

**CLARENDON COLLEGE  
VOCATIONAL NURSING  
VNSG 1429 MEDICAL SURGICAL I**

**Division of Workforce**

**Course: VNSG 1429**

**Credit Hours: 4**

**Semester: Summer 2019**

**Contact Hours per Semester: 64**

**Classroom Location:**

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

**Phone:** (806) 665-8801 ext. 138

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

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

**Instructors:**

**Pampa Campus – Auvenshine Bldg Pampa, Texas**

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**Childress Campus - 1902 Ave G NW, Childress, TX 79201**

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

**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.

**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.

## **Learning Outcomes: (DEC)**

The DEC competencies are fully integrated throughout the curriculum for the VN 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.

### **A. Member of Profession:**

The student will:

1. Discuss accountability for own nursing practice
2. Describe standards from the Texas Nursing Practice Act, National Standards of Practice and National Federation of Licensed Practical Nurses Code of Ethics to provide quality nursing care to patients and their families across the lifespan
3. Apply nursing theory and models of critical thinking to nursing care
4. Demonstrate behaviors that promote the development and practice of vocational nursing
5. Act as an advocate in nursing activities that focus on improving the healthcare of patients
6. Identify principles of self-evaluation in nursing care
7. Describe aspects of professionalism including attention to appearance and demeanor
8. Explain principles of therapeutic communication to provide nursing care

### **B. Provider of Patient-Centered Care:**

The student will:

1. Using the nursing process systematically, discuss care of patients and their families including the VN scope of practice in focused assessment, planning, implementation and evaluation including documentation
2. Identify the influence of nursing theories and theorists have on current nursing practice
3. Describe lifespan development and common situational variables affecting learning such as stress, pain and fear
4. Identify methods and foundational principles to prioritize patient care
5. Discuss the role of clinical reasoning
6. Discuss the role of the vocational nurse in community health nursing
7. Identify the role of evidence based practice in nursing care
8. Identify data from resources from scientifically valid sources
9. Discuss anatomy and physiology; including growth and development for patients across the lifespan
10. Describe fundamental principles of disease prevention and health promotion for patients across the lifespan, including factors that contribute to the maintenance of health
11. Discuss interventions to support the patient and their family during life stages, including end of life care
12. Identify common diseases and therapies across the lifespan
13. Discuss introductory topics related to patients with multiple healthcare problems
14. Differentiate abnormal from normal health data of patients
15. Identify admission and discharge steps for patients

16. Discuss basic physiological and mental health aspects of nursing interventions
17. Discuss the special considerations for a patient in each stage of growth and development across the lifespan related to physical, mental, and emotional changes
18. Identify and discuss factors that affect safety
19. Discuss the role of the vocational nurse in patient education and established teaching plans
20. Recognize the elements of a comprehensive and focused assessment
21. Discuss the use of teaching plans related to assessment and interventions for patients across the lifespan
22. Discuss major developmental theories and theorists related to growth and development
23. Identify basic nutrients and discuss their role in growth and development and health maintenance

### **C. Patient Safety Advocate:**

The student will:

1. Discuss the National Standards of Nursing Practice and Texas Nursing Practice Act in relation to delivery of patient care
2. Practice Act in relation to delivery of patient care
3. Discuss utilization of principles of patient safety to deliver patient care
4. Discuss the role of the nurse in safety and risk management
5. Discuss scope of practice in providing a safe environment in a healthcare facility

### **D. Member of the Healthcare Team:**

The student will:

1. Discuss communication techniques between the patient, family and healthcare team
2. Identify principles of intrapersonal conflict management, problem solving, data collection, and basic time management skills
3. Describe contribution of evidence based practice in the role of healthcare
4. Discuss strategies to identify and deal with situational change
5. Identify an individual's responsibility for quality of nursing care
6. Discuss the role of patient advocacy, quality improvement, and responsibility of nursing care
7. Discuss work setting and major community resources available to assist in decision making
8. Identify referrals for a patient to enhance continuity of care
9. Define the function of the interdisciplinary team
10. Explain issues in current treatment modalities of healthcare
11. Define the role of the family and significant others in providing support to the patient
12. Discuss the influence evidence based practice has on the healthcare delivery system and quality improvement
13. Discuss costs as it relates to healthcare
14. Examine organizational and local resources for health promotion, maintenance, and restoration
15. Identify the role of the chain of command in various healthcare settings
16. Identify the relationship of safety related to the planning of nursing care
17. Demonstrates knowledge of reliable online sites for quality healthcare data

18. Demonstrates technology skills including word processing, email, and accessing multiple online resources

**E. Essential Competencies:**

The student will:

1. Exhibit a positive attitude in participating in class activities or in patient care activities on time, safely, and correctly.
2. Solve problems and build employability skills such as positive attitude, critical thinking skills, work ethic and teamwork
3. Develop critical thinking skills to identify methods, requirements, and standards to enhance patient care and healthcare delivery.
4. Participate in teamwork activities that foster a positive learning environment in the classroom and/or clinical that, promotes health restoration through nursing care and teaching.
5. Demonstrate positive work ethics through application of values and morals consistent with the nursing profession in all activities of the nursing program.

**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.

**A. Member of Profession:**

The student will:

1. Discuss OSHA standards and protocols

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

The student will:

1. Using concepts from basic science, identify how pharmacotherapeutic agents work in the body
2. Identify medical abbreviations associated with medication administration
3. Discuss properties, effects, and basic principles underlying the use and administration of pharmacotherapeutic agents
4. Identify the effects of misuse of prescription and nonprescription medications and other substances
5. Describe the major classifications of pharmacotherapeutic agents

**C. Patient Safety Advocate:**

The student will:

1. Describe the process for clarifying orders or treatment regimens that may be inaccurate, non-efficacious, contraindicated, or otherwise harmful to the patient
2. Use standardized reports for documenting and reporting reactions and untoward effects to medications clearly and accurately communicate the same to other healthcare professionals

**D. Member of the Healthcare Team:**

The student will:

1. Identify and discuss the role of the medication assistant, nurse, and other healthcare team members in medication administration
2. Discuss issues in current pharmacological treatment modalities
3. Discuss accountability of the vocational nurse in medication administration
4. Examine the cost of pharmacological healthcare regimens
5. Demonstrates knowledge of reliable online sites for quality healthcare data
6. Identify principles of intrapersonal conflict management, problem solving, data collection, and basic time management skills
7. Identify issues in current pharmacological treatment modalities including costs
8. Participate in discharge teaching relating to medication administration and dosage regime in lab exercises and simulation

**E. Essential Competencies:**

The student will:

1. Solve problems and build employability skills such as positive attitude, critical thinking skills, work ethic and teamwork
2. Exhibit a positive attitude in participating in class activities or in patient care activities on time, safely, and correctly
3. Use critical thinking skills to identify methods, requirements, and standards to enhance patient care and healthcare delivery
4. Participate in teamwork activities that foster a positive learning environment in the classroom and/or clinical that promote health restoration through nursing care and teaching
5. Demonstrate positive work ethics through application of values and morals consistent with the nursing profession in all activities of the nursing program
6. Explore changes in health care impacting individual, community, and organizational related to economic, regulatory, and governmental trend

**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.

**Statement of Purpose:**

VNSG 1429 Medical-Surgical I partially satisfies the requirement for the vocational nursing certificate at Clarendon College.

