

PENN VALLEY COMMUNITY COLLEGE
PRACTICAL NURSING PROGRAM
COURSE SYLLABUS

COURSE TITLE: Urinary System

COURSE NUMBER: PNUR 138

COURSE PLACEMENT: Second or Third Semester of a three semester Program

CREDIT HOURS: 9.0 Lecture hours; 4.0 Laboratory hours; 1.0 = 150 clock hours
Clinical hours; 4.0 = 120 clock hours

COURSE DESCRIPTION: This course prepares the student to care for the adult client with needs ranging from simple to complex, in a variety of settings. Concepts are presented by body systems, with common diseases and disorders, their causes, symptomatology, and treatments being emphasized. The nursing process is utilized to identify nursing problems and then to implement nursing interventions to meet clients needs. Pharmacology, nutrition and care of the elderly are integrated as theory content and includes in the clinical application.

PREQUISITES: Successful completion of PNUR 100; PNUR 102, unless waived, PNUR 103 PNUR 104, unless waived and PNUR 110. The minimum grade in the preceding course must be "C", which is a 75%.

EXPECTED STUDENT OUTCOMES:

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

1. recall the body structure and functioning of each system.
2. describe common diseases and disorders of each system.
3. identify common diagnostic tests and procedures.
4. evaluate the impact of medications as treatment measure for the common disease and disorder.
5. correlate the impact of social, spiritual, cultural and environmental factors on dietary needs of the adult client in health and illness.
6. utilize the nursing process to holistically identify individual and/or community needs related to rehabilitation, maintenance, restoration of independence and /or support for a peaceful death.
7. provide client support psychologically, spiritually and by meeting the educational needs.
8. identify the benefits of continuing education as a mechanism to maintain competence with in the profession.
9. accurately communicate and document with the clients, faculty and team members.
10. analyze ethical and legal issues when providing care for the adult client.
11. demonstrate safe and competent nursing care of the adult client.

ASSESSMENT MEASURES: Written examinations and quizzes, final examinations, written projects, group activities, demonstrations, and clinical evaluations are used to measure success in this course.

Units:	Community	Clock Hours	12	Theory	2	Lab	10
	Integumentary		20		15		5
	Musculoskeletal		22		17		5
	Gastrointestinal		28		23		5
	Special Senses		22		17		5
	Reproduction		22		17		5
	Urinary		24		19		5

Integrated into the units are:

Pharmacology: system are discussed with regard to common medications affecting them.

Nutrition: diets pertinent to the treatment of diseases and disorders in the unit are presented.

Care of the Older Adult: assessment, treatment and adjustment of interventions are considered.

Community Nursing: nursing care of the client in the home/community setting is discussed.

Cultural Diversity: care of the client in each unit is taught based on individual needs.

Fundamentals of Practical Nursing: skills pertinent to the unit taught are reviewed.

”Lab time is defined....to mean ‘any participatory learning experience designed for the student outside the lecture format. Lab time may take place in the nursing lab, the TLC, etc. with a variety of formats used including computer programs, skill practice, films, worksheets, etc.”

(from curriculum revision, 2/00)

TEXTBOOKS:

Smeltzer, S.C., & Bare, B.G. (2004) Brunner and Suddarth’s Textbook of Medical-surgical Nursing (10th ed.) Philadelphia: Lippincott Williams & Wilkins.

Potter and Perry (2001), Fundamentals of Nursing. (6th ed) St. Louis, Mo: Mosby.

Thibodeau, G.A., & Stock, K.T. (2004). Structure and Function of the Body (12th ed) St. Louis, Mo: Mosby.

Lilley, L. L., & Aucker, R. S. (2005). Pharmacology and the Nursing Process (4th ed.). St. Louis: Mosby.

