to nursing lectures, independent exercises, and learning center activities may be assigned and are required.

Clinical pre-assignments will include preparing for clinical by practicing skills, obtaining patient data, reviewing medication information, and completing pre-assignments as designated for each clinical area. Clinical hours will be spent demonstrating proficiency, providing professional nursing care to assigned patients, observations in various clinical departments, and participating in simulation. Written post-assignments will relate to the clinical experience and may include but not be limited to care plans, case studies, professional papers/posters, and journal entries. Clinical sites may include hospitals, clinics, simulation lab, schools, home health agencies, public health agencies and social service agencies.

It is each student’s responsibility to complete all facility requirements, i.e., BLS training, immunizations, background checks, drug screening, specific hospital orientation, etc., prior to clinical rotations (please see the student handbook for more information). A student will not be allowed to attend any clinical hours until this is done. If over the maximum hours of absenteeism because of this,

the student will be dropped from the class.

Simulations are a safe learning environment where all students will have the opportunity to interact within a structured scenario. Simulations will be utilized during this class and simulation materials will be handed out during the semester. All advance assignments must be completed before the start of class via zoom meetings. Failure to complete the pre-assignment will prevent the student from attending the class for the day and results in a clinical absence.

Plagiarism and cheating policies noted in the student handbook and IVC policies will be strictly enforced. Students are expected to develop original work for this course. It is recommended that students visit the college library to become acquainted with research tools available.

Methods of Instruction

The methods of instruction will be determined by each instructor and may include, but not be limited to the following: zoom meetings with small group discussions, student presentations, demonstration, simulations, classroom lecture, CD or online assisted instruction, audiovisuals, textbooks, handouts, and required reading and writing assignments.

During all zoom meetings and clinical instruction time, every person will be respected within the group and it is expected that all interactions between students, faculty, and other staff will take place professionally and courteously. It is expected that students will come prepared for class via zoom meetings by completing reading assignments and skills practice on their own time.

What if I need to borrow technology or access to WIFI?

1. To request a loaner laptop, MYFI device, or other electronic device, please submit your request here: <https://imperial.edu/students/student-equity-and-achievement/>
2. If you'd like access the WIFI at the IVC campus, you can park in parking lots "I & J". Students must log into the IVC student WIFI by using their IVC email and password. The parking lots will be open Monday through Friday from 8:00 a.m. to 7:00 p.m.

Guidelines for using parking WIFI:

- Park in every other space (empty space BETWEEN vehicles)
- Must have facemask available
- For best reception park near buildings
- Only park at marked student spaces
- Only owners of a valid disabled placard may use disabled parking spaces
- Only members of the same household in each vehicle
- Occupants **MUST** remain in vehicles
- Restrooms and other on-campus services not available
- College campus safety will monitor the parking lot
- Student code of conduct and all other parking guidelines are in effect
- Please do not leave any trash behind
- No parking permit required**

If you have any questions about using parking WIFI, please call Student Affairs at 760- 355-6455.

Course Grading Based on Course Objectives

Methods of Evaluation:

Students must maintain a "C" average grade as determined by the scale below:

- A = 93-100%
- B = 92-85%
- C = 84-78%
- D = 77-70%
- F = Below 69%

Grades will not be "rounded". To advance, a "C" or better is required in this course and the co-requisite courses.

All of the following must be attained to successfully pass this course:

- A. **Final Theory Exam score must be passed at a 78%.**

B. **Clinical grade must total equivalent of 78% or greater based on all points accumulated.**

C. **Theory (exams) grade must total equivalent of 78% or greater.**

D. Attendance requirements as noted below must be met.

E. Less than 3 unsatisfactories in clinical work must occur.

F. Final clinical evaluation must show all categories as “Adequate” or “Satisfactory”.

Testing will include no more than 8 examinations in addition to written, demonstration, and oral assignments, and a final examination. Pop quizzes may be included. EXCEPT FOR UNDER EXTREME CIRCUMSTANCES, THERE WILL BE NO MAKE-UPS FOR TESTS OR QUIZZES MISSED DUE TO ABSENCE.