**Required Instructional Materials:**

**Textbooks:**

deWit, S. C. (2009). Medical Surgical Nursing: Concepts and Practice, (3rd ed.) St. Louis, MO: Saunders-Elsevier

deWit, S. C. (2009). Student Workbook for Medical Surgical Nursing: Concepts and Practice, (3rd ed.) St. Louis, MO: Saunders-Elsevier

deWit, S. C. (2009). Virtual Excursion Workbook for Medical Surgical Nursing: Concepts and Practice, (3rd ed.) St. Louis, MO: Saunders-Elsevier

deWit, S. C. (2009). Adaptive Quizzing for Medical Surgical Nursing: Concepts and Practice, (3rd ed.) St. Louis, MO: Saunders-Elsevier

**Other Relevant Materials:**

Nurses Drug Handbook

**Student Requirements:** The student shall:

1. Demonstrate accurate dosage calculation;
2. Identify the principles of medication administration safety;
3. Outline the elements of accurate documentation of medication administration.

**Methods of Instruction:**

Lectures	required reading	written assignments
Quizzes	classroom discussions	small group work
Audio-visual aids	demonstrations	return demonstrations

**Grading Policies:**

Exam 1	15%
Exam 2	15%
Exam 3	15%
Exam 4	15%
Remediation	05%
End of Course Exam	10%
Final Exam	20%

**Grading Scale:**

**A = 90-100**

**B = 81-89**

**C = 78-80**

**D= 68-77**

**F = Below 67**

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

**ATI Conversion Chart**

<b>ATI Level</b>	<b>ATI Score</b>	<b>Conversion</b>
Level 3 Major	83.1 and above	100
Level 3 Minor	76-83	94
Level 2 Major	69.1-75.9	88
Level 2 Minor	62.0-69	84
Level 1 Major	55.1-61.9	78
Level 1 Minor	48.0-55	72
Below Level 1	47.9 and below	60

**PN CONTENT MASTERY SERIES 2017 PROFICIENCY LEVEL DEFINITIONS\***

BELOW LEVEL 1 - A student meeting the criterion for Proficiency Level 1 is does not meet NCLEX-PN® standards in this content area and does not meet the absolute minimum expectations for performance in this content area.

LEVEL 1 - A student meeting the criterion for Proficiency Level 1 is expected to just meet NCLEX-PN® standards in this content area, should demonstrate the minimum level of knowledge in this content area required to support academic readiness for subsequent curricular content and should meet the absolute minimum expectations for performance in this content area.

LEVEL 2 - A student meeting the criterion for Proficiency Level 2 is expected to readily meet NCLEX-PN standards in this content area, should demonstrate a level of knowledge in this content area that more than adequately supports academic readiness for subsequent curricular content and should exceed minimum expectations for performance in this content area.

LEVEL 3 A student meeting the criterion for Proficiency Level 3 is expected to exceed NCLEX-PN standards in this content area, should demonstrate a high level of knowledge in this content area that confidently supports academic readiness for subsequent curricular content and should exceed most expectations for performance in this content area.

## Remediation

Remediation will be required after exams 1-4. Remediation will be determined by the student's individual needs and/or the scale below. The LVN Coordinator will meet with the student via phone or email after each exam if further remediation is required or recommended than listed below. **Remediation is the responsibility of the student.** Remediation must be completed within 7 days after the exam grade is posted in the student portal. **REMEDICATION IS REQUIRED AFTER EACH EXAM to satisfactorily complete VNSG 1429.**

### Remediation Requirements for Exams 1-3: Evolve Adaptive Quizzing

A = 90-100 – Complete 5 questions assigned from Evolve Adaptive Quizzing

B = 81-89 – Complete 10 questions assigned from Evolve Adaptive Quizzing

C = 78-80 – Complete 15 questions assigned from Evolve Adaptive Quizzing

D & Below - 77 & Below – Complete 20 questions assigned from Evolve Adaptive Quizzing

**\*\*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!!

Exams will be given on designated days. Make-up exams may be given at the discretion of the instructor. You must contact your instructor to schedule a make-up exam.

A student's final grade will be made available through Campus Connect at Clarendon College's website.

Classroom Conduct 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. Cheating and plagiarism are grounds for immediate dismissal from the program. 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:**

Clarendon College provides reasonable accommodations for persons with temporary or permanent disabilities. Should you require special accommodations, notify the Office of Student Services (806-874-3571 or 800-687- 9737). We will work with you to make whatever accommodations we need to make.

