



**CLARENDON COLLEGE  
VOCATIONAL NURSING  
VNSG 1429 Medical Surgical I**

**Division of Workforce:**

**Course:** VNSG 1429 - Medical Surgical I

**Credit Hours:** 4

**Semester:** Summer 2024

**Classroom Location:**

**Pampa - Center:** 1601 W. Kentucky, Pampa, 79065 Room 101

**Phone:** (806) 660-2014 Pampa

**Childress Campus:** 1902 Ave G NW, Childress, TX 79201 Mesquite Room

**Phone:** (940) 937-2201 Childress

**Instructors:** Toni Broom, RN

**Pampa Campus:** Auvenshine Building, 1601 W. Kentucky, Pampa, Texas 79065

**Phone:** 806-660-2014

**Email:** [toni.broom@clarendoncollege.edu](mailto:toni.broom@clarendoncollege.edu)

**Childress Campus:** Alicia Hunter, RN

**Office Location:** 1902 Ave G NW, Childress, TX 79201

**Phone:** (940) 937-2201

**Email:** [alicia.hunter@clarendoncollege.edu](mailto:alicia.hunter@clarendoncollege.edu)

**Office Hours:** As posted or by appointment.

**Clarendon College COVID-19 Updates:** Please click the following link to become informed about our campus responses to COVID-19: <https://www.clarendoncollege.edu/CoronavirusUpdate>

**Course Description:**

Application of the nursing process to the care of the adult patient experiencing medical-surgical conditions along the health-illness continuum in a variety of health care settings.

**Statement of Purpose:**

VNSG 1330 Maternal/Neonatal Nursing partially satisfies the requirement for the vocational nursing certificate at Clarendon College.

**Audio/Video/Photography/Distribution of Course Materials:**

All course materials are only for the use of students enrolled in this course for purposes associated with this course. Audio/Video recording or photography of courses in session is strictly prohibited by students unless previous permission has been granted by the faculty.

Duplication and/or distribution of any classroom materials via print, email, or other electronic means to individuals who are not currently enrolled in this course are prohibited.

**Electronic Communication:**

Clarendon College Allied Health Department faculty and staff will send official correspondence to a student via Microsoft TEAMS or e-mail using the student's e-mail address as assigned by Clarendon College. Faculty, students, and staff are expected to use their Clarendon College Microsoft TEAMS or bulldog e-mail address for all official communication.

**Syllabus Disclaimer:**

Although every effort will be made NOT to change schedules, unforeseen events may cause changes to the scheduling of campus classes/labs/activities, exams, etc. Class topic and exam schedule may change with notice. Faculty reserve the right to make any changes deemed necessary to best fulfill the course objectives. Students registered for this course will be made aware of any changes in a timely fashion using reasonable means of communication. It is the responsibility of each student to know what changes if any, have been made to the provisions of this syllabus and to successfully complete the requirements of this course.

**\*Syllabi/Schedules subject to change.**

**End-of-Course Outcomes: (WECM):**

1. Identify the components of the health-illness continuum;
2. Identify prevalent medical-surgical conditions affecting the adult; and
3. Utilize the nursing process to assist in developing a plan of care for selected medical-surgical conditions.

**Course Outcomes: (DEC)**

The DEC competencies are fully integrated throughout the curriculum for the ADN student. The DEC relates to the entry level skills each student will acquire as they relate to the working world and the competencies required by the Texas Board of Nursing.

**Learning Outcomes: (DEC)**

**I. Member of the Profession:**

- A. Function within the nurse's legal scope of practice and in accordance with regulation and the policies and procedures of the employing health care institution or practice setting.
- B. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.
- C. Contribute to activities that promote the development and practice of vocational nursing.
- D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.

**II. Provider of Patient-Centered Care:**

- A. Use clinical reasoning and knowledge based on the vocational nursing program of study and established evidence-based practice as the basis for decision-making in nursing practice.
- B. Assist in determining the physical and mental health status, needs, and preferences influenced by culture, spirituality, ethnicity, identity, and social diversity of patients and their families, and in interpreting health-related data based on knowledge derived from the vocational nursing program of study.

- C. Report data to assist in the identification of problems and formulation of goals/outcomes and patient-centered care plans of care in collaboration with patients, their families, and the interdisciplinary health care team.
- D. Provide safe, compassionate, basic nursing care to assigned patients with predictable health care needs through a supervised, directed scope of practice.
- E. Implement aspects of the plan of care within legal, ethical, and regulatory parameters and in consideration of patient factors.
- F. Identify and report alterations in patient responses to therapeutic interventions in comparison to expected outcomes.
- G. Implement teaching plans for patients and their families with common health problems and well-defined health learning needs.
- H. Assist in the coordination of human, information, and physical resources in providing care for assigned patients and their families.

