

# Med Surg Nurs I

NRSG1200 001

## Course Description

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Focus is on the care of adult patients with health alterations that require medical and/or surgical interventions. Emphasis is placed on care of adult patients with selected health alterations that reflects evidence-based practice and shared decision making to achieve quality patient-centered care. Application of concepts taught in NRSG1205.

Pre-Requisite(s): PSY 1100 OR FHS 1500 and completion of prior semester courses per established curriculum plan.

Co-Requisite(s): NRSG-1205

Semester(s) Taught: All

Focus is on the care of adult patients with health alterations that require medical and/or surgical interventions. Emphasis is placed on care of adult patients with selected health alterations that reflects evidence-based practice and shared decision making to achieve quality patient-centered care. Application of concepts taught in NRSG1205.

## Course Student Learning Outcomes

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- Describe a head-to-toe assessment.
- Identify deviations from normal and development of evidenced-based plan of care, safe performance of interventions, evaluation of effectiveness of plan.
- Accurately document patient data.
- Define appropriate clinical judgment and outcomes in the care of the medical surgical patient, medical surgical problems: accurate pharmacological interventions, diagnostics, prioritization of care and patient teaching regarding nutrition and safe medication administration.

- Define appropriate interdisciplinary and patient communication to promote professional and therapeutic relationships.
- Identify nurse's role in quality improvement, intervention and education to provide for patient safety and advocacy.
- Describe ethical, legal and professional roles and responsibilities while operating as a licensed Registered Nurse.

## Course Prerequisites

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- PSY 1100 Lifespan Human Growth and Development OR FHS 1500 Lifespan Human Development
- Completion of prior semester courses per established curriculum plan.

## Communication Plan

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Example language:

- Course faculty will respond to emails within 24-48 hours during the week. There is no guarantee of response on the weekend. Feedback will be offered on major assignments within 1-2 weeks. The best way to contact faculty is via the Canvas Inbox, as they will prioritize this email over other modes of communication.

## Required Text or Materials

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**Title: Required: Brunner & Suddarth's Textbook of Medical-Surgical Nursing**

**Course Point Plus,**

**ISBN:** ISBN: 978-1-9751-8677-7

**Authors:** Hinkle Janice L., Cheever Kerry H.

**Publisher:** Wolters Kluwer

**Edition:** 15th Edition

**Title: Abrams' Clinical Drug Therapy: Rationales for Nursing Practice,**

**ISBN:** ISBN: 978-1-975155-87-2

**Authors:** GERALYN; PENNINGTON SANDRA S.:

**Publisher:** Wolters Kluwer

**Edition:** 12th Edition

For more information on textbook accessibility, contact Accessibility & Disability Services at [ads@slcc.edu](mailto:ads@slcc.edu).

## Assignment Schedule

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| Due Date | Assignment Name                            | Assignment Type | Points |
|----------|--|-----------------|--------|
|          | <a href="#">Bonus Question<br/>Week 1</a>  | Assignment      | 0      |
|          | <a href="#">Bonus Question<br/>Week 10</a> | Assignment      | 0      |
|          | <a href="#">Bonus Question<br/>Week 2</a>  | Assignment      | 0      |
|          | <a href="#">Bonus Question<br/>Week 3</a>  | Assignment      | 0      |
|          | <a href="#">Bonus Question<br/>Week 4</a>  | Assignment      | 0      |
|          | <a href="#">Bonus Question<br/>Week 5</a>  | Assignment      | 0      |
|          | <a href="#">Bonus Question<br/>Week 6</a>  | Assignment      | 0      |
|          | <a href="#">Bonus Question<br/>Week 7</a>  | Assignment      | 0      |
|          | <a href="#">Bonus Question<br/>Week 8</a>  | Assignment      | 0      |
|          | <a href="#">Bonus Question<br/>Week 9</a>  | Assignment      | 0      |

