



NURSING CONCEPTS AND CLINICAL PRACTICE II

Revised 08//04/10

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COURSE NUMBER: NUR 265

PREREQUISITE(S): BIO 210, BIO 211, BIO 225, NUR 106, NUR 107, NUR 120, NUR 163, NUR 165, NUR 214, NUR 230, NUR 263, NUR 264, CPT 101, ENG 101, ENG 102, PSY 201

REQUIRED COURSE (S): NUR 270

COURSE DESCRIPTIONS This course is a continuation of the application of critical thinking skills and nursing concepts in the care of adult clients with selected health problems in a variety of settings.

TEXTBOOK(S): Jones, S. ECG NOTES. F.A Davis Company.
Phillips, L. IV Therapy Notes. F.A. Davis Company.
Sole, L.M., Klein, D. A., Moseley, M.J. Introduction to Critical Care Nursing. 5th Edition, St. Louis: Elsevier, 2005.
ATI Materials

REFERENCE(S): All textbooks previously used in the curriculum
Ackley, B.J., & Ladwig, G.B. Nursing Diagnosis Handbook: A Guide to Planning Care. 6th Edition. St. Louis: Mosby, 2004.
Anderson, K.N., Anderson, L.E., & Glanze, W.D. Mosby's Medical and Allied Health Dictionary. 6th Edition. Mosby.
Brunner & Suddarth's Textbook of Medical-Surgical Nursing . Prentice Hall
Deglin, J.H., & Vallerand, A.H. Davis's Drug Guide For Nurses. 9th Edition. Philadelphia: F. A. Davis, 2004.
Grooner, M., Long, S., & DeYoung, S. Nutrition- A Nursing Approach. 3rd Edition. Mosby.
Jones, S. ECG NOTES. F.A Davis Company.
NCLEX-RN: 250 New Questions Format by Williams & Wilkins & Lippincott (Lippincott)

NCLEX-RN Review 17th Ed. by Diane Billings

Phillips, L. IV Therapy Notes. F.A. Davis Company.

Schnell, Z.B., Van Leeuwen, A.M. & Kranpitz, T.R. Davis's Comprehensive Handbook of Laboratory and Diagnostic Tests. F.A. Davis, 2003.

Student Planner and Handbook 2007-2008

Associate Degree of Nursing Handbook

OTHER REQUIRED MATERIALS, TOOLS, AND EQUIPMENT:

Nurse pack (if not previously purchased)
Required ATI materials and codes

RECOMMENDED:

APA Manual – 6th Ed.

METHOD OF INSTRUCTION:

Lecture/Discussion

Demonstration of Selected Procedures

Observation and /or participation in nursing care of selected medical/surgical patients

Audio-visuals/ computer assisted instruction

Supplemental readings

Group activities

GRADING SYSTEM:

94 - 100 = A
85 - 93 = B
80 - 84 = C
70 - 79 = D
Below - 70 = F

GRADES IN THE COURSE WILL NOT BE ROUNDED.

GRADE CALCULATION METHOD:

Module Tests = 75%
Final Exam (ATI) = 25%

100 %

All tests and any other course requirements must be completed with an aggregate grade of 80% or above to pass the course and be allowed to attend clinical. If the student fails to meet the 80% criteria for passing the course after all tests and the exam are completed, he/she will receive an "F" for the course and will not be allowed to attend the clinical

component of the course.

Math Competency: Math Competency Test is required for this course. All students must achieve a score of 100% to continue in the course. Students will be allowed two attempts to meet the 100%. If a student does not achieve the 100% on the first attempt, then the student will have a second attempt to achieve the 100% score. **If a student fails to meet the 100% after the second (2nd) attempt, then the student must withdraw from this course and any course that contains a clinical component during the semester in which the student attempted the math competency exam.** The student may repeat NUR 265 one time provided the student has not attempted any other NUR course more than one time during the entire nursing curriculum.

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Rules for Math Competency: Refer to course syllabus for NUR 106 regarding grading policies and dimensional analysis application, as well as acceptable correct versus incorrect answers.

NUR 265 Final Exam: The final exam for NUR 265 will be a levelized medical-surgical ATI exam that incorporates basic, intermediate, and advanced medical-surgical nursing content. The final exam grade will correlate with the student's individual level score. This exam will count for 25% of the student's overall grade for NUR 265.