OVER REVIEW OF REQUIREMENTS: Theory is correlated with clinical practice. As much as possible, students are assigned to patients with disease of disorders being discussed in the theory. Students must have a 75% average or higher in theory, as well as a “pass” for the clinical rotation. If either theory or clinical portions are below the required levels, both must be repeated (review handbook).

TEACHING METHODS: This course is taught by lecture, discussion, group projects and written assignments. Audiovisual material will supplement lecture. Clinical observation and experience, along with Nursing Arts lab practice will allow students to apply theory to the clinical setting.

THEORY REQUIREMENTS: A final course grade is based on the total points from each unit. An absolute 75% of the total points possible must be achieved in the course. Written examinations in the form of quizzes and final examination, projects and group activities along with clinical evaluations may be used to measure success in this course.

1. Written quizzes and final exams will be assessed points.
2. No final grade will be recorded until all written work is completed as assigned.

The final course grade is based on test points.

Exams An exam is 25 questions or more.

Quizzes (less than 25 questions) **Pop Quiz Are Not Made up.**

Written **assignments**(or written work, i.e. assessments or care plans)

Lab, Group work and projects, TLC work.

Please use black board to view the breakdown. As we go through course the total in grades on blackboard will always reflect the accurate % for your overall grade in this course.

The grading scale is as follows:

A	92 – 100 %
B	84 – 91 %
C	75 – 83 %

You must have at least 75 % to pass this course and continue on in the program.

CLINICAL REQUIREMENTS: The clinical component of the course is graded on a PASS/FAIL basis. The Student must pass the clinical component in order to receive a transcript grade for the course. If the student fails the clinical rotation, the grade for the course will be transcribed as an “D”. The student must meet at least 75% of the clinical with a 2 or 3(25 % are critical criteria which must receive a 2 or 3), to pass the clinical rotation.

Definition of the clinical criteria evaluation:

- 0 – fails to meet expected criteria
- 1 – below average: performs below acceptable knowledge base of what would be expected for the student's current level
- 2 – average: performs at the expected level in the program
- 3 – above average: consistently exceeds what would be generally expected at the student's current level

A student in the Practical Nursing Program is expected to give safe, effective client centered nursing care *with increasing skill and understanding* as s/he progresses through the program. All students are expected to achieve the clinical objectives and meet the criteria at a satisfactory performance level.

The student is expected to be present and on time to pre- and post- clinical conference. Attendance implies that the student is able to participate in class and perform clinical duties. Absence from the clinical setting may mean that the instructor may not be able to evaluate the student's performance of the clinical criteria. The student will be expected to complete clinical paperwork on time. This includes, but not limited to, textbook picture, nursing care plans, physical assessments, and medication sheets. Medication information should be able to verbalize understanding of the medication and relationship to client care.

A student who is not adequately prepared for clinical assignment at the clinical facility, is not in compliance with the dress code, or is not in good health will not be permitted to give client care. The student may be sent to The Learning Center or home at the instructor's discretion and this will count as absent time. All students are required to have an instructor present when performing nursing procedures in order to safeguard the welfare of the client, as well as to protect the nursing student. Nursing procedures will be performed under the supervision or approval of the instructor.

If you need any assistance, you may make an appointment with your instructor. Voice mail in the office: 816-482-5082 in the event of classroom absence, or need for an appointment.

REFER TO STUDENT HANDBOOK FOR POLICIES: i.e. attendance, grading, testing, expected behavior and program progression, etc

The Metropolitan Community College complies with the American With Disabilities Act. If you need any accommodation due to a documented disability, please contact Connie Spies, Campus Center, room 221, (voice) 816-759-4152 or her secretary Christian Parsons (816) 759-4089). If you need to use a text phone, please use the Missouri relay 1-800-735-2966 to leave a message and connie will call with a text telephone.