**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 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.

**Attendance, 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>

WEEK	COURSE OBJECTIVES	LEARNING ACTIVITIES
1	<p><b>Chapter 1: Caring for the 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</li> </ul>	<p><b>Lecture/Discussion</b> Case Studies</p>

	<p>nursing.</p> <p>C. Correlate the nurse practice act and the standards of practice for the LPN/LVN that guide the practice of each nurse.</p> <p><b>Chapter 2: Critical Thinking and the Nursing Process</b></p> <p>A. Illustrate how critical thinking affects clinical judgment.</p> <p>B. Explain what characteristics are necessary to think critically.</p> <p>C. Correlate how problem solving and decision making are a part of critical thinking.</p> <p><b>Chapter 3: Fluids and Electrolytes</b></p> <p>A. Explain the various functions fluid performs in the body.</p> <p>B. Describe the body's mechanisms for fluid regulation.</p> <p>C. Review three ways in which body fluids are continually being distributed among the fluid compartments.</p> <p>D. Distinguish the signs and symptoms of various electrolyte imbalances.</p> <p>E. Discuss why the older adults have more problems with fluid and electrolyte</p>	
2	<p><b>Chapter 4: Care of the Preoperative and Intraoperative Patient</b></p> <p>A. Discuss the advantages of current technological advances in surgery.</p> <p>B. Explain the preparation of patients physically, emotionally, and psychosocially for surgical procedures.</p> <p>C. Identify the types of patients most</p>	<p><b>Lecture/Discussion</b> Study Groups - HSSC</p>

at risk for surgical complications and state why each patient is at risk.

**Chapter 5: Care of the Postoperative Patient**

- A. Describe the care of the patient in the postanesthesia care unit (PACU).
- B. Compare differences in the patient undergoing general anesthesia and spinal anesthesia.
- C. Formulate a plan of care for a postoperative patient returning from the PACU.
- D. Discuss measures to prevent postoperative infection.
- E. Prioritize measures to promote safety for the postoperative patient.

**Chapter 6: Infection Prevention and Control**

- A. Analyze the factors that increase the risk of infection.
- B. Discuss how the body uses its natural defensive mechanisms to protect against infection.
- C. Explain how fever plays a role in the prevention of infection.
- D. Describe the classic signs of infection.

**Chapter 7: Care of the Patient with Pain**

- A. Review the gate control theory of pain and its relationship to nursing care.
- B. Demonstrate an understanding of the current view of pain as a specific entity requiring appropriate intervention.
- C. Compare nociceptive pain and

	<p>neuropathic pain and nursing care for each.</p> <p><b>Chapter 8: Care of Patients with Cancer</b></p> <ul style="list-style-type: none"> <li>A. Analyze organization of neoplastic (abnormal tissue) growth.</li> <li>B. Identify at least five factors that may contribute to the development of a malignancy.</li> <li>C. List at least four practices that can contribute to prevention and early detection of cancers.</li> <li>D. Include the recommendations of the American Cancer Society (ACS) for routine checkups and detection of cancers into patient education.</li> </ul>	
3	<b>EXAM 1 – Chapters 1-8</b>	<b>EXAM</b>
3	<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 immobility.</li> <li>C. Describe the effect of immobility on each of the major systems of the body.</li> </ul> <p><b>Chapter 10: The Immune System and Lymphatic System</b></p> <ul style="list-style-type: none"> <li>A. Describe the body’s innate (natural) immune response.</li> <li>B. Compare and contrast the characteristics of innate and acquired immunity.</li> <li>C. Describe the role of the lymphatic system in the immune response.</li> <li>D. Identify the various ways in which immunity to disease occurs.</li> </ul> <p><b>Chapter 11: Care of Patients with Immune and Lymphatic Disorders</b></p> <ul style="list-style-type: none"> <li>A. Discuss the key differences between primary and acquired immune deficiency disorders.</li> </ul>	<p><b>Lecture/Discussion</b></p> <p>Case Studies</p>