Clinical evaluation will be done on an ongoing basis with a student required to meet “adequate” or “satisfactory” in all areas to pass the course. Evaluation is based on written assignments, adherence to nursing standards of care, QSEN competencies, and professional performance. An unsatisfactory in clinical may be given based on the same standards of care and professional performance and will require remediation in the learning center. Three unsatisfactory grades given in clinical or failure to meet the clinical objectives will result in failure of this class regardless of the overall grade.

As a measure of clinical safety, a dosage calculation exam will be given. The student must obtain a score equivalency of 92% or better to pass the test and continue in the class. Calculator will not be used for exam. The score will not be included or averaged for this class; it is a pass/fail assignment. Please refer to **RNP1020 Medication Calculation Competency Test Policy**.

Schedule may change at the discretion of the instructors, taking into account the progress of students with the materials. Any change will be announced in class or via IVC student email and/or through Blackboard. Students are held responsible for all materials covered in the syllabus and for any changes that are announced in class or by email.

ATI testing in Pharmacology is a part of the theory graded section of the NS 223 course. Students are responsible for reviewing all material in the ATI books prior to the assigned test date.

To evaluate a student’s ability to provide for patient safety and to demonstrate clinical competence, students must be present in clinical. Absenteeism and/or tardiness beyond the maximum allowed will result in being dropped from NS223. This will result in a “W” grade if before the drop date and “F” if after that date.

It is recommended that if a grade falls below 78% that the student will arrange to meet with the faculty member. Faculty can be reached in person, by email, or during office hours to discuss grades or other classroom or clinical matters.

The student is responsible for withdrawing (W) from the class before the deadline as outlined on your registration forms. Failure to pass this class will affect your ability to progress to the next semester. Students failing or withdrawing must complete a Petition to Re-Enter.

Attendance

Attendance:

It is the responsibility of each student to attend all classroom and clinical hours and to contact the faculty person before the start of class if any need to be excused from class. If a student does not contact the faculty member and is absent, a clinical unsatisfactory for unprofessional behavior will be given. Students are expected to attend all classes. **Absences are limited to 17 hours throughout the semester (equivalent to number of hours class meets in one week via online).** A student who reaches the maximum allowable hours of absenteeism or tardiness may be dropped by the instructor. If the student is tardy 3 times for any reason this will constitute for a full day absence.

What does it mean to “attend” an online class?

Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:

- Student submission of an academic assignment
- Student submission of an exam
- Student participation in an instructor-led Zoom conference
- Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules

- A posting by the student showing the student's participation in an assignment created by the instructor
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
- An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.

Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.

Acceptance of absenteeism excuses is at the discretion of the faculty member and may result in failure of the class. A student who reaches the maximum allowable number of hours absent and is not allowed to continue may file a petition to re-enter the nursing program. The teaching team will meet with the student to discuss remediation and the possibility of reentry.

Classroom Etiquette

During all classroom zoom meetings and clinical instruction time, every person will be respected within the group and it is expected that all interactions between students, faculty, and other staff will take place professionally and courteously. It is expected that students will come prepared for class by completing reading assignments and skills practice on their own time.

- **Electronic Devices:** Cell phones and electronic devices must be turned off and put away during class unless otherwise directed by the instructor. Apple watch wrist phones will not be allowed in classroom whatsoever no exceptions.
- **Food and Drink** are prohibited in all classrooms. Water bottles with lid/caps are the only exception additional restrictions will apply in labs. Please comply as directed.
- **Disruptive Students:** Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- **Children in the classroom:** Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

How do I act differently if I have an on-ground class during COVID?