**III. Patient Safety Advocate:**

- A. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.
- B. Implement measures to promote quality and a safe environment for patients, self, and others.
- C. Assist in the formulation of goals and outcomes to reduce patient risks.
- D. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.
- E. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.
- F. Accept and make assignments that take into consideration patient safety and organizational policy.

**IV. Member of the Health Care Team:**

- A. Communicate and collaborate in a timely manner with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care to assigned patients.
- B. Participate as an advocate in activities that focus on improving the health care of patients and their families.
- C. Participate in the identification of patient needs for referral to resources that facilitate continuity of care, and ensure confidentiality.
- D. Communicate patient data using technology to support decision-making to improve patient care.
- E. Assign nursing activities to LVNs or unlicensed personnel based upon an analysis of patient or work place need.
- F. Supervise nursing care by others for whom the nurse is responsible.
- G. Assist health care teams during local or global health emergencies or pandemics to promote health and safety, and prevent disease.



### Reference

Texas Board of Nursing, (2021, January). *Differentiated Essential Competencies (DECs) of Graduates of Texas Nursing Programs Evidenced by Knowledge, Clinical Judgments, and Behaviors*. Retrieved from [https://www.bon.texas.gov/pdfs/publication\\_pdfs/Differentiated%20Essential%20Competencies%202021.pdf](https://www.bon.texas.gov/pdfs/publication_pdfs/Differentiated%20Essential%20Competencies%202021.pdf)

Vocational Nursing Program DECs Matrix					
Program: Vocational Nursing Education					
List of VNSG Courses Required and Identified Competencies					
Competencies				Course ID	Course Title
1	2	3	4		

A –Knowledge: 1abc, 2, 3, & 4	A –Knowledge: 1, 2abc, 3, & 4	A –Knowledge: 1, 2, 3, 4, 5, & 6	A –Knowledge: 1ab, 2, 3ab, 4ab, & 5	B –Knowledge: 1abcd, 2, 3, 4, 5, 6, 7abc, & 8	B –Knowledge: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, & 12	B –Knowledge: 1, 2, 3abc, 4, & 5	B –Knowledge: 1ab, 2ab, 3abc, & 4	C –Knowledge: 1, 2, 3, 4, & 5	C –Knowledge: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, & 13	C –Knowledge: 1, 2, & 3	D –Knowledge: 1abc, & 2	D –Knowledge: 1ab, 2, & 3	<b>VNSG 1429</b>	<b>Medical Surgical I</b>
<b>Competency References</b>														
<b>4 – Member of the Health Care Team</b>														
<b>3 – Patient Safety Advocate</b>														
<b>2 – Provider of Patient-Centered Care</b>														
<b>1 – Member of the Profession</b>														

### **SCANS COMPETENCIES:**

The individual SCANS Foundation Skills and competencies have been identified and are located on file in the nursing office. Demonstration of SCANS is documented by the student's ability to provide evidence that the skill has been mastered.

### **THECB CORE OBJECTIVES:**

Clarendon College endeavors to meet the Core Objectives proposed by the Texas Higher Education Coordinating Board (THECB). The THECB has determined the following categories as necessary achievements of core curriculum in higher education:

**Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

**Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication.

**Empirical and Quantitative Skills** – including application of scientific and mathematical concepts.

**Teamwork** – including the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

**Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making.

**Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

### **Required Instructional Materials:**

#### **Textbook:**

Stromberg, H. (2023). *Medical-surgical nursing: Concepts & practice* (5th ed.). Elsevier. ISBN: 978-0-323-81021-0

Stromberg, H. (2023). *Medical-surgical nursing: Concepts & practice study guide* (5th ed.). Elsevier. ISBN: 978-0-323-81023-4

#### **Other Relevant Materials:**

Pens, pencils, paper, highlighters, laptop, ATI, Nurse Practice Act, Scantron answer sheets, Nurse Practice Act, Scope of Practice, and Nurses Drug Guide.

#### **Methods of Instruction:**

Lectures	Required Reading	Written Assignments	Quizzes
Classroom Discussions	Small Group Work	Audio-Visual Aids	Demonstrations
Return Demonstrations	ATI Modules	Projects	Concept Maps

\*Lectures may be in-class, via zoom, or recorded and uploaded to TEAMS.