ADULT I GUIDELINES

1. It is expected that the student will be present at the time designated for the class to begin and will remain during the entire class period, unless it is an emergency, so that the class will not be interrupted or disrupted for the other students. Classroom attendance will be kept by the instructor. Any time out of the classroom or designated area for lab during assigned time is considered absent time.
2. Participants are expected to be considerate of fellow students and the instructor. Comments to the other students should be reserved for class breaks in order not to interfere with the attention of the classmates. If a comment would benefit the whole class, a raised hand will be acknowledged so the information may be shared. Questions for general clarification will be honored, if a question is for personal use please reserve that for break time.

***As adults, participants are expected to care for their own needs: i.e. have "kleenex", cough suppressants, use bathroom during breaks, (unless in a dire emergency). Please consider the effect of the disruption, especially when there are so many individuals involved.

Breaks will be given periodically so that students may use the restroom, and obtain a drink. Please do not eat during lecture as it is rude to your peers and distracting to the instructor who is trying to lecture

3. Student may schedule time for assistance with the instructor. Please, seek clarification and assistance early in the course to salvage a "waning" grade.
4. Plan! Read assigned material prior to class- this will aide comprehension of the Information. Utilize resources : internet, reference materials, periodicals- these will enhance preparation (not internet solely).

Refer to student handbook regarding policies for tests, (pg 23). A make up test may be in any form at the discretion of the Instructor. Directions for scheduling a make up test with the instructor as stated in the handbook will be honored.

5. Directions for test-taking: Review these will apply to the entire course.
 - a) Have a # 2 pencil and a "good" eraser available for the use during tests. If erasures are not complete and the test is scored by Scantron, the response may be counted wrong.
 - b) Remove all items, other than pencil(s) and eraser from the top of the desk(table)
 - c) There will be NO talking or conversation from the time the scantrons and test booklets are passed out..
 - d) Write name. Date and subject on the scantron in the designated area. If you are writing on the test as instructed , write your name in the right corner. 2 points will be deducted if name is not on paper.

- e) Do not write on the test booklet.
- f) Follow directions carefully for all responses, especially completion items.
Usually these are to be written on the back of the scantron on the reverse side of the answer sheet. Occasionally a separate sheet of paper may be necessary and will be provided. If “scratch” paper is needed for math calculations it will also be provided. Write your name on the upper right hand corner and turn in with your test.
- g) 2 points will be deducted if you do not follow directions.

6. Grades:

- a) Points will be awarded for each correct answer on exams.
- b) Points will be given for assignments if the assignment is designated a point value when made.
Thus assignments may be made for the enhancement of learning with no point value allocated. i.e. LS2000 assignments would enhance learning; students are to complete; no point values is allocated. Assignment value will be made when the assignment is made.
- c) Students should track their own points on the “blackboard”. If an error is noted, please talk with the instructor immediately. There will be no changes, if not made in the first 24 hours after receiving the test back. All tests will be kept in a file in the office. You may review your file with your instructor by appointment
All grades will be in the computer (“Blackboard” after you have looked at the test and returned it.) If you do not turn it in, it will not be recorded. If you wish to challenge a question you may do so in writing and it will be considered and a result will be given to you in 48 hours. Because of the time constraints, we will not use class time to review but you may see your scantron and a test with the instructor on breaks, lunch or after school.
- d) All assigned materials are to be completed and turned in to the instructor on a timely basis. If a paper is late, 10 points will be deducted per day it is late. If a paper is 3 days late it will be an automatic 0 points with out exception. Only emergency situations will be considered for the exception and prior notification will be necessary.
- e) Grievance policy procedures are stated in the student handbook.

PENN VALLEY COMMUNITY COLLEGE
PRACTICAL NURSING PROGRAM
UNIT SYLLABUS
Gastrointestinal System Syllabus

COURSE TITLE: Nursing of the Adult I

COURSE NUMBER: PNUR 138

UNIT TITLE: Gastrointestinal System

UNIT HOURS: 28 hours

UNIT DESCRIPTION: This unit includes a review of the structure and function of the alimentary tract. It provides an overview of diseases and/or disorders affecting the system with attention to etiology, signs/symptoms, diagnostic tests, medications, diet therapy, and medical-surgical management of the conditions. This unit utilizes the nursing process to assess, plan, implement and evaluate nursing care of clients with gastrointestinal diseases and/or disorders.