Grading criteria:

Level 3 = 95
 Level 2 = 85
 Level 1 = 75
 Less than level 1 = 65

ONLINE TESTING:

There will be an orientation to Black Board at the beginning

of the semester for all students. Online tests will be available to the student for a determined amount of time. All online tests must be taken on campus and will be proctored.

Students not completing the test within the determined time will get a zero (0) for a grade. Any extenuating circumstances should be brought to the instructors' attention via email, phone, or in person ***immediately***. Be aware that not having internet access is ***not*** an extenuating circumstance.

Academic dishonesty policies still apply to online tests. Students that are reported using notes, taking tests together, or watching other students take tests will be dealt with according to the academic dishonesty policy of the college.

Clinical Lab

In order to satisfactorily complete NUR 265, a satisfactory performance (above 90% = Pass / less than 90 % =Fail) must be achieved on the clinical evaluation. Failure to achieve a 90% on the clinical evaluation will result in failure of NUR 265.

Students will be required to complete one care plan for their clinical rotation. The criteria and grading scale for the care plan will be outlined on Blackboard. The care plan will count **20%** of the students' clinical grade. The care plan shell will be available on Blackboard and the student may complete it online and submit electronically or print and turn it in to the designated instructor at that instructor's discretion. **All care plans must be typed prior to submission.**

Skills Check Offs - Students will demonstrate skills competencies prior to off-site clinical rotations. Satisfactory performance must be achieved on skills that the student draws at random with no more than 2 attempts per skill. Failure to effectively and safely perform the skills on the first or second attempt will constitute course failure.

ATTENDANCE POLICY:

The student is responsible for punctual and regular attendance in all classes, laboratories, clinical, practica, internships, field trips, and other required class activities. The College does not grant excused absences; therefore, students are urged to reserve their absences for emergencies. When illness or other emergencies occur, the student is responsible for notifying instructors and completing missed work if approved for late submission by instructors.

The student is tardy if not in class at the time the class is scheduled to begin and is admitted to class at the discretion of the instructor. Any student who is over 5 minutes tardy will not be admitted to class and may resume class at the next scheduled break. .

A student who is absent more than 20% of on-campus

class time must withdraw from this course and any course that has a clinical component.

Excessive absences that occur due to extenuating circumstance(s) will be evaluated by the instructor(s) for the course, along with the Department Chair to determine if legitimate extenuating circumstance(s) exist. Extenuating circumstances must be documented in writing and presented to the Department Chair for evaluation. Medical circumstances will require a physician's documentation and must be supplied by the student.

**MAKE-UP TESTING/
ASSIGNMENTS:**

Students can only miss one clinical day per semester (8 hours). Students are required to attend all clinical hours within the course practicum, including "in-house clinical events." There are no excused absences or make-up dates for clinical. Students are required to provide a physician's statement if any absences occurs. **Only one six (8) hour** absence is allowed without resulting in a failure of the clinical practicum.

It is the student's responsibility to notify the course faculty member of an absence prior to the time of the test or when an assignment is due. **Students should plan to take the make-up test within 48 hours of the missed test. The course faculty member will determine the date, time, and location of the make-up test.** Extenuating circumstances may require that exceptions be made for the timing of a make-up test, but alternate times for make-up tests must be approved by the instructor **AND** the department chair, and may require a doctor's excuse if applicable. **If the student fails to notify the course faculty member of an absence, the student will be able to make up the test or turn in the assignment, however, the grade for the test or the assignment will start at an 80%.**

Make-up tests format will be determined by the course instructor and may include (but is not limited to) short answer, fill in the blank, essay, matching, and/or multiple-choice questions. There is no make-up for "pop quizzes". Students who are absent when an assignment is due are also expected to turn in the assignment the day they return to campus. The student will be expected to complete all written assignments by designated dates; adhere to attendance policy; and participate in classroom discussions. Any assignment that is presented after the designated date will have **ten (10) points** deducted from the grade each day that the assignment is late (this includes weekends and holidays). **After the assignment is tardy (for 3 days), the assignment will not be accepted.** Failure to do this will result in a "0" on the assignments. In the case of

religious holidays, students who are absent should follow the outlined policy.