| <b>Due Date</b> | <b>Assignment Name</b>  | <b>Assignment Type</b> | <b>Points</b> |
|-----------------|---|------------------------|---------------|
| 9/20            | <a href="#">Syllabus Quiz - Activity 1A</a>   | Quiz                   | 70            |
| 9/20            | <a href="#">Syllabus Signature Page - Activity 1B</a>   | Assignment             | 30            |
| 10/9            | <a href="#">Week 4: Before Class Activity</a>   | Assignment             | 10            |
| 10/11           | <a href="#">NRSNG 1200 Exam 1</a>   | Quiz                   | 64            |
| 10/11           | <a href="#">Week 1: PrepU Mastery Quiz: Assessment of Cardiovascular Function</a>                       | Assignment             | 10            |
| 10/11           | <a href="#">Week 2: Prep U Mastery Quiz: Management of Patients with Coronary Vascular Disorders</a>    | Assignment             | 10            |
| 10/12           | <a href="#">Week 3: Prep U Mastery Quiz: Management of Patients with Complications of Heart Disease</a> | Assignment             | 10            |
| 10/18           | <a href="#">Midterm Group Project Evaluation</a>  | Assignment             | 100           |
| 10/25           | <a href="#">NRSNG 1200 Exam 2</a>   | Quiz                   | 56            |

| <b>Due Date</b> | <b>Assignment Name</b>   | <b>Assignment Type</b> | <b>Points</b> |
|-----------------|--|------------------------|---------------|
| 10/25           | <a href="#">Week 4: Prep U<br/>Mastery Quiz: Fluid<br/>and Electrolyte<br/>:Balance and<br/>Disturbance</a>                  | Assignment             | 10            |
| 10/30           | <a href="#">Week 7: Before Class<br/>Activity</a>  | Assignment             | 10            |
| 11/8            | <a href="#">NRSG 1200 Exam 3</a>   | Quiz                   | 62            |
| 11/8            | <a href="#">Week 6: Prep U<br/>Mastery Quiz:<br/>Management of<br/>Patients with Chronic<br/>Pulmonary Disease</a>           | Assignment             | 10            |
| 11/8            | <a href="#">Week 7: Prep U<br/>Mastery Quiz:<br/>Management of<br/>Patients With<br/>Musculoskeletal<br/>Trauma</a>          | Assignment             | 10            |
| 11/22           | <a href="#">NRSG 1200 Exam 4</a>   | Quiz                   | 60            |
| 11/22           | <a href="#">Week 8: Prep U<br/>Mastery Quiz:<br/>Management of<br/>Patients With Gastric<br/>and Duodenal<br/>Disorders</a>  | Assignment             | 10            |
| 11/22           | <a href="#">Week 9: Prep U<br/>Mastery Quiz:<br/>Management of<br/>Patients With<br/>Intestinal and Rectal<br/>Disorders</a> | Assignment             | 10            |

| Due Date | Assignment Name   | Assignment Type | Points |
|----------|---|-----------------|--------|
| 12/3     | <a href="#">Assignment: Group Project</a>   | Assignment      | 100    |
| 12/6     | <a href="#">NRSG 1200 Exam 5</a>  | Quiz            | 44     |
| 12/6     | <a href="#">Week 10: Prep U Mastery Quiz: Management of Patients With Neurologic Infections, Autoimmune Disorders, and Neuropathies</a> | Assignment      | 10     |
| 12/6     | <a href="#">Week 11: Prep U Mastery Quiz: Management of Patients With Cerebrovascular Disorders</a>                                     | Assignment      | 10     |
| 12/12    | <a href="#">Comprehensive Final</a>   | Quiz            | 79     |

## Brief Description of Assignments/Exams

### Course Requirements:

- Exams: Five proctored module exams (12% each) and a comprehensive proctored final exam (14%)
  - a. In each class period students will be given 1 NCLEX style question based on the lecture content. These questions are worth 0.5 points each. These points will be added to the unit exam as bonus points. These questions cannot be made up if class is missed.
  - b. Exam 2- Students will be allowed a 3inch x 5inch notecard for this exam only. The notecard must be handwritten. The notecard may have writing front

and back. This accommodation is for EXAM 2 only. Students will need to have content learned without note card for comprehensive final.