UNIT OBJECTIVES: Upon satisfactory completion of this unit, the student through verbal/written communication and /or performance will be able to:

1. review the structure and function of the gastrointestinal system (GI).
2. describe general nursing care of a client with a disorder of the GI system.
3. state the action, usual dose, side effect, and nursing implications of medications used in treating GI disorders.
4. list special dietary considerations for the client with GI disorders/diseases.
5. describe diagnostic procedures used with disorders of the GI systems.
6. recall signs and/or symptoms and treatment of the following group of disorders: functional; inflammatory. Upper GI; lower GI; accessory structures; cancer of the GI systems.

GASTROINTESTINAL UNIT LESSON OBJECTIVES

Lesson 1: Anatomy & Physiology of the Gastrointestinal System

1. Match terms to definitions.
2. List practices which maintain a healthy digestive system.
3. Discuss the anatomy of the digestive/alimentary tract.
4. Describe the layers of the gastrointestinal system and the physiology of each
5. Relate the physiology, mechanical and chemical, of the gastrointestinal system.

Lesson 2: Diagnostic tests for the conditions of the GI System

1. identify the more common tests used to diagnose conditions of the GI systems
radiographs: UGI; small bowel, barium enema, endoscopic tests, blood test, gastric analysis, fecal analysis, others included.
2. relate nursing interventions for each of the diagnostic test.

Lesson 3: Medications.

1. describe classifications affecting the GI system: antacids; antiulcer agents-
proton pump inhibitors; cytoprotective agents, anticholinergics, antidiarrheals;
antiemetics; antibiotics; antifungals; laxatives; flora modifiers.
2. review administration of medications orally; per enteral feeding tubes;
suppository.
3. match drugs to their appropriate classifications.

Lesson 4: Assessment and Care of Patient with Diseases & Disorders of the GI system

1. relate health habits that promote digestion.
2. select nursing diagnosis and interventions relating to GI disorders.
3. discuss nursing management of the more common GI disorders.

Lesson 5: Common Disorders

1. match terms to definitions.
2. define each condition, including sign & symptoms, etiology, diagnostic measures,
medical management and nursing interventions.
3. relate predisposing factors of disorder of the GI system.
4. discuss nursing management of the more common disorders.

Lesson 6: Accessory structures of the GI Tract, Disorders and Care

1. describe the structures, their function, and the more common disorders
affecting these structure.
2. recognize the signs and symptoms of the more common disorders and nursing care of
the clients

Lesson 7: Cancer of the GI system:

1. Review the care of the clients with associated cancers.

Lesson 8. Affects of Aging on the GI system

1. consider and review the changes in the functioning of the GI system that occur
during the process of aging.

Each student will be responsible for “digesting” and discussion information about the conditions, disorders, diseases affecting the GI system. According to the Unit Objectives, Information should include:

- a) definition/description of condition
- b) etiology of condition
- c) predisposing/risk factors
- d) assessing signs/symptoms of conditions
- e) diagnostic test associated with condition
describe the test itself, preparation, and client care following nursing implications
- f) pathophysiology of condition – think through fully
- g) medical and surgical treatment for conditions, including:
medications; generic & trade names; classification; action; usual dose; notable SE; nursing implication; dietary regimen; rationale; special considerations; advancement of diet; perioperative care
- h) general nursing care to anticipate for client experiencing the condition, with rationale
- i) complications which may result from a condition

Information about nutrition should include:

- a) description of food items/vitamin/mineral
- b) used by body
- c) risk factors of deficiency
- d) conditions associated with excessive/deficient intake – assessing signs of malnutrition
- e) food sources
- f) “pathophysiology” what occurs in the body because of this foodstuff
- g) treatment for conditions
- h) nursing care; client/family education
- i) complications which may result:

caloric needs and service size

carbohydrates

proteins

fats/lipids

vitamins

A (retinol)

D (calciferol)

E (tocopherol)

K

C (ascorbic acid)

B1 (thiamin)

B2 (riboflavin)

(niacin)

B6 (pyridoxine)

Folate/folic acid

B12 (cyanocobalamin)

Pantothenic acid

Biotin

(cations)

Minerals

(anions)

calcium

Ca⁺⁺

phosphorus

P-

potassium

K⁺

chloride

Cl-

sodium

Na⁺

iodine

I-

iron

Fe⁺

selenium

Se-

copper

Cu⁺

fluoride

F-

magnesium

Mg⁺⁺

chromium

Cr

manganese

Mn⁺

molybdenum

Mo

zinc

Zn⁺

sulfur

B

Gastrointestinal System Vocabulary

1. Alpha-fetoprotein
2. Anastomosis
3. Abdominoperineal resection
4. Antihistamine
5. Appendectomy/ - it is
6. appliance, ostomy
7. ascites
8. biliary colic
9. Cantor tube
10. Caput medusae
11. Caries
12. cathartic
13. cholecystitis
14. cholecystectomy
laparoscopic
open
15. cholelithiasis
16. colectomy
17. colostomy
double-barrel
loop
single-barrel
18. Cullen's sign
19. diverticulitis/ osis
20. dumping syndrome
21. dyspepsia
22. dysphagia
23. emesis/emetic
24. encephalopathy
25. enterostomal therapy
26. eructation
27. esophageal gastric tamponade
28. esophageal
29. esophagitis
30. fissure
31. fistula
32. fistulectomy
33. fistulotomy
34. flatulence/flatulency
35. fundoplication
36. gastrectomy
37. gastric decompression
38. gastritis
39. Gastroduodenostomy (Billroth I)
40. Gastroesophageal reflux
41. Gastrojejunostomy (Billroth II)
42. Gastrostomy
43. Gingivitis
44. Glucagon
45. Gluconeogenesis
46. Grey Turner's sign
47. Harris tube
48. Hemorrhoidectomy
49. Hemorrhoids
50. Hepatic lobectomy
51. Hepatitis
52. Hepatorenal syndrome
53. Herniorrhaphy
54. Hiatal hernia
55. hernioplasty
56. Ileostomy
57. Inflammatory bowel syndrome
58. Intussusception
59. Laxative
60. Lithotripsy
61. Miller-Abbott tube
62. Mucosa
63. Mucus
64. Nasoenteric
65. Nasogastric
66. Odynophagia
67. Ostomy
68. -ostomy
69. Pancreatectomy
70. Pancreatitis
71. Paralytic ileus
72. Peptic ulcer/PUD
73. Percutaneous endoscopic gastrostomy/PEG
74. Peritoneum
75. Peritoneal venous shunt
76. Peritonitis
77. Pilonidal sinus
78. Portal hypertension
79. Pyloroplasty
80. Regurgitation
81. Sclerotherapy
82. Segmental resection
83. Short bowel syndrome
84. Spastic colon
85. Steatorrhea
86. Stoma stomatitis
87. T-tube
88. Tenesmus
89. Toxic megacolon
90. Ulcerative colitis
91. Ulcerative proctitis
92. Vagotomy
93. Variceal banding
94. Volvulus
95. Whipple/radical

PENN VALLEY COMMUNITY COLLEGE
PRACTICAL NURSING PROGRAM
UNIT SYLLABUS
Integumentary System Syllabus

COURSE TITLE: Nursing of the Adult I

COURSE NUMBER: PNUR 138

UNIT TITLE: Integumentary System

UNIT HOURS: 20 hours

UNIT DESCRIPTION: This unit includes a review of the structure and function of the integumentary system. It provides an overview of diseases and/or disorders affecting the skin system with attention to etiology, signs/symptoms, diagnostic tests, medications, diet therapy, and medical-surgical management of the conditions. This unit utilizes the nursing process, to assess, plan, implement and evaluate nursing care of clients with skin diseases and/or disorders.