1. **DO NOT COME TO CAMPUS OR ATTEND AN OFF-CAMPUS CLASS IF YOU FEEL SICK, HAVE A FEVER, OR HAVE A COUGH**
 - a. Even if your symptoms are mild, stay home.
 - b. Email your instructor to explain why you are missing class.
 - c. If you are sick with COVID-19 or think you might have COVID-19, provide CDC guidance.
 - d. If you have tested positive for COVID-19, you must self-quarantine for 14 days and then be without symptoms for at least 72 hours. Clearance is required prior to returning to any face-to-face interaction. It is recommended that you undergo a final COVID-19 test to confirm that you are no longer infected.
 - e. If you are exposed through direct contact with a person known to be COVID-19 positive, then you must submit negative COVID-19 test results prior to returning to any face-to-face interaction.
2. **ARRIVE AT CAMPUS EARLY (at least 15 minutes early is advised).**
 - a. All people entering the IVC campus will need to pass a screening process, which will occur at the gates as your drive onto campus. You will need to take a short questionnaire and get your temperature taken (the screening is completely touchless and will take place while you remain in your car).
3. **BRING A MASK TO CLASS (and always wear it).**
 - a. Be sure that your mask covers both your nose and mouth. If your mask is cloth, then wash it each day. If your mask is disposable, then use a new one each day.
4. **GO DIRECTLY TO YOUR CLASSROOM.**
 - a. The IVC campus is mostly closed so you should not visit other areas or seek any face-to-face services. Services are available to students online and can be accessed through www.imperial.edu.
5. **WASH YOUR HANDS FREQUENTLY (and use the provided sanitation supplies).**
 - a. Your classroom is equipped with cleaning supplies. Use them as needed.
6. **BE SURE TO SOCIAL DISTANCE (stay at least 6 feet from other).**
 - a. The number of students in a classroom at any one time is very limited so you have plenty of space to spread and ensure that you stay at least 6 feet from others.
7. **BRING YOUR OWN FOOD AND DRINKS.**
 - a. There is no food service currently offered on campus.

Academic Honesty

- **Plagiarism** is to take and present as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to correctly "cite a source" you must ask for help.
- **Cheating** is defined as fraud, deceit, or dishonesty in an academic assignment or using or attempting to use materials, or assisting others in using material, or assisting others in using material, which are prohibited or inappropriate in the context of the academic assignment in question.
- Anyone caught cheating or will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General School Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment, (e) use of a commercial term paper service.

How do I show academic honesty and integrity in an online "classroom"?

- **KEEP YOUR PASSWORDS CONFIDENTIAL.**
 - You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.
- **COMPLETE YOUR OWN COURSEWORK.**
 - When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).

Examples of Academic Dishonesty that can occur in an online environment:

- Copying from others on a quiz, test, examination, or assignment;
- Allowing someone else to copy your answers on a quiz, test, exam, or assignment;
- Having someone else take an exam or quiz for you;
- Conferring with others during a test or quiz (if the instructor didn't explicitly say it was a group project, then he/she expects you to do the work without conferring with others);
- Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;
- Excessive revising or editing by others that substantially alters your final work;
- Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);
- Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

Additional Help – Discretionary Section and Language

- Material and testing will be done on Canvas and you should learn the Blackboard System. Go into Canvas and use the help for any assistance.
- Learning Center: There is the Nursing Learning Center via zoom to assist you through the use of computer, tutors or a combination. You will need to take the initiative to set up time with the tutors via zoom.
- Library Services: There is more to our library than just books. You have access to tutors in the learning center, study rooms for small groups via zoom meetings online.

How do I access services now that we are mostly online?

- **CANVAS LMS.** Canvas is Imperial Valley College's Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** In order to accommodate students and maximize student success during the COVID-19 Pandemic, all tutoring support is being provided through one Zoom link ([IVC online Tutoring](#)). When campus is open again, there are several learning labs to assist students. Whether you need support using computers, or you need a tutor, please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).

- [Library Services](#). Visit the Spencer Library's page on the IVC website for a wealth of valuable resources and online access to databases, e-books and more. Contact us so we can help you with instructional and research development skills (for those conducting research and writing academic papers). When campus re-opens, students also have access to tutoring services in the Study Skills Center as well as private study rooms for small study groups. There is more to our library than just books!
- [Career Services Center](#). The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview Preparation, Internship Opportunities and Job Placement.
- [Child Development Center](#). The Preschool and Infant/Toddler Centers are on-campus demonstration lab programs that meet the educational, research, and service needs of the institution and community at large. The Preschool program (children three to five years of age) and the Infant/Toddler program (newborn to three years of age) is in buildings 2200 and 2300. Service is available to families who meet the California Department of Education qualifications for enrollment. The centers are open during COVID from Monday-Friday 7:15-5:30. Breakfast, lunch and snack are provided through the California Adult and Child Food Program. Location: Buildings 2200 and 2300. Phone: (760) 355-6528 or (760) 355-6232. Application: <https://forms.imperial.edu/view.php?id=150958>