#### **Requirements and Evaluation Methods:**

EXAMS	PERCENTAGE
Exam 1	16%
Exam 2	16%
Exam 3	16%
Exam 4	17%
ATI CMS Pharmacology (EOC)	10%
Final Exam	25%
<b>TOTAL for COURSE GRADE</b>	<b>100%</b>

#### **Grading Scale:**

The following grading scale is utilized for the LVN Nursing Program:

<b>A</b>	<b>90-100</b>
<b>B</b>	<b>81-89</b>
<b>C</b>	<b>78-80</b>
<b>D</b>	<b>68-77</b>
<b>F</b>	<b>Below 67</b>

**Students must achieve an overall course grade at or above 78 to pass all courses in the vocational nursing program.**

1. All grades will be posted by the instructor on the Clarendon College online grade book.
2. Grades **will not** be given out by phone, email, or text.
3. ***THERE ARE NO OPTIONS FOR EXTRA-CREDIT WORK OR REPEATING EXAMS OR PAPERWORK TO RAISE COURSE GRADES, EITHER DURING OR AT THE END OF A COURSE.***
4. No late work will be accepted.
5. Refer to individual course syllabi for additional grading criteria.
6. Failure of a total of any two (2) nursing theory courses, two (2) nursing clinical courses, or any combination thereof equaling two (2) courses will result in

ineligibility for transfer, admission, or readmission to Clarendon College's Professional Nursing Program at any campus.

**ATI CMS Pharmacology EOC Grading Rubric:**

A combination of the practice and proctored assessments to achieve 15% of the course grade.

<b>Practice Assessment (4 Points)</b>			
Complete Practice Assessment A.	Complete Practice Assessment B.		
Complete Remediation – Minimum 1 Hour	Complete Remediation – Minimum 1 Hour Focused Review on Initial Attempt.		
Focused Review on Initial Attempt.	For each topic missed, complete a handwritten active learning template.		
For each topic missed, complete a handwritten active learning template.	Take Post Study Quiz (if available) and complete an active learning template for each topic missed.		
Take Post Study Quiz (if available) and complete an active learning template for each topic missed			
<b>Standardized Proctored Assessment</b>			
<b>Level 3 (4 Points)</b>	<b>Level 2 (3 Points)</b>	<b>Level 1 (1 Point)</b>	<b>Below Level 1 (0 Points)</b>
<b>Remediation (2 Points) - All Levels</b> <ul style="list-style-type: none"><li>• Minimum 1 Hour Focused Review.</li><li>• For each topic missed, complete a handwritten active learning template.</li></ul>			
<b>10/10 Points</b>	<b>9/10 Points</b>	<b>7/10 Points</b>	<b>6/10 Points</b>
<b>Proctored Assessment Retake</b>			
No retake required.	No retake required.	*Retake required.	*Retake required.

\*If student is required to retake a proctored assessment and student meets the program's benchmark of Level 2 on the retake, the student can earn an additional 1 point.

**Rounding Policy:**

In order to successfully complete a nursing course and progress in the nursing program, students are required to achieve an exam average of 78% or greater. The exam average will include all unit exams and the final exam. Students not attaining a major exam average of 78% or greater will not pass the course. Students must achieve a final overall course grade of 78% to pass any VNSG course in the nursing program. Each quiz/exam/project grade will be calculated to two decimal points. At the end of the semester, actual percentages will be used to determine letter grades.

***\*\*NOTE: GRADES WILL NOT BE ROUNDED.*** (Example: A grade of 77.5 to 77.99 will not be considered as passing).

**No late work will be accepted!!**

**Failure of a total of any two (2) nursing theory courses, two (2) nursing clinical courses, or any combination thereof equaling two (2) courses will result in ineligibility for transfer, admission, or readmission to Clarendon College's Professional Nursing Program at any campus.**

### **Ticket to Test and/or Class:**

Students will be required to complete specific assignments and/or ATI modules or assignments that must be completed by the designated due date and time. Students are required to complete, print, and bring to their instructor as their ticket to test and/or class. The student's ticket to test and/or class is required to be permitted to sit for the scheduled examination and/or class.