- Quizzes: Prep U Mastery quizzes 7%. These quizzes are practice quizzes taken at home. Students must achieve a mastery level of 4 on each quiz for the quiz to be counted for credit. Prep U Mastery quizzes are not considered to be proctored and are not factored into the required 78% weighted exam average. Canvas will drop the lowest two PrepU quiz scores.
- Canvas will automatically drop the lowest 2 Before Class Activity scores.
- Assignments: Group Project (10%): this will include a midterm group project check, Group Peer Evaluations, and Final Group Project Grade, Before Class Assignments (9) %.

Quiz Requirements: Prep U Mastery quizzes are taken in Prep U for the Hinkle & Cheever Medical /Surgical Textbook on The Point <https://thepoint.lww.com/mycontent>.

Prep U is an adaptable testing program which allows students to practice NCLEX style questions. There are 14 Mastery quizzes. Students may retake and practice the mastery quizzes to achieve the required mastery level of 4 until the posted date the quiz closes. The due date is the date listed on the assignment board in THE POINT. The due date is the last date of the unit exam dealing with the subject matter. Students may drop the lowest 2 Prep U mastery quiz scores.

| Mastery Quiz Name  | Required Mastery Level | Due Date |
|--|------------------------|----------|
| Assessment of Cardiovascular Function                        | 4                      | TBA      |
| Management of Patients with Coronary Vascular Disorders      | 4                      | TBA      |
| Management of Patients with Complications from Heart Disease | 4                      | TBA      |
| Fluid and Electrolytes: Balance and Disturbance              | 4                      | TBA      |
| Management of Patients with Chronic Pulmonary Disease        | 4                      | TBA      |
| Management of Patients with Musculoskeletal Trauma           | 4                      | TBA      |

|   |   |     |
|---|---|-----|
| Management of Patients with Gastric and Duodenal Disorders                                | 4 | TBA |
| Management of Patients with Intestinal and Rectal Disorders                               | 4 | TBA |
| Management of Patients with Cerebrovascular Disorders                                     | 4 | TBA |
| Management of Patients with Neurologic Infections, Autoimmune Disorders, and Neuropathies | 4 | TBA |

### Nursing 1200 Testing Material

| Exam   | Dates | Content (This is a general list only. Refer to syllabus for specific content)  |
|--------|-------|--|
| Exam 1 | TBA   | Cardiac/Perfusion<br><br>Peripheral Vascular Disorders and medications associated with these disorders   |
| Exam 2 | TBA   | Fluid and Electrolyte disorders, Acid/Base and medications associated with these disorders.  |
| Exam 3 | TBA   | Oxygenation Disorders and medications associated with these disorders a<br>Mobility disorders and medications associated with these disorders. |
| Exam 4 | TBA   | Gastrointestinal disorders and medications associated with these disorders   |
| Exam 5 | TBA   | Cognitive/Sensation  |



|                     |     |   |
|---------------------|-----|---|
|                     |     | (Parkinson's Disease,<br>Myasthenia Gravis,<br>Multiple Sclerosis)  |
| Comprehensive Final | TBA | Sensory /Cognition CVA<br>will be new content. All<br>content from this semester<br><br>Study guide will be given<br>for this exam. |

## Grading Scale

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- A minimum grade of C + (78.0%) must be achieved in all didactic nursing courses to be eligible to progress from one semester to the next semester and to graduate from the nursing program.
- A passing grade must be achieved in all clinical nursing courses to be eligible to progress from one semester to the next semester and to graduate from the nursing program.
- Failure in either didactic or clinical- corequisite course will require a repeat of both concurrently.
- Students must achieve a 78.0% weighted average on all proctored exams and proctored quizzes (as designated by instructor) before additional coursework can be factored in. This number must be achieved without rounding.
- Proctored exams are defined as those taken in the Testing Center (or by Respondus) and which are designated by the instructor as proctored.
- Grades are computed following a scale that is approved by Salt Lake Community College.
- Grades on assignments, exams and quizzes are not rounded. Rounding on the final letter grade (where appropriate) is the only time a grade will be rounded.