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services](#) (DSP&S) office as soon as possible. When campus is open, the DSP&S office is in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- [Student Health Center](#). A Student Health Nurse is available on campus, but you must make an appointment. In addition, Pioneers Memorial Healthcare District provides basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128, or when campus reopens, visit Room 1536 for more information.
- [Mental Health Counseling Services](#). Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 for appointments, or when campus reopens visit Room 1536, for more information.

Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students in three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie. The Center also serves as a central hub that connects military/veteran students, as well as their families, to campus and community resources. The goal is to ensure a seamless transition from military to civilian life. When campus reopens, the Center is in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/or career-related issues through empathy, cultural-competence, and a commitment to equity and social justice. Also, under the umbrella of EOPS is the CARE (Cooperative Agency Resources for Education) Program, designed to serve single parents and assist with addressing issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program. For additional information about the EOPS or CARE Programs please contact our Program Office 760.335-6407 and/or visit our Program website www.imperial.edu/students/eops for eligibility criteria and application procedures. We look forward to serving you! - EOPS/CARE Staff

Student Equity Program

The Student Equity & Achievement Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight

surrounding student populations who historically, are not fully represented. SEA addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, LGBTQIA+, Veterans, foster youth, homelessness, and formerly incarcerated students. The SEA Program also houses IVC's Homeless Liaison, Foster Youth Liaison, Formerly Incarcerated Liaison, and Military Affiliated Liaison, who provide direct services and referrals to students in need. SEA strives to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to enrollment, education, degree and certificate completion, and the ability to transfer to a university. SEA also provides outreach at local Imperial County high schools to ensure graduating seniors are successfully matriculated into the college and have a strong support system. Please visit us online for assistance at <https://imperial.edu/students/student-equity-and-achievement/> or call us at 760-355-6465 or when campus reopens, visit Building 401.

What if I cannot afford food, books, or need other help?

We have many resources that are available to you. Please tell us what you need by submitting your request(s) here: <https://imperial.edu/students/student-equity-and-achievement/>

Student Rights and Responsibilities

Imperial Valley College Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities please refer to the IVC General Catalog available online at http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762

Information Literacy

Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisin/arts-and-letters/library-department/info-lit-tutorials/>

Course Objectives

Content Units:

Alterations in Hematology& Immunology

Unit Objectives:

1. Explain how the hematologic system functions in an adult and geriatric patient.
2. Describe appropriate nursing assessment responsibilities related to the hematologic system in the adult patient and geriatric patient.
3. Analyze laboratory tests used to evaluate the hematologic system.
4. Distinguish between normal and abnormal test results for the hematologic system.
5. Explain the pathophysiology alterations in erythropoiesis, thrombopoiesis, and hemostasis that give rise to specific hematologic disorders.
6. Compare and contrast the causes, clinical presentation, and therapeutic management of the various types of anemias and hemostasis disorders.
7. Compare and contrast the hallmark clinical presentation of bleeding disorders and clotting disorders.

a. Pathophysiology:

Hematologic disorders/WBC and lymphatic (agranulocytosis, multiple myeloma, lymphedema, lymphomas)

b. Pathophysiology:

Hematologic disorders/RBC and platelets (anemias, polycythemia, thrombocytopenia, DIC)

c. Pharmacology:

(Ferrous Iron Salts, Iron Dextran, Sodium-Ferric Gluconate Complex, Iron Sucrose, Ferumoxytol)

d. Pharmacology:

(Vitamin B12-Cyanocobalamin, Folic Acid)

e. Pharmacology:

(Epoetin Alfa, Darbepoetin Alfa)

f. Pharmacology:

(Filgrastin, Pegfilgrastim, Sargramostim)

g. Pharmacology:

(Oprelvekin, Romiplostim, Eltrombopag)