### **Student Testing Policy:**

1. Exam schedules will be given to students at the beginning of the course each semester;
2. Examination attendance: Examinations will be given on dates noted on the course syllabus and course schedule. If a student cannot attend an examination, the course instructor/professor must be notified at their office number, Microsoft TEAMS, or by email ***before the examination begins***. It is the student's responsibility and a requirement to notify the instructor/professor in advance of any absence.
3. On examination days no late entry into the classroom or laboratory will be permitted to eliminate distractions for other students. In the event a student is going to be late they must notify their course instructor/professor through Microsoft TEAMS or by e-mail ***before the examination begins***. The student will receive an absence for the course for the day. It is the student's responsibility to contact the instructor to reschedule their make-up exam. The instructor has the discretion to administer a different version of the exam content.
4. Make-up exams will only be given at the discretion of the faculty member and can be a different version or alternate format than the scheduled exam.
5. All major exams include multiple-choice and alternate format questions based on the NCLEX-PN Test Plan.
6. All exams are timed; the Time allotted for a Final Exam is two (2) hours and will follow Clarendon College's policy.
7. Assigned seating may be used during any exam;
8. Grades will be available within one week following an exam;
9. Basic function calculators will be provided for exams with dosage calculation questions;
10. If the exam is given in paper format: SCANTRON™ forms and exam booklets are turned in to the proctor who is monitoring the exam and will be counted at the end of the testing period. Students must NOT remove exams from the testing room; the answer recorded on the Scantron™ will be the official answer sheet or submitted electronically if the test is a computerized test;
11. If the exam is given in electronic format, the student will need to bring a laptop or utilize a laptop/computer from Clarendon College. The device utilized will need the capability of connecting to the internet. It is the student's responsibility to ensure the device is charged or plugged into a power source during the duration of the examination.
12. Scratch paper, if used, will be provided by the instructor/professor and must be turned in immediately following the exam;
13. Classroom exam reviews will be conducted at the discretion of the faculty. Students will not be allowed to take any notes during the review, and all personal belongings must be left at the back of the classroom;
14. Students who score an eighty (80) or below will need to schedule an appointment with their instructor to complete a Student Action Report and be assigned required remediation.
15. Individual review of exams by a student with the instructor/professor must be scheduled within one (1) week of the exam being administered. Individual test reviews will be performed only in the faculty member's office. Students may review only the most recent test (In other words,

exam one (1) cannot be reviewed after exam two (2) has been administered). Review of all tests taken by a student at one time will not be allowed;

#### **Test Taking Etiquette**

1. Arrive at least 15 minutes early to prepare for the exam so that it may begin on time;
2. All belongings (book bags, books, caps, hats, purses, study guides, beverages, etc.) must be stored at the back of the classroom 10 minutes before the exam, this will allow the exam to begin on time;
3. You are not allowed to wear a cap, hat, or sunglasses during testing situations;
4. The student may have only a pencil during the testing period;
5. After the exam begins, there will be absolutely NO talking;
6. When you are finished with your exam, please submit the test and answer sheet to the proctor and quietly leave the room. **Do not re-enter the classroom until all students have completed the exam;**
7. Leave the classroom area – **DO NOT** congregate outside the classroom door; remain quiet as not to disrupt the classroom area.
8. It is the responsibility of all students to maintain test security. Do not discuss test content in the presence of students who have not tested. Students who have not tested are expected to remove themselves from the area if such conversations occur.

#### **Remediation:**

Remediation will be required for students scoring an eighty (80) and below on Exams 1-3.

Remediation will be determined by the Course Instructor with consideration to the student's individual needs. It is the student's responsibility to schedule an appointment with their instructor to complete a Student Action Report and assigned required remediation. Remediation is the responsibility of the student and must be completed by the date assigned.

#### **Attendance:**

Regular attendance and consistent study habits are essential to success in college and are expected of all students. Absences are defined as time away from classroom teaching, clinical laboratory, clinical, or clinical simulation of greater than 15 minutes. It is the responsibility of the student to consult with all instructors when an absence occurs. The student will notify the instructor each day the student will not be in attendance for class, lab, or clinical.

To evaluate attainment of course objectives, students are expected to attend and participate in all scheduled classroom/clinical experiences. Failure to meet course objectives, due to lack of attendance, will result in unsatisfactory evaluation, and may result in failure of the course.

#### **Absence Policy:**

Absences are defined as time away from classroom teaching, clinical laboratory, clinical, or clinical simulation of greater than 15 minutes;

1. Any absences more than two absences or any class absences in excess of two absences in one semester will be grounds for dismissal.
2. Documentation of an absence must be submitted by the student immediately upon return or prior to if expected absence (\*see *Documentation of Student Action Report Form*);

3. If a student is to be absent from class or clinical, the student must notify his/her instructor thirty (30) minutes prior to the start of the scheduled experience. Notification will occur according to instructor through Microsoft TEAMS.