Students are required to achieve a minimum of 78% (C+) average on all proctored exams and proctored quizzes before additional course work is factored in. This percentage must be reached without rounding up. Example: 77.8 would not meet the 78% requirement. Students must ALSO achieve a minimum of 78% (C+) in the overall

course. Any student who does not meet these minimum requirements will not be allowed to advance to the following semester courses nor graduate. The student will be required to follow the policy outlined in the Nursing Program handbook which may include repeating the course (on a space available basis), repeating associated course (on a space available basis, or removal from the program.

#### Nursing Department Grading Scale:

A 95-100

A- 90-94

B+ 87-89

B 83-86

B- 80-82

C+ 78-79\*

C 75-77

C- 71-74

D+ 67-70

D 64-66

E Below 64

\* Students must achieve a 78.0% weighted average on all proctored exams and proctored quizzes (as designated by instructor) before additional coursework can be factored in. The 78% must be achieved without rounding.

#### Grading Criteria:

Exams 74%

Prep-U Mastery Quizzes 7% \*\* These quizzes are NOT proctored quizzes.

Assignments 19%

## How to Navigate to Canvas

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### Institutional Policies

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As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

You can access the document by clicking on the following link:

<https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>

### Learning Support and Tutoring Services

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We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, please visit the Institutional Syllabus under the Tutoring and Learning Support tab:

<https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

### Advising and Counseling Support Services

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At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to

access them, please visit the Institutional Syllabus under the Advising and Counseling Support Services tab: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

## Student Academic Calendar

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As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)

## Additional Policies

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### Testing Center & Test integrity

Whenever possible, Nursing course exams will be administered in the Jordan Campus Testing Center, including exams in online courses. In other words, do not assume that exams in online courses will be conducted remotely.

The Testing Center has policies and procedures that will be applied to every student and every test.

Policies and procedures now include:

- Monitoring of student activity in the lobby areas outside the Testing Center.
- Random visual sweeps of the bathrooms in the Health Sciences Center. Found objects will be taken to the Lost and Found in the Student Center for student retrieval.

Late Work and Testing: It is expected that students submit work and attend testing at mandatory dates and times. Late work and testing (including quizzes) may not be accepted by instructors. If accepted, it may be subject up to a 10% reduction per day. Class Prep activities will be due at 9 am the day of class and will not be accepted late.

Prep U Mastery Quizzes are open until the evening of the last day of unit testing. Class participation activities are due Friday night. Quizzes will not be accepted late.

Academic dishonesty (Cheating): Honesty is an expectation at Salt Lake Community College, and within the Nursing Program. Any act of academic dishonesty is considered unprofessional behavior and a serious offense requiring disciplinary measures. Academic dishonesty will NOT be tolerated. Please see the SLCC Code of Student Rights and Responsibilities and the Nursing Student Handbook for additional information.

#### Wireless Devices in the Classroom:

The advent of technology use in the classroom as an instructional tool has caused both opportunities and distractions. The expectations for this course are that you are engaged and present during class time, which means that you will be free from technological distractions.