Alterations in Cardiac Output & Tissue Perfusion

Unit Objectives:

1. Recognize components of a focused assessment that should be included when collecting data on adults and geriatric patients who have an alteration in cardiac output and tissue perfusion.
2. Apply knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations when helping to plan care for adults who have an alteration in cardiac output and tissue perfusion.
3. Identify priority actions for adults who have an alteration in cardiac output and tissue perfusion.
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to adults who have an alteration in cardiac output and tissue perfusion.
5. Recognize alterations in pulse oximetry and other laboratory values related to alterations in cardiac output and tissue perfusion.
6. Discuss the correct use and functioning of therapeutic devices that support cardiac output and tissue perfusion.
7. Describe the role of the nurse in providing quality care to adults who have an alteration in cardiac output and tissue perfusion.
8. Identify health care education and safety needs for adults who have an alteration in cardiac output and tissue perfusion.
9. Discuss sleep apnea in relation to cardiovascular alterations in adults and geriatric patients.

Content Topics:

a. Pathophysiology:

Ischemic disorders (angina, coronary artery disease, myocardial infarction)

b. Pathophysiology:

Decreased cardiac output disorders (heart failure, pulmonary edema, cardiomyopathy, valvular disorders)

c. Pathophysiology:

Electrical conduction of the heart (Basic Conduction of the heart)

e. Pathophysiology:

Peripheral vascular disorders (peripheral vascular disease, peripheral arterial disease)

h. Pathophysiology:

Decreased arterial pressure disorders (postural hypotension)

i. Pharmacology:

Organic Nitrates, Antihypertension

j. Pharmacology:

Antilipemics

k. Pharmacology:

Antiplatelets

l. Pharmacology:

Anticoagulants

m. Pharmacology

Statins

n. Nutrition/ Dietary Approaches to Stop Hypertension (DASH) diet

o. Nutrition/ Therapeutic Lifestyle Changes (TLC) diet

Acid Base Imbalances & Metabolic Acidosis/Alkalosis

Unit Objectives:

1. Recognize alterations in the laboratory values of arterial pH, CO₂, HCO₃ and O₂ indicative of metabolic acidosis or alkalosis.
2. Differentiate between the clinical manifestations indicative of metabolic acidosis or alkalosis.
3. Apply knowledge of pathophysiology when planning care for adult and geriatric patients with metabolic acidosis or alkalosis.
4. Identify priority actions for patients with metabolic acidosis or alkalosis.
5. Recognize the indications for administration of potassium supplements, kayexalate and sodium bicarbonate.

Content Topics:

- a. Pathophysiology of acid base imbalances.
- b. Planning care of patients with acid base imbalances.
- c. Evidence based practice.
- d. Standards of care.
- e. Pharmacology relating to potassium supplements, kayexalate, and sodium bicarbonate.

Alterations in Excretion

Unit Objectives:

1. Perform a comprehensive assessment with a focus on collecting data on adults and geriatric patients who have complex alterations in excretion.
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for adults and geriatric patients who have complex alterations in excretion.
3. Ascertain priority actions for adults and geriatric patients who have complex alterations in excretion.
4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to adults and geriatric patient who have complex alterations in excretion.
5. Interpret diagnostic tests and perform related nursing intervention when providing care to adults who have alterations in excretion.
6. Demonstrate correct use and establish proper functioning of therapeutic devices that support excretion.
7. Ascertain the role of the nurse when providing quality care to adults who have an alteration in excretion.
8. Provide health and safety-related education to adults who have an alteration in excretion.
9. Integrate cultural, ethical, and legal tenets into the plan of care for adults who have alterations in excretion.
10. Identify alterations in sexual, intimacy, and reproductive capacities in the geriatric population.