#### **Tardiness:**

Students are required to be in the classroom and at clinical on time and remain the full time as scheduled.

Excessive tardiness is disruptive to the educational process and may result in disciplinary action. Students who have three (3) tardies in an individual course will be counted as one (1) absence. Due process and the right to appeal will be provided to students' subject to disciplinary action. Details can be found in the Student Handbook.

1. Tardiness: Defined as time away from classroom teaching and/or clinical laboratory/simulation teaching for up to 15 minutes. This includes:
  - a. arriving late in the morning;
  - b. returning late from provided breaks and lunch periods; and
  - c. Leaving early.
2. In order to prevent class disruptions, the course faculty member(s) may prohibit tardy students from entering the classroom or laboratory until the next break occurs.

#### **Student Academic Integrity and Classroom Ethics:**

Failure to comply with lawful direction of a classroom instructor is a disruption for all students enrolled in the class.

##### **Cheating violations include, but are not limited to:**

- (1) obtaining an examination, classroom activity, or laboratory exercise by stealing or collusion.
- (2) discovering the content of an examination, classroom activity, laboratory exercise, or homework assignment before it is given.
- (3) using an unauthorized source of information during an examination, classroom activity, laboratory exercise, or homework assignment.
- (4) entering an office or building to obtain unfair advantage.
- (5) taking an examination for another person.
- (6) completing a classroom activity, laboratory exercise, homework assignment, or research paper for another person.
- (7) altering grade records.
- (8) using any unauthorized form of electronic communication device during an examination, classroom activity, or laboratory exercise.
- (9) Plagiarism. Plagiarism is the using, stating, offering, or reporting as one's own, an idea, expression, or production of another person without proper credit.
- (10) Students are required to dress in a manner as deemed appropriate for the classroom setting and should not disrupt the learning process.

Disciplinary actions for cheating or plagiarism in any course are at the discretion of the individual instructor. The instructor of that course will file a report with the Director of Nursing and/or the Dean of Students when a student is caught cheating or for plagiarism in the course, whether it be a workforce or academic course. The report shall include the course, instructor, student's name, and the type of cheating involved. Students who are reported for cheating or plagiarism to the Director of Nursing and the Dean of Students more than once shall be disciplined by the Dean. The Dean will notify all involved parties within fourteen days of any action taken.

**American with Disabilities Act Statement:**

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, any student who feels that he or she may need any special assistance or accommodation because of an impairment or disabling condition should contact the Associate Dean of Enrollment Services at 806-874-4837 / [janean.reish@clarendoncollege.edu](mailto:janean.reish@clarendoncollege.edu) or visit the Clarendon campus at Clarendon College. It is the policy of Clarendon College to provide reasonable accommodation as required to afford equal educational opportunity. It is the student's responsibility to contact the Associate Dean of Enrollment Services.

**Nondiscrimination Policy**

Clarendon College, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status.

It is the policy of Clarendon College not to discriminate based on gender, age, disability, race, color, religion, marital status, veteran's status, national or ethnic origin, or sexual orientation. Harassment of a student in class, i.e., a pattern of behavior directed against a particular student with the intent of humiliating or intimidating that student will not be tolerated. The mere expression of one's ideas is not harassment and is fully protected by academic freedom, but personal harassment of individual students is not permitted.

**Withdrawal:**

If a student decides that they are unable to complete this course or that it will be impossible to complete the course with a passing grade, you may drop the course and receive a "W" on your transcript. Withdrawal must occur on or before the official Withdrawal Date posted by Clarendon College. Withdrawal from a course is a formal procedure that must be initiated by the student. If the student does not go through the formal withdrawal procedure, the student will receive a grade of "F" on their transcript.

**Cell Phone Policy, Classroom Etiquette, and Academic Honesty:**

See Vocational Nursing Handbook for policies.

**Student Rights and Responsibilities are listed on the College website at:**

<http://www.clarendoncollege.edu/Resources/Student%20Services/StudentRightsResponsibilities.pdf>

For students in this course who may have a criminal background, please be advised that the background could keep you from being licensed by the State of Texas. If you have a question about your background and licensure, please speak with your instructor or the Vice President of Academic Affairs. You also have the right to request a criminal history evaluation letter from the applicable licensing agency.