Research has shown that these distractions cause individual inattentiveness and can make it difficult for others to stay focused on the immediate discussions. The following policies are in effect during our time together:

1. Cell phones, iPods, pagers, High-Resolution DVR Spy Pens with webcam and microphone or any other technological device (excluding DRC authorized devices) that may distract from the class should be silenced before entering the classroom and may not be on the desk during class or exams. If you have an emergency and must use your cell phone, please exit the classroom to take the call. If you are discovered reading/sending text messages during class, you could be asked to leave the class and will be counted absent for that class session.
2. You are expected to engage in discussion for the class. You may use your computer to access your textbook, take notes, and research the discussion topic. However, some students may find it difficult to refrain from reading emails, surfing the web, and engaging in other activities not related to the class. Therefore, if you are discovered engaging in computer activities not directly related to the class, you will be asked to leave the class and will be counted absent for that class session.
3. You may not record, photograph, or publish information from the class without written authorized use from the instructor. If used without authorization you have violated

PRIVACY/INTELLECTUAL PROPERTY RIGHTS.

## Course Content

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### MODULE I PATIENT-CENTERED CARE OF ADULT PATIENTS WHO HAVE ALTERATIONS IN CARDIAC FUNCTION

Module I Objectives:

1. Independently review the normal anatomy and physiology of the cardiac and vascular system.
2. Independently review the etiology and pathophysiology of selected cardiac and vascular disorders. · Coronary artery disease · Angina pectoris· Myocardial infarction· Heart failure· Hypertension· DVT (deep vein thrombosis)· Venous stasis
3. Apply knowledge of pathophysiology and anatomy and physiology when planning patient-centered care for the patient who has an alteration in cardiac and vascular function.
4. Describe a complete assessment for the patient who has an alteration in cardiac and vascular function.· List the risk factors, including genetic for selected cardiac and vascular disorders. · Identify patient history, physical assessment data, and learning needs specific to the care of patients who have selected cardiac and vascular disorders. · List the clinical manifestations of selected cardiac and vascular disorders. · Identify common laboratory and diagnostic tests used to evaluate cardiac and vascular function.· Identify special considerations that apply to elderly patients who have an alteration in cardiac and vascular function.
5. Utilize the nursing process and critical thinking to describe the role of the nurse in providing safe, ethical, and legal patient-centered care to the culturally diverse patient who has an alteration in cardiac and vascular function.· Discuss the collaborative management of patients who have selected cardiac and vascular disorders.· Discuss the nursing care of patients who have selected cardiac and vascular disorders and patients undergoing cardiac and vascular diagnostic testing. · Discuss care interventions for patients receiving common cardiac and vascular medications.· Identify priority actions for adults who have an alteration in cardiac and vascular function.· Describe the use of

therapeutic communication to advocate for and provide patient and family teaching to patients who have cardiac and vascular disease.

## MODULE II PATIENT-CENTERED CARE OF ADULT PATIENTS WHO HAVE ALTERATIONS IN FLUID AND ELECTROLYTE AND ACID-BASE BALANCE

Module II Objectives:

1. Independently review the following concepts. · Fluid compartments within the body· Fluid & electrolyte regulation· Fluid & electrolyte movement within the body· Hypotonic, hypertonic, isotonic· Colloidal pressure· Buffers
2. Independently review the etiology and pathophysiology of selected fluid and electrolyte and acid-base disorders. · Hypovolemia· Hypervolemia· Third spacing· Increased or decreased levels of sodium, potassium, calcium, chloride, magnesium, phosphorus· Acidosis (respiratory and metabolic)· Alkalosis (respiratory and metabolic)
3. Apply knowledge of pathophysiology and anatomy and physiology when planning patient-centered care for the patient who has an alteration in fluid and electrolyte and acid-base balance.
4. Describe a complete assessment for the patient who has an alteration in fluid and electrolyte and acid-base balance.· Explain the risk factors for selected fluid and electrolyte and acid-base disorders. · Identify patient history, physical assessment data, and learning needs specific to the care of patients who have selected fluid and electrolyte and acid-base disorders.· List the clinical manifestations of selected fluid and electrolyte and acid-base disorders.· Identify common laboratory and diagnostic tests used to evaluate fluid and electrolyte and acid-base disorders.· Identify special considerations that apply to elderly patients who have an alteration in fluid and electrolyte and acid-base balance.
5. Utilize the nursing process and critical thinking to describe the role of the nurse in providing safe, ethical, and legal patient-centered care to the culturally diverse patient who has an alteration in fluid and electrolyte and acid-base balance.· Discuss the collaborative management of patients who have selected fluid and electrolyte and acid-base disorders · Discuss the nursing care of patients who have selected fluid and electrolyte and acid-base disorders and patients undergoing diagnostic testing used for fluid and electrolyte and acid-base disorders.· Discuss care interventions for patients