Content Units:

a. Pathophysiology:

Infectious and inflammatory disorders (pyelonephritis, glomerulonephritis, acute and chronic renal failure)

b. Pathophysiology:

Renal calculi (kidney stones, urolithiasis)

c. Pathophysiology:

Abnormal cell proliferation (kidney cancer, bladder cancer)

d. Pharmacology:

Antibiotics (penicillins, macrolides)

e. Pharmacology:

Erythropoetics growth factors

f. Nutrition:

Low sodium & low potassium

g. Nutrition:

Low purine diet

Alterations in Gastrointestinal

Unit Objectives:

1. Analyze the pathophysiology, clinical manifestations, and treatment with related nursing care of adult and geriatric patients with Hepatic and Biliary Disorders, Celiac Disease, Irritable Bowel Disease, Crohn's Disease and Ulcerative Colitis, Pancreatic Insufficiency, Bowel Obstructions, and Short Bowel Syndrome.
2. Compare and contrast mode of transmission, pathophysiology, clinical manifestations, and treatment with related nursing care of patients with hepatic disorders
3. Analyze the similarities and differences between acute and chronic pancreatitis including nursing care.

Content Units:

- a. Pathophysiology:
Hepatic and Biliary Disorders, Pancreatic Insufficiency
- b. Pathophysiology:
Irritable Bowel Disease including Celiac, Crohn's, Ulcerative Colitis
- c. Pathophysiology:
Short Bowel Syndrome, Bowel Obstruction
- d. Pharmacology:
Prokinetic Agent, Antacids, Proton Pump Inhibitors, Histamine₂-Receptor Antagonists (H₂Blockers), Antiemetics, and Bile Sequestrants
- e. Pharmacology:
Anti-infective agents (Amoxil, Biaxin, Flagyl, Tetracycline, Helidac)
- f. Pharmacology:
Digestive Enzymes (Pancrelipase)
- g. Pharmacology:
Antidiarrheal Agents (Lomotil, Imodium, Paregoric, Codeine, Bismuth)
- h. Pharmacology:
Antiviral Agents (Interferon), Noninterferons (Adefovir, Epivir, Ribavirin).

Alterations in Cognition and Sensation

Unit Objectives:

1. Perform a comprehensive assessment with a focus on collecting data on adults and geriatric patients who have complex alterations in cognition and sensation.
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for adults and geriatric patients who have complex alterations in cognition and sensation.
3. Ascertain priority actions for adults and geriatric patients have complex alterations in cognition and sensation.
4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to adults and geriatric patients who have complex alterations in cognition and sensation.
5. Interpret diagnostic tests and perform related nursing intervention when providing care to adults and geriatric patients who have alterations in cognition and sensation.
6. Demonstrate correct use and establish proper functioning of therapeutic devices that support cognition and sensation.
7. Ascertain the role of the nurse when providing quality care to adults and geriatric patients who have an alteration in cognition and sensation.
8. Provide health- and safety-related education to adults and geriatric patients who have an alteration in cognition and sensation.
9. Integrate cultural, ethical, and legal tenets into the plan of care for adults and geriatric patients who have alterations in cognition and sensation.
10. Perform a comprehensive assessment to ascertain comfort and pain level of adults and geriatric patients, and perform pain management interventions.

Content Topics:

- a. Pathophysiology:
Cerebral Vascular Accident

- b. Pathophysiology:
Multiple etiological factor disorders (migraines, tension headaches, Trigeminal Neuralgia, Bell's Palsy)

- c. Pathophysiology:
(Meningitis)

- d. Pathophysiology:
(Seizures)

- e. Pharmacology:
Osmotic diuretics

- f. Pharmacology:
Centrally acting muscle relaxants

- g. Pharmacology:
Disease modifying drugs for MS (immunomodulators, immunosuppressants, glatiramer acetate)

- h. Pharmacology:
Migraine Drugs (ergot alkaloids, serotonin reuptake antagonists, beta blockers)

- i. Nutrition:
Dysphagia diets (pureed, ground, soft, modified general diets)