WEEK	COURSE OBJECTIVES	LEARNING ACTIVITIES
1 5/21/2024	<p><b>Chapter 1: Caring for Medical-Surgical Patient</b></p> <ul style="list-style-type: none"> <li>A. Compare the roles and functions of the licensed practical/nurse (LPN/LVN) with those of the registered nurse.</li> <li>B. Identify sites of employment for LPNs/LVNs in medical-surgical nursing.</li> <li>C. Correlate the nurse practice act and the standards of practice for the LPN/LVN that guide the practice of each nurse.</li> </ul> <p><b>Chapter 2: Critical Thinking Clinical Judgement, and the Nursing Process</b></p> <ul style="list-style-type: none"> <li>A. Illustrate how critical thinking affects clinical judgment.</li> <li>B. Explain what characteristics are necessary to think critically.</li> <li>C. Explain how problem solving and decision making are a part of critical thinking.</li> </ul> <p><b>Chapter 3: Fluids and Electrolytes, Acid-Base Balance, and Intravenous Therapy</b></p> <ul style="list-style-type: none"> <li>A. Explain the various functions fluid performs in the body.</li> <li>B. Describe the body's mechanisms for fluid regulation.</li> <li>C. List three ways in which body fluids are continually being distributed among the fluid compartments.</li> <li>D. Distinguish the signs and symptoms of various electrolyte imbalances.</li> <li>E. Discuss why the older adults have more problems with fluid and electrolyte balance</li> </ul> <p><b>ATI Medical Surgical Nursing CH 1, 2, 4, 36-38, 75, 79-85</b></p>	Lecture/Discussion/ ATI
2 5/28/2024	<p><b>TICKET TO CLASS DUE</b></p> <p><b>Chapter 4: Care of the Preoperative and Intraoperative Surgical Patient</b></p> <ul style="list-style-type: none"> <li>A. Discuss the advantages of current technological advances in surgery.</li> <li>B. Explain the physical, emotional, and psychosocial preparation of patients for surgical procedures.</li> <li>C. Identify the types of patients most at risk for surgical complications and state why each patient is at risk.</li> </ul>	Lecture/Discussion/ ATI

	<p><b>Chapter 5: Care of Postoperative Surgical Patients</b></p> <ul style="list-style-type: none"> <li>A. Describe the care of the patient in the postanesthesia care unit (PACU).</li> <li>B. Compare differences in the patient undergoing general anesthesia and spinal anesthesia.</li> <li>C. Formulate a plan of care for a postoperative patient returning from the PACU.</li> <li>D. Discuss measures to prevent postoperative infection.</li> <li>E. Prioritize measures to promote safety for the postoperative patient.</li> </ul> <p><b>Chapter 6: Infection Prevention and Control</b></p> <ul style="list-style-type: none"> <li>A. Examine the factors that increase the risk of infection.</li> <li>B. Discuss how the body uses its natural defensive mechanisms to protect against infection.</li> <li>C. Explain how fever plays a role in the prevention of infection.</li> <li>D. Describe the classic signs of infection.</li> </ul> <p><b>Chapter 7: Care of Patients with Pain</b></p> <ul style="list-style-type: none"> <li>A. Review the gate control theory of pain and its relationship to nursing care.</li> <li>B. Demonstrate an understanding of the current view of pain as a specific entity requiring appropriate intervention.</li> <li>C. Compare nociceptive pain and neuropathic pain and nursing care for each.</li> </ul> <p><b>Chapter 8: Care of Patients with Cancer</b></p> <ul style="list-style-type: none"> <li>A. Identify the differences between normal cells and cancer cells.</li> <li>B. Understand the process of cancer metastasis.</li> <li>C. Understand the various classifications of tumors and the TNM staging system.</li> <li>D. Understand the use of different tests in the diagnosis of cancer.</li> </ul>	
3 6/4/2024	<p><b>EXAM 1 – Chapters 1-8</b></p> <p><b>TICKET TO CLASS DUE</b></p> <p><b>Chapter 9: Chronic Illness and Rehabilitation</b></p> <ul style="list-style-type: none"> <li>A. Demonstrate understanding of relevant nursing issues for patients with chronic illness.</li> <li>B. Examine and identify patients at risk for problems associated with decreased physical immobility.</li> <li>C. Describe the effect of decreased physical mobility on each of</li> </ul>	<p><b>EXAM</b></p> <p><b>Lecture/Discussion/</b></p> <p><b>ATI</b></p>