receiving common medications used for patients who have fluid and electrolyte and acid-base disorders. · Identify priority actions for patients an alteration in fluid and electrolyte and acid-base balance. · Describe the use of therapeutic communication to advocate for and provide patient and family teaching to patients who have an alteration in fluid and electrolyte and acid-base balance. · Discuss the nursing care of patients receiving IV therapy.

## MODULE III PATIENT-CENTERED CARE OF ADULT PATIENTS WHO HAVE ALTERATIONS IN RESPIRATORY FUNCTION

### Module III Objectives:

1. Independently review the normal anatomy and physiology of the respiratory system.
2. Independently review the etiology and pathophysiology of selected respiratory disorders. · Pneumonia · Atelectasis · Adult asthma · COPD (chronic obstructive pulmonary disease) i) Chronic bronchitis ii) Emphysema
3. Apply knowledge of pathophysiology and anatomy and physiology when planning patient-centered care for the patient who has an alteration in respiratory function
4. Describe a complete assessment for the patient who has an alteration in respiratory function. · Explain the risk factors, including genetic for selected respiratory disorders. · Identify patient history, physical assessment data, and learning needs specific to the care of patients who have selected respiratory disorders. · List the clinical manifestations of selected respiratory disorders. · Identify common laboratory and diagnostic tests used to evaluate respiratory function. · Identify special considerations that apply to elderly patients who have an alteration in respiratory function.
5. Utilize the nursing process and critical thinking to describe the role of the nurse in providing safe, ethical, and legal patient-centered care to the culturally diverse patient who has an alteration in respiratory function. · Discuss the collaborative management of patients who have selected respiratory disorders · Discuss the nursing care of patients who have selected respiratory disorders and patients undergoing respiratory diagnostic testing. · Discuss common oxygen delivery devices (nasal cannula, simple face mask, Venturi -mask). · Discuss care interventions for patients receiving common respiratory medications · Identify priority actions for adults who have an alteration in respiratory



function.· Describe the use of therapeutic communication to advocate for and provide patient and family teaching to patients who have an alteration in respiratory function.

## MODULE IV PATIENT-CENTERED CARE OF ADULT PATIENTS WHO HAVE ALTERATIONS IN MUSCULOSKELETAL FUNCTION

Module IV Objectives:

1. Independently review the normal anatomy and physiology of the musculoskeletal system.
2. Independently review the etiology and pathophysiology of selected musculoskeletal disorders. · Fractures (adult and elderly patients) Compartment syndrome) FES (fatty emboli syndrome) Nonunion, Skin/skeletal traction/external fixation device), Cast care, ORIF (open reduction internal fixation)· Osteoporosis· Osteoarthritis · Hip and knee joint replacement
3. Apply knowledge of pathophysiology and anatomy and physiology when planning patient-centered care for the patient who has an alteration in musculoskeletal function.
4. Describe a complete assessment for the patient who has a disorder of the musculoskeletal system.· Explain the risk factors, including genetic, for selected musculoskeletal disorders. · Identify patient history, physical assessment data, and learning needs specific to the care of patients who have selected musculoskeletal disorders.· List the clinical manifestations of selected musculoskeletal disorders.· Identify common laboratory and diagnostic tests used to evaluate musculoskeletal function.· Identify special considerations that apply to elderly patients who have an alteration in musculoskeletal function.
5. Utilize the nursing process and critical thinking to describe the role of the nurse in providing safe, ethical, and legal patient-centered care to culturally diverse patients who have disorders of the musculoskeletal system.· Discuss the collaborative management of patients who have selected musculoskeletal disorders· Discuss the nursing care of patients who have selected musculoskeletal disorders and patients undergoing musculoskeletal diagnostic testing.· Discuss care interventions for patients receiving common musculoskeletal medications.· Identify priority actions for adults who have an alteration in musculoskeletal function.· Describe the use of therapeutic communication to

advocate for and provide patient and family teaching to patients who have musculoskeletal disorders.