	<ul style="list-style-type: none"> <li>B. Summarize the ideal actions of therapeutic immunosuppressive drugs.</li> <li>C. Illustrate the modes of transmission for HIV.</li> <li>D. Discuss how pre-exposure prophylaxis reduces the risk of contracting HIV.</li> </ul>	
4	<p><b>Chapter 12: The Respiratory System</b></p> <ul style="list-style-type: none"> <li>A. Describe the structure and function of the respiratory system.</li> <li>B. Analyze three causative factors related to disorders of the respiratory system.</li> <li>C. Summarize nursing responsibilities for patients undergoing diagnostic tests and procedures for disorders of the respiratory system.</li> <li>D. Provide instructions to patients on measures to prevent long-term problems of the respiratory system.</li> </ul> <p><b>Chapter 13: Care of Patients with Disorders of the Upper Respiratory System</b></p> <ul style="list-style-type: none"> <li>A. Recognize symptoms of disorders of the sinuses, pharynx, and larynx.</li> <li>B. Describe the postoperative care for the patient undergoing a rhinoplasty.</li> <li>C. List emergency measures for the patient with an airway obstruction.</li> <li>D. Review a nursing care plan for the patient who had a laryngectomy.</li> <li>E. Analyze safety factors to be considered when caring for the patient with a tracheostomy.</li> </ul> <p><b>Chapter 14: Care of Patients with Lower Respiratory Infections</b></p> <ul style="list-style-type: none"> <li>A. Compare and contrast commonalities and differences in nursing care for patients with bronchitis, influenza, pneumonia, empyema, and pleurisy.</li> </ul>	<p><b>Lecture/Discussion</b>  <b>HSSC-ATI Practice Exams</b></p>

	<p>B. List nursing interventions appropriate for care of patients with nursing diagnoses of Ineffective airway clearance, Ineffective breathing pattern, Impaired gas exchange, and Fatigue related to hypoxia.</p>	
<p>5</p>	<p style="text-align: center;"><b>EXAM 2 – Chapters 9-14</b></p> <p style="text-align: center;">-----</p> <p><b>Chapter 15: The Hematologic System</b></p> <p>A. Describe 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. Discuss factors that can alter the function of the hematologic system.</p> <p>D. Identify 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. Discuss the general principles of antibiotic therapy</p> <p>B. List the most commonly used antiseptics and disinfectants</p> <p>C. Discuss the pros and cons of antibiotic use with attention to the overuse or abuse of antibiotics and development of drug resistance</p> <p><b>Chapter 17: The Cardiovascular System</b></p> <p>A. Describe the normal anatomy and physiology of the cardiovascular system.</p> <p>B. Discuss the risk factors and incidence of cardiovascular disease.</p> <p>C. Explain ways to modify risk factors for the development of</p>	<p><b>EXAM</b></p> <p><b>Lecture/Discussion</b></p>

	<p>cardiovascular disease.</p> <p>D. State ways in which nurses can contribute to the prevention of cardiovascular disease.</p> <p>E. Describe the diagnostic tests, specific techniques, and procedures for assessing the cardiovascular system.</p> <p>F. Identify three likely nursing diagnoses for patients who have common problems of cardiovascular disease and list the expected outcomes and appropriate nursing interventions for each.</p>	
6	<p><b>Chapter 18: Care of Patients with Hypertension</b></p> <p>A. Explain the pathophysiology of hypertension.</p> <p>B. Identify the complications that can occur as a consequence of hypertension.</p> <p>C. Briefly describe the treatment program for mild, moderate, and severe hypertension.</p> <p>D. Contrast the pathophysiology of arteriosclerosis with that of atherosclerosis.</p> <p>E. Review four factors that contribute to peripheral vascular disease.</p> <p><b>Chapter 19: Care of Patients with Cardiac Disorders</b></p> <p>A. Compare left-sided and right-sided heart failure.</p> <p>B. Discuss treatment of systolic and diastolic heart failure.</p> <p>C. Describe the nursing assessment specific to the patient who is</p>	<p><b>Lecture/Discussion</b> Case Studies</p>