	<p>the major systems of the body and identify how they are interrelated.</p> <p><b>Chapter 10: The Immune System and Lymphatic System</b></p> <ol style="list-style-type: none"> <li>Describe the body's innate (natural) immune response.</li> <li>Compare and contrast the characteristics of innate and acquired immunity.</li> <li>Describe the role of the lymphatic system in the immune response.</li> <li>Identify the various ways in which immunity to disease occurs.</li> </ol> <p><b>Chapter 11: Care of Patients with Immune and Lymphatic Disorders</b></p> <ol style="list-style-type: none"> <li>Discuss the key differences between primary and acquired immune deficiency disorders.</li> <li>Summarize the ideal actions of therapeutic immunosuppressive drugs.</li> <li>Explain why the process of diagnosis and treatment for fibromyalgia would be difficult or frustrating for the patient.</li> </ol> <p><b>ATI CH 15-23, 74</b></p>	
4 6/11/2024	<p><b>TICKET TO CLASS DUE</b></p> <p><b>Chapter 12: The Respiratory System</b></p> <ol style="list-style-type: none"> <li>Describe the structure and function of the respiratory system.</li> <li>Analyze three causative factors related to disorders of the respiratory system.</li> <li>Summarize nursing responsibilities for patients undergoing diagnostic tests and procedures for disorders of the respiratory system.</li> <li>Provide instructions to patients on measures to prevent long-term problems of the respiratory system.</li> </ol> <p><b>Chapter 13: Care of Patients with Disorders of the Upper Respiratory System</b></p> <ol style="list-style-type: none"> <li>Recognize symptoms of disorders of the sinuses, pharynx, and larynx.</li> <li>Describe the postoperative care for the patient undergoing a tracheostomy.</li> <li>Prioritize emergency measures for a patient with an airway obstruction.</li> <li>Analyze safety factors to be considered when caring for the patient with a tracheostomy.</li> </ol> <p><b>Chapter 14: Care of Patients with Disorders of the Lower Respiratory System</b></p> <ol style="list-style-type: none"> <li>Discuss appropriate nursing care for patients with bronchitis,</li> </ol>	<p>Lecture/Discussion/ ATI</p> <p><b>ATI PHARMACOLOGY PRACTICE EXAM A</b></p>

	<p>influenza, pneumonia, empyema, and pleurisy.</p> <p>D. Choose nursing interventions appropriate for the care of patients with the problem statements Alteration in airway clearance, altered breathing pattern, Altered gas exchange, and Fatigue due to hypoxia.</p> <p><b>ATI PHARMACOLOGY EOC PRACTICE EXAM A</b></p>	
5 6/8/2024	<p><b>EXAM 2 – Chapters 9-14</b></p> <p><b>TICKET TO CLASS DUE</b></p> <p><b>Chapter 15: The Hematologic System</b></p> <p>A. Summarize the structures and functions of the hematologic system.</p> <p>B. Differentiate between the various types of blood cells and their functions.</p> <p>C. Distinguish factors that may alter the function of the hematologic system.</p> <p>D. Explain ways in which the nurse might help prevent blood disorders.</p> <p><b>Chapter 16: Care of Patients with Hematologic Disorders</b></p> <p>A. Examine the causes of the various types of Anemias</p> <p>B. Compare cell abnormalities of polycythemia vera with those of leukemia</p> <p>C. Summarize the problems and treatments that a patient with hemophilia faces.</p> <p><b>Chapter 17: The Cardiovascular System</b></p> <p>A. Discuss the normal anatomy and physiology of the cardiovascular system.</p> <p>B. Examine the risk factors and incidence of cardiovascular disease.</p> <p>C. Explain ways to modify risk factors for the development of cardiovascular disease.</p> <p>D. Choose ways in which nurses can contribute to the prevention of cardiovascular disease.</p> <p>E. Compare the diagnostic tests, specific techniques, and procedures for assessing the cardiovascular system.</p> <p>F. Present three likely problem statements for patients who have common problems of cardiovascular disease and list the expected outcomes and appropriate nursing interventions for each.</p> <p><b>ATI CH 24-35</b></p>	<p><b>EXAM</b></p> <p><b>Lecture/Discussion/ ATI</b></p>
6	<b>TICKET TO CLASS DUE</b>	<b>Lecture/Discussion/</b>