Instructors maintain attendance records. However, it is the student's responsibility to withdraw from a course. A student enrolling in and attending at least one course session remains enrolled until the student initiates a withdrawal.

Withdrawal Policy: During the first 75% of the course, a student may initiate withdrawal and receive a grade of W. A student cannot initiate a withdrawal during the last 25% of the course. Extenuating circumstances require documentation and approval by the appropriate department head and academic dean.

Absences for Religious Holidays: Students who are absent from class in order to observe religious holidays are responsible for the content of any activities missed and for the completion of assignments occurring during the period of absence. Students who anticipate their observance of religious holidays will cause them to be absent from class and do not wish such absences to penalize their status in class should adhere to the following guidelines:

1. Observance of religious holidays resulting in three or fewer consecutive absences: Discuss the situation with the instructor and provide written notice at least one week prior to the absence(s). Develop (in writing) an instructor-approved plan which outlines the make up of activities and assignments.
2. Observances of religious holidays resulting in four or more consecutive absences: Discuss the situation with the instructor and provide the instructor with written notice within the first 10 days of the academic term. Develop an instructor-approved plan which outlines the make up of activities and assignments.

CLINICAL PRACTICUM:

In order to satisfactorily complete NUR 265, a satisfactory performance must be achieved on all critical competencies and a satisfactory performance (90% or above = Pass / less than 90% = Fail) must be achieved on the clinical evaluation. Failure to achieve a 90% on all critical skills or on the clinical evaluation will result in failure of NUR 265. Students can only miss one clinical day per semester (8 hours). Students are required to attend all clinical hours within the course practicum, including "in-house clinical events." There are no excused absences or make-up dates for clinical. Students are required to provide a physician's statement if any absences occurs. Only one eight (8) hour absence is allowed without resulting in a failure of the clinical practicum.

Because of the nature of clinical instruction, a student who is absent more than one clinical day per semester (8 hours) will receive a failing grade for the course having not satisfactorily met the course objectives. The student must drop the course that semester and must repeat the course when it is offered again within the curriculum. There will be **NO MAKE-UP** clinical times.

If a student is going to be absent or tardy during the clinical phase of training, **the student only must call the assigned faculty and assigned clinical area** (note the name of the person spoken with) prior to the arrival time. Do not send messages by other students. If the student does not talk directly to the faculty, they must call back within 15 minutes after the clinical day has begun to touch base with the faculty over the phone regarding their absence. If a student is late more than three times (arrival to the unit after 6:30 am but before 6:45 am) it will be considered one absence. If the student is greater than **15 minutes tardy, he/she will not be allowed to stay at clinical and the day will be counted as an absence.**

Under Clinical Practicum:

In summary: you are allowed one clinical absence during the clinical portion of the course. You will lose 5 points from your clinical evaluation total score when any of the following occur:

1. you miss a clinical day in its entirety
2. you leave clinical early
3. you are more than 15 minutes late to clinical
4. you are late to clinical more than three times
5. you fail to notify the unit and the clinical faculty if you are going to be absent/tardy
6. you receive a "behavior to be improve" notice

Failure of the student to notify the institution and the faculty on the morning of the clinical absence will be considered unethical in their performance and practice and will result in clinical failure.

If a student has been absent from clinical/observation on the day a test is given, that student will not be allowed to take the test on that day. The above make-up testing policies will apply.

****See ADN Handbook regarding Behaviors To Be Improved (BTBI)****

Any student who receives 2 BTBI's during the same semester for unprofessional or unsafe practice will be disciplined according to college and department policies and procedures (see ADN Handbook) and at the discretion of the course faculty member and Department Chair.

If a student is known to have violated HIPAA laws and/or protocols as determined by a healthcare facility and/or the student's clinical instructor, he/she will be dismissed from the program and will not be eligible to reapply to the program for one (1) year.

ACADEMIC CONDUCT: ACADEMIC DISHONESTY:

*All forms of academic dishonesty including, but not limited to, cheating on tests, plagiarism, collusion, and falsification of information will be subject to disciplinary action."