	<p>admitted with congestive heart failure.</p> <p>D. Identify life-threatening heart rhythms from a selection of cardiac rhythm strips.</p> <p><b>Chapter 20: Care of Patients with Coronary Artery Disease</b></p> <p>A. Discuss the causes of coronary artery disease.</p> <p>B. Describe the pathophysiology of coronary artery disease.</p> <p>C. Outline nursing interventions to care for a patient experiencing angina, including medication administration and patient teaching.</p> <p>D. Discuss the pathophysiology of myocardial infarction (MI).</p>	
7	<b>ATI Practice Exams/Remediation</b>	<b>HSSC – ATI Practice Exams</b>
8	<p style="text-align: center;"><b>EXAM 3</b></p> <p style="text-align: center;">-----</p> <p><b>Chapter 21: The Neurologic System</b></p> <p>A. Define the vocabulary particular to problems of the nervous system.</p> <p>B. Discuss the differences in the action of sympathetic and parasympathetic nervous systems.</p> <p>C. Identify four specific ways in which a nurse can contribute to preventing neurologic disorders.</p> <p><b>Chapter 22: Care of Patients with Head and Spinal Cord Injuries</b></p> <p>A. Describe the types of injuries that result from head trauma.</p> <p>B. Compare and contrast the signs and symptoms of subdural hematoma and epidural hematoma.</p> <p>C. Explain why an epidural</p>	



	<p>hematoma causes an emergency situation.</p> <p>D. Discuss the type of procedure performed to relieve a subdural hematoma.</p> <p>E. Illustrate the pathophysiology of increasing intracranial pressure in a patient who has experienced a severe head injury.</p> <p>F. Identify the reasons why an older person is more at risk for an intracranial bleed from a head injury.</p>	
9	<p><b>ATI EOC (PHARMACOLOGY EXAM)</b> -----</p> <p><b>Chapter 23: Care of Patients with Disorders of the Brain</b></p> <p>A. Describe 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 thrombotic stroke and intracerebral bleed.</p> <p>D. Devise a nursing care plan for the patient who has had a cerebrovascular accident (CVA, stroke).</p> <p><b>Chapter 24: Care of Patients with Peripheral Nerve and Degenerative Disease</b></p> <p>A. Compare and contrast the pathophysiology of Parkinson’s disease and myasthenia gravis.</p> <p>B. Discuss treatments for Parkinson’s disease.</p> <p>C. Describe the nursing care needed</p>	TIME TBA

	<p>for the patient with Parkinson’s disease.</p> <p>D. Explain why multiple sclerosis might be difficult to diagnose.</p> <p>E. Devise a home care plan for the patient with multiple sclerosis.</p>	
10	<p style="text-align: center;"><b>EXAM 4</b></p> <p style="text-align: center;">-----</p> <p><b>Chapter 25: The Sensory System: Eye and Ear</b></p> <p>A. Identify ways in which nurses can help patients preserve their sight and hearing.</p> <p>B. Identify signs and symptoms of eye and ear problems.</p> <p>C. Discuss tests and examinations used to diagnose eye and ear disorders.</p> <p>D. Perform nursing activities associated with assessing the eye and ear.</p> <p>E. Use the nursing process for patients with disorders of the eye or ear.</p> <p><b>Chapter 26: Care of Patients with Disorders of the Eye and Ear</b></p> <p>A. Discuss errors of refraction and their treatment.</p> <p>B. Compare measures used to provide assistance after a chemical eye burn and those for an eye injury with a foreign object.</p>	
11	<b>Final Review Q&amp;A</b>	
12	<b>FINAL EXAM</b>	