6/25/2024	<p><b>Chapter 18: Care of Patients with Hypertension and Peripheral Vascular Disease</b></p> <ul style="list-style-type: none"> <li>A. Explain the pathophysiology of hypertension.</li> <li>B. Identify the complications that can occur as a consequence of hypertension.</li> <li>C. Briefly describe the treatment program for different stages of hypertension.</li> <li>D. Contrast the pathophysiology of arteriosclerosis with that of atherosclerosis.</li> <li>E. List four factors that contribute to peripheral vascular disease.</li> </ul> <p><b>Chapter 19: Care of Patients with Cardiac Disorders</b></p> <ul style="list-style-type: none"> <li>A. Contrast left-sided and right-sided heart failure.</li> <li>B. Discuss treatment of systolic and diastolic heart failure.</li> <li>C. Apply the nursing assessment specific to the patient who is admitted with heart failure.</li> <li>D. Identify life-threatening heart rhythms from a selection of cardiac rhythm strips.</li> </ul> <p><b>Chapter 20: Care of Patients with Coronary Artery Disease and Cardiac Surgery</b></p> <ul style="list-style-type: none"> <li>A. Examine the risk factors for coronary artery disease.</li> <li>B. Illustrate the pathophysiology of coronary artery disease.</li> <li>C. Outline nursing interventions to care for a patient experiencing angina, including medication administration and patient teaching regarding diagnostic.</li> <li>D. Discuss the pathophysiology of myocardial infarction (MI)</li> </ul> <p><b>ATI PHARMACOLOGY EOC PRACTICE EXAM B</b></p>	ATI  <b>ATI PRACTICE EXAM B</b>
7 7/2/2024	<p><b>EXAM 3</b> <b>CHAPTERS 15-22</b></p> <p><b>TICKET TO CLASS DUE</b></p> <p><b>Chapter 21: The Neurologic System</b></p> <ul style="list-style-type: none"> <li>A. Define the vocabulary particular to problems of the nervous system.</li> <li>B. Examine the differences in the actions of the sympathetic and parasympathetic nervous systems.</li> <li>C. Devise four specific ways in which a nurse can contribute to preventing neurologic disorders.</li> </ul> <p><b>Chapter 22: Care of Patients with Head and Spinal Cord Injuries</b></p> <ul style="list-style-type: none"> <li>A. Describe the types of injuries that result from head trauma.</li> <li>B. Compare and contrast the signs and symptoms of subdural</li> </ul>	EXAM  Lecture/Discussion/ ATI

	<p>hematoma and epidural hematoma.</p> <p>C. Explain why an epidural hematoma causes an emergency situation.</p> <p>D. Illustrate the pathophysiology of increasing intracranial pressure in a patient who has experienced brain injury.</p> <p>E. Review the reasons why an older adult is more at risk for an intracranial bleed from a head injury.</p> <p><b>ATI CH 3, 5, 63</b></p>	
8 7/9/2024	<b>ATI PHARMACOLOGY EOC EXAM 1</b> <b>TICKET TO CLASS DUE</b>	<b>EXAM</b>
9 7/16/2024	<p><b>TICKET TO CLASS DUE</b></p> <p><b>Chapter 23: Care of Patients with Brain Disorders</b></p> <p>A. Choose the appropriate nursing actions and observations to be carried out for a patient experiencing a seizure.</p> <p>B. Explain why seizure may be a consequence of a stroke, tumor, or infection in the brain.</p> <p>C. Compare the subjective and objective findings of ischemic stroke and intracerebral bleed.</p> <p>D. Devise a nursing care plan for the patient who has experienced a cerebrovascular accident (CVA, or stroke).</p> <p><b>Chapter 24: Care of Patients with Peripheral Nerve and Degenerative Neurological Disorders</b></p> <p>A. Compare and contrast the pathophysiology of Parkinson's disease and myasthenia gravis.</p> <p>B. Examine treatments for Parkinson's disease.</p> <p>C. Discuss the nursing care needed for the patient with Parkinson disease.</p> <p>D. Explain why multiple sclerosis might be difficult to diagnose.</p>	<b>Lecture/Discussion/ ATI</b>
10 7/23/2024	<b>EXAM 4</b> <b>CH 21-24</b> <b>TICKET TO CLASS DUE</b>	<b>EXAM</b>
11 7/30/2024	<p><b>ATI EOC Retake</b></p> <p><b>Chapter 25: The Sensory System: Eye</b></p> <p>A. Determine ways in which nurses can help patients preserve their sight.</p> <p>B. Select nursing activities associated with assessing the eye.</p> <p>C. Use the nursing process for patients with disorders of the eye.</p> <p><b>Chapter 26: The Sensory System: Ear</b></p> <p>A. Explore the effects of hearing loss on an individual and their</p>	<b>Lecture/Discussion/ ATI Exam</b>

	<p>family.</p> <p>B. Identify ways to prevent hearing loss.</p> <p>C. Compare the testing and interventions for conductive and sensorineural hearing loss.</p> <p><b>ATI CH 13, 14</b></p>	
12 8/5-7/2024	<b>FINAL EXAM</b>	<b>EXAM</b>