Cheating is identified as, but not limited to, the following:

- a. Copying another student's work or test
- b. Using unauthorized materials during a test
- c. Collaborating with another during a test or on assignments
- d. Knowingly obtaining, using, buying, selling, transporting, or soliciting in whole or in part contents of a test or other work
- e. Bribing another person to obtain tests or information about tests
- f. Substituting for another student, or permitting another to substitute for one.
- g. Providing answers or discussions about test questions to other sections of the same NUR course.
- h. Sharing of any designated password assigned by the College or sharing of clinical facility assigned password.
- i. Unauthorized printing of tests

***Nursing Faculty have a zero tolerance for plagiarism and students who plagiarize course work are subject to investigation of such work and a failing grade for the course. (*Plagiarism is the appropriation of any other person's work and the unacknowledged incorporation of that work in one's own work offered for credit.*)**

Falsification of information is, but not limited to, the following:

- a. Forgery, alteration, or misuse of college documents, records, or identification
- b. Destruction of evidence with the intent to deny its presentation to the appropriate hearing or panel.

Any proven case of academic dishonesty will result in an "F" for the assigned work or test and may result in administrative withdrawal from the course, with a grade of "F" assigned after an administrative hearing. Additional sanctions, including administrative probation

or suspension, appropriate to the incidents may be imposed pursuant to the Student Code and Grievance Procedures.

ELECTRONIC DEVICES: All electronic devices including, but not limited to cellular phones, pagers, PDAs, etc., are not permitted to be turned on or used within the classroom, lab, or clinical areas (unless approved by the course faculty member). Use of these devices during class/lab/clinical time will be considered a violation of the student code as it relates to “disruptive behavior”. **If an electronic device is audible during lecture, the student will be expected to leave the class and will not be able to enter until the class break. If an electronic device is audible during testing, the student will be asked to leave immediately and will receive the grade for that test up to the point the student was asked to leave.**

CLASS/LAB PROCEDURES:

1. Participation in pre and/or post clinical conferences.
2. Completion of written assignments by designated dates.
3. Adherence to attendance policy for both classes and clinical.
4. Classroom participation.
5. Care of selected patients, including completing assigned care plans.
6. Responsible for providing own transportation to designated clinical facilities.
7. Satisfactory clinical evaluation.
8. Displaying professional and appropriate behavior and dress at all times (**NO** ill fitting clothing).

ACCOMMODATIONS:

Students who need special accommodations in this class because of a documented disability should notify Student Disability Services. You may contact Student Disability Services by calling, (864) 592-4811, and toll-free-1-800-922-3679; via email through the Spartanburg Community College web site at www.sccsc.edu/SDS/; or by visiting the office located in the Dan Lee Terhune Student Services Building, room 112 of the Spartanburg Community College campus. By contacting Student Disability Services early in the semester, students with disabilities give the College an opportunity to provide necessary support services and appropriate accommodations.

ASSIGNMENTS SCHEDULED OUTSIDE POSTED CLASSROOM/ CLINICAL TIME:

With sufficient notice, students may be asked to attend educational opportunities outside of their scheduled classroom and/or clinical time. Students who are unable to attend these educational opportunities will notify the instructor of their anticipated absence and will be held responsible for the information presented.

**INCLEMENT WEATHER
MAKE-UP DAYS:**

Classes missed due to inclement weather may, with sufficient notice to students, be rescheduled for another time. It is likely that make-up classes will be scheduled for days and times outside of regularly scheduled classroom and/or clinical time.

Core Concepts:

Assessment
Critical Thinking
Caring
Teaching and Learning
Collaboration
Managing Care
Communication
Professional Behaviors

**COURSE OBJECTIVES &
OUTCOMES:**

Upon satisfactory completion of this course, the student will be able to:

- I. Understand and recall normal and abnormal assessment data, lab values, nursing diagnoses, nursing interventions, and evaluation for patients with fluid, electrolyte, and acid-base imbalances: *Assessment, Critical Thinking, Caring, Teaching and Learning, Collaboration, Managing Care, Communication, & Professional Behaviors.*
 1. Identify normal and abnormal assessment data for patients with fluid, electrolyte, and acid-base imbalances.
 2. Recall common terms associated with fluid movement and concentrations.