## MODULE V PATIENT-CENTERED CARE OF ADULT PATIENTS WHO HAVE ALTERATIONS IN GASTROINTESTINAL FUNCTION

Module V Objectives:

1. Independently review the normal anatomy and physiology of the gastrointestinal system.
2. Independently review the etiology and pathophysiology of selected gastrointestinal disorders. · GERD· Peptic ulcer disease· Dumping syndrome· Crohn's Disease· Diverticulosis/diverticulitis · Chronic ulcerative colitis· Small bowel obstruction/Paralytic ileus
3. Apply knowledge of pathophysiology and anatomy and physiology when planning patient-centered care for the patient who has an alteration in gastrointestinal function. Describe a complete assessment for the patient who has an alteration in gastrointestinal function. List the risk factors, including generic, for selected gastrointestinal disorders. · Identify patient history, physical assessment data, and learning needs specific to the care of patients who have selected gastrointestinal disorders.· List the clinical manifestations of selected gastrointestinal disorders. · Identify common laboratory and diagnostic tests used to evaluate gastrointestinal function. Identify special considerations that apply to elderly patients who have an alteration in gastrointestinal function.
4. Utilize the nursing process and critical thinking to describe the role of the nurse in providing safe, ethical, and legal patient-centered care to culturally diverse patients who have an alteration in gastrointestinal function.· Discuss the collaborative management of patients who have selected gastrointestinal disorders· Discuss the nursing care of patients who have selected gastrointestinal disorders and patients undergoing gastrointestinal diagnostic testing.· Discuss care interventions for patients receiving common gastrointestinal medications.· Identify priority actions for adults who have an alteration in gastrointestinal function.· Describe the use of therapeutic communication to advocate for and provide patient and family teaching to patients who have an alteration in gastrointestinal function.

## MODULE VI PATIENT-CENTERED CARE OF ADULT PATIENTS WHO HAVE ALTERATIONS IN NEUROLOGICAL FUNCTION

### Module VII Objectives:

1. Independently review the normal anatomy and physiology of the neurological system.
2. Independently review the etiology and pathophysiology of selected neurological disorders. · Cerebral vascular disorders) Transient ischemic attack (TIA)ii) Cerebral vascular accident (CVA)· Multiple sclerosis· Parkinson's Disease· Myasthenia gravis
3. Apply knowledge of pathophysiology and anatomy and physiology when planning patient-centered care for the patient who has an alteration in neurological function.
4. Describe a complete assessment for the patient who has neurological disease. List the risk factors, including genetic, for selected neurological disorders. · Identify patient history, physical assessment data, and learning needs specific to the care of patients who have selected neurological disorders. · List the clinical manifestations of selected neurological disorders.· Identify common laboratory and diagnostic tests used to evaluate neurological function.
5. Identify special considerations that apply to elderly patients who have an alteration in neurological function.
6. Utilize the nursing process and critical thinking to describe the role of the nurse in providing safe, ethical, and legal patient-centered care to culturally diverse patients who have an alteration in neurological function.· Discuss the collaborative management of patients who have selected neurological disorders· Discuss the nursing care of patients who have selected neurological disorders and patients undergoing neurological diagnostic testing.· Discuss care interventions for patients receiving common neurological medications.· Identify priority actions for adults who have an alteration in neurological function.· Describe the use of therapeutic communication to advocate for and provide patient and family teaching to patients who have neurological disease.