- j. Nutrition: Nutritional supplements and tube feedings

Anticipated Class Schedule / Calendar

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
<p>Week 1 Hematology</p>	<p>Syllabus / Introduction Welcome back forms</p> <p>Case study/Simulation Blood Transfusion Skill</p> <p>Canvas: Module PowerPoints Weekly Assignment Videos: Blood transfusion, Blood Products and Transfusions</p>	<p>E: Pg. 66, Ch. 31 B: Ch. 32, 33 L: Ch 54, 55, 56</p>
<p>Week 2 Alterations in Cardiac Output</p>	<p>Test # 1 Hematology Med Math #1</p> <p>Case study/Simulation Central Line/Mediport Demonstration</p> <p>Canvas: Module PowerPoints Weekly Assignment Videos: Level Up RN Cardiovascular System Playlist</p>	<p>E: Ch. 19, Ch. 12 (pg. 159 – Sleep Apnea) Ch. 17 (pgs. 238-244; Medications), Ch. 27 (pgs. 396-397; Skin Pressure Injury) B: Ch. 25, 27, 28 (pgs. 769-784), 29 (pgs. 295-810), 30, 31 L: Ch 43,47, 48, 50, 51, 52</p>
<p>Week 3 Continue Alterations in Cardiac Output</p>	<p>Case study/Simulation</p> <p>Canvas: Module PowerPoints Weekly Assignment Videos: Simple Nursing</p>	<p>E: Ch. 19, Ch. 12 (pg. 159 – Sleep Apnea) Ch. 17 (pgs. 238-244; Medications), Ch. 27 (pgs. 396-397; Skin Pressure Injury) B: Ch. 25, 27, 28 (pgs. 769-784), 29 (pgs. 295-810), 30, 31 L: Ch 43, 47, 48, 50, 51, 52</p>
<p>Week 4 Alterations in Kidney and Urinary Function</p>	<p>Test # 2 Cardiac</p> <p>Case study/Simulation</p>	<p>E: Ch. 16, 21, 22 B: 53, 54, 55 L: Ch 89, 47,44</p>

	<p>Canvas: Module PowerPoints Weekly Assignment Videos: Kidney and Urinary Function, Altered Renal and Urologic Function Part I Lecture</p>	
<p>Week 5 Continue Alterations in Kidney and Urinary Function</p>	<p>Case study/Simulation</p> <p>Canvas: Module PowerPoints Weekly Assignment Video: Altered Renal and Urologic Function Part II Lecture</p>	<p>E: Ch. 16, 21, 22 B: 53, 54, 55 L: Ch 89, 47, 44</p>
<p>Week 6 Alterations in Gastrointestinal</p>	<p>Test #3 Kidney and Urinary Function</p> <p>Case study/Simulation Canvas: Module PowerPoints Weekly Assignment Videos: The GI System PicMonic Webinar, Simple Nursing Pharmacology GI & Nutrition</p>	<p>E: Ch. 11, 20 B: 44, 45, 48, 49, 50 (pgs. 1401-1413; Pancreatitis) L: CH 78,79, 80</p>
<p>Week 7 Continue Alterations Gastrointestinal</p>	<p>Case study/Simulation</p> <p>Canvas: Module PowerPoints Weekly Assignment Videos: Hepatobiliary Disorders, Simple Nursing Pancreatitis</p>	<p>E: Ch. 11, 20 B: 44, 45, 48, 49, 50 (pgs. 1401-1413; Pancreatitis) L: CH 78,79, 80</p>
<p>Week 8 Alteration in Neurologic Function</p>	<p>Test # 4 Lower GI</p> <p>Case study/Simulation</p> <p>Canvas: Module PowerPoints Weekly Assignment Videos: Level Up RN Nervous System Playlist, Simple Nursing Neurological Medications</p>	<p>E: Ch. 13, 24, 25, 31, Ch. 12 (pg. 159; RLS) B: 65, 66 (pgs. 1959-1969; Seizures & Headache), 67, 69 (pgs. 2026-2029; Meningitis) L: Ch 24, 34, 52,</p>

<p>Week 9 Review</p>	<p>Test #5 Neurologic Function</p>	
<p>Week 10</p>	<p>FINALS EBP Presentations Monday 10/17 Theory Final Tuesday 10/18</p>	

E: Reading assignments are out of Charlotte Eliopoulos, Gerontological Nursing

B: Reading assignments are out of Brunner & Suddarth's, Med-Surg Nursing (Cheever & Hinkle)

L: Reading assignments are out of Burchum & Rosenthal, Lehne's Pharmacology for Nursing Care