3. Identify normal and abnormal electrolyte values and associated signs and symptoms with imbalances.
4. Summarize the indications related to fluid, electrolyte, and acid-base abnormalities.
5. Analyze the various dimensions of the patient's assessment that are relevant to fluid and electrolyte abnormalities.
6. Identify major causes of fluid, electrolyte, and acid-base imbalances, and their clinical manifestations.
7. Compare assessment data pre and post medication administration and recognize adverse drug reactions, side effects, and desired effects to promote and maintain the patient's optimal level of wellness.
8. Evaluates the effectiveness of the medication by analyzing data.
9. Discuss maintenance fluids, fluid deficit replacement, third spacing, and blood loss replacement.
10. Identify the functions of electrolytes.
11. Discuss various fluid types used in fluid replacement and reasons for their use.
12. Identify four basic acid-base imbalances.
13. Demonstrates critical thinking by combining knowledge of disease processes, assessment data, and medication indications to formulate desired outcomes for a specific patient with fluid, electrolyte, and acid-base imbalances.
14. Identify nursing interventions that will promote, maintain, and restore fluid, electrolyte, and acid-base balance.

II. Identify the physiological and psychological care for a client with fluid and electrolyte imbalances requiring intravenous therapy and nutritional support: *Assessment, Critical Thinking, Caring, Teaching and Learning, Collaboration, Managing Care, Communication, & Professional Behaviors.*

1. Describe the following processes involved in the regulation of movement of water and electrolytes between the body fluid compartments: diffusion, osmosis, filtration, hydrostatic pressure, oncotic pressure, and osmotic pressure
2. Identify the etiology, laboratory diagnostic findings, clinical manifestations, and nursing and collaborate management of the following: water excess/deficit, hypernatremia/hyponatremia, hyperkalemia/hypokalemia, hypermagnesium/hypomagnesium, hypercalcemia/hypocalcemia, and hyperphosphatemia/hypophosphotemia.
3. Recognize processes of acid-base regulation.
4. Explain etiologies associated with acid-base imbalances: metabolic acidosis/alkalosis, and respiratory acidosis/alkalosis.
5. Describe the composition and indication for various intravenous fluid solutions and nutritional support.

III. Comprehend, and explain normal and abnormal renal assessment data, diagnostic testing, lab values, nursing diagnoses, nursing interventions, and evaluation for acute renal failure: *Assessment, Critical Thinking, Caring, Teaching and Learning, Collaboration, Managing Care, Communication, & Professional Behaviors.*

1. Recall the anatomy and physiology of the renal system.

2. Explain the pathophysiology for prerenal, intrarenal, and postrenal failure.
3. Illustrate effective critical thinking and sound decision-making by comparing the patient's assessment data with the disease process.
4. Analyze the various dimensions of the patient's assessment that are relevant to acute renal failure.
5. Describe the methods of assessing the renal system, including physical assessment, interpretation of serum and urine laboratory values, and radiological diagnostic tests.
6. Describe the medical management of the patient with acute renal failure.
7. Communicate information involving medications, activity limitations, and diet restrictions for various cardiovascular disease processes.
8. Recognize potential problems for a patient with acute renal failure.
9. Discuss the nursing assessment and care for a patient receiving dialysis or continuous renal replacement therapy.

IV. Identify, comprehend, and explain normal and abnormal cardiovascular assessment data, diagnostic testing, lab values, nursing diagnoses, nursing interventions, and evaluation for various cardiovascular conditions: *Assessment, Critical Thinking, Caring, Teaching and Learning, Collaboration, Managing Care, Communication, & Professional Behaviors.*

1. Identify normal and abnormal cardiovascular assessment findings.
2. Recognize major causes of cardiovascular alterations and their associated clinical manifestations.
3. Recall the electrical and mechanical physiology of the heart.
4. Explain mechanisms of aberrant electrical and mechanical pathway activity.
5. Identify lethal, electrical, cardiovascular, rhythms and the interventions required to manage patient cardiac emergencies.
6. Discuss emergency cardiac medications and dosages.
7. Illustrate effective critical thinking and sound decision-making by relating the patient's assessment data to a cardiovascular disease process.
8. Recognize the need for caring communication when explaining cardiovascular procedures and medication regimens.
9. Recognize potential problems for a patient with compromised cardiovascular perfusion.
10. Anticipate the needs of adult patients when assessing, managing caring, and formulating teaching plans of care.
11. Collaborate with other health care professionals to improve patient safety and compliance while providing care for a cardiovascular patient.
12. Communicate information involving medications, activity limitations, and diet restrictions for diverse cardiovascular disease processes.
13. Demonstrate clinically competent care by meeting patient needs and organizational outcomes.
14. Operate within their scope of practice to ensure positive

patient outcomes.

15. Define professional behaviors related to their professional and legal responsibility when caring for a patient.
16. Break down disease information and principles for patient teaching purposes to facilitate the learning process and promote compliance.
17. Collaborate with the family and patient to identify and meet education needs related to the cardiovascular condition.
18. Identify nursing interventions that will promote, maintain, and restore cardiovascular function.

V. Identify the physiological and psychological care and surgical management for a client experiencing trauma: *Professional Behaviors, Assessment, Communication, Critical Thinking, Caring Interventions, Managing Care, Collaboration*

1. Describe a systems approach to trauma care
2. Identify mechanisms of traumatic injury commonly seen in the critical care setting.
3. Discuss pre-hospital, emergency, and resuscitation care of the trauma client
4. Describe assessment and management of common traumatic injuries
5. Explain the priorities of care for the postoperative surgical patient.
6. Identify MODS and its management
7. Identify the organ systems affected by Multiple Organ Dysfunction Syndrome (MODS).
8. Discuss nursing Intervention for the care of the trauma patient, including prevention of complications

VI. Identify the physiological and psychological care for the client who has experienced a burn injury.: *Professional Behaviors, Communication, Assessment, Critical Thinking, Caring Interventions, Managing Care, Collaboration*

1. Describe the pathophysiology of burns
2. Compare the types of burn injuries
3. Discuss the primary and secondary survey assessments during resuscitation and the acute phases of burn management.
4. Relate nursing diagnoses, interventions, and outcomes for the burned client.

VII. Identify the physiological and psychological care for clients in acute respiratory failure and for clients requiring ventilatory assistance: *Professional Behaviors, Assessment, Communication, Critical Thinking, Teaching and Learning, Managing Care, Collaboration*

1. Describe the pathophysiology of acute respiratory failure
2. Examine the etiology, pathophysiology, assessment, nursing diagnoses, interventions, and outcomes for acute respiratory failure in the patient with adult respiratory distress syndrome,

chronic obstructive pulmonary disease, asthma, pneumonia, and pulmonary embolus.

3. Identify methods for assessing the respiratory system, including physical assessment, arterial blood gases, and noninvasive techniques.
4. Identify commonly used oxygen delivery devices.
5. Discuss methods for maintaining an open airway
6. Identify indications for mechanical ventilation
7. Relate complications associated with mechanical ventilation
8. Identify methods for weaning patients from mechanical ventilation

VIII. Identify the physiological and psychological care for a client with alterations in the nervous system: *Professional Behaviors Assessment, Communication, Critical Thinking, Caring Intervention, Teaching and Learning, Managing Care, Collaboration*

1. Identify the pathophysiology of increased intracranial pressure (ICP).
2. Describe the nursing and medical management of clients with ICP.
3. Describe the pathophysiology of a head injury.
4. Describe the nursing and medical management of clients with spinal cord injuries.
5. Describe the nursing assessment and care of critically ill patients with cerebrovascular disease.
6. Describe the pathophysiology and management for status epilepticus.

IX. Identify the physiological and psychological care for clients experiencing shock and sepsis: *Professional Behaviors, Assessment, Critical Thinking, , Caring Interventions, Managing Care, Collaboration*

1. Define Shock
2. Identify the continuum of sepsis
3. Identify the four classifications of shock
4. Discuss the progression of shock through three stages.
5. Describe management strategies for each type of shock

X. Identify the physiological and psychological changes and behaviors associated with endocrine disorders and the patient care needs related to the nursing process: *Professional Behavior, Assessment, Communication, Critical thinking, Caring Interventions, Teaching and Learning, Managing Care, Collaboration*

1. Describe the pathological process of the normal endocrine system.
2. Determine the disorders of the abnormal or altered states of the endocrine system.
3. Discuss the regulatory hormones such a insulin, thyroid, and

- ADH and the effects of these on the body system as a whole.
4. Using the nursing process, determine a plan of care that addresses the crisis patient and the mandated care for immediate care management.
 5. Identify the long-term effects of endocrine disorders on other body systems and decide what nursing interventions, patient education, and lifestyle changes are necessary to meet the healthcare needs of the patients.

*The content and/or the dates of the course syllabi and calendar are subject to change.