UNIT OBJECTIVES: Upon satisfactory completion of this unit, the student through verbal/written communication and /or performance will be able to:

1. match terms associated with the integumentary system to their correct definition
2. describe the various structures and functions associated with the integumentary system
3. recognize diagnostic procedures for the integumentary system
4. select appropriate assessment and nursing actions in caring for patients with skin disorders
5. discuss drug classifications, side effects, and nursing implications of medications used in the treatment of integumentary conditions
6. explain the various disorders and diseases that affect the integumentary system
7. demonstrate understanding of the integumentary system by developing an appropriate plan of care for the patient

INTEGUMENTARY LESSON OUTLINES

Lesson 1: Structure and Function of the Integumentary System

1. match terms to definitions
2. list practices which maintain healthy skin
3. discuss the primary and secondary function of the skin
4. describe the layers of the skin and the structures within each layer
5. relate the function of the skin appendages

Lesson 2: Assessment and Care of Patients with Diseases and Disorders of the Skin

1. relate health habits that promote skin integrity
2. discuss the effects of soap and water on the skin
3. relate the common diagnostic techniques for the integumentary system
4. select nursing diagnoses and interventions relating to the skin disorders
5. pressure areas
6. utilize descriptions of staging pressure sores

Lesson 3: Therapeutic treatments and Medications

1. relate differences between local and systemic treatments
2. describe therapeutic bath, wet dressings
3. define cryosurgery, hyperbaric O₂ therapy, UV therapy, electrosurgery and photochemotherapy
4. define the classification of medications used to treat dermatologic conditions
5. match drugs to their appropriate classification

Lesson 4: Common Disorders

1. match terms to definitions
2. define each conditions, including signs & symptoms, etiology, diagnostic measures, medical management and nursing interventions
3. relate predisposing factors of skin cancer development
4. discuss skin cancer

Lesson 5: Plastic Surgery

1. List reasons for performance of plastic surgery
2. Describe types of skin grafts

Lesson 6: Care of the Patient with Burns

1. describe the classifications of burns
2. relate emergency treatment of burns
3. discuss physiological changes related to burns
4. identify measures to prevent complications of burns

Lesson 7: Radiation Therapy

1. relate the side effects of radiation therapy
2. discuss uses of radiation therapy

INTEGUMENTARY UNIT VOCABULARY

1. acne
2. acne vulgaris
3. antibiotics
4. antifungal
5. antihistamine
6. antiseborrheic
7. antiseptic
8. antiviral
9. anesthetic
10. apocrine
11. burn threatment
 - closed method
 - open method
12. carbuncle
13. carcinoma
14. comedome
15. cyanosis
16. cyst
17. debridement
18. dermabrasion
19. dermatitis
20. dermatome
21. dermatophytes
22. dermatophytoses
23. dermis
24. diaphoresis
25. ecchymosis
26. eccrine gland
27. emaciation
28. emollient
29. epidermis
30. epithelization
31. erythema
32. eschar
33. escharotomy
34. furuncle
35. furunculosis
36. herpes zoster
37. integument
38. jaundice
39. keratin
40. keratolyttic
41. macule
42. melanin
43. melanoma
44. Nits
45. Nodules
46. Onychocryptosis
47. onychomycosis
48. pallor
49. papule
50. pediculocide
51. pheromones
52. pediculosis
53. podiatrist
54. pressure sores
55. pruritus
56. psoriasis
57. pustule
58. scabicide
59. scabies
60. Sebaceous glands
61. sebum
62. shearing
63. shingles
64. skin grafts
 - allograft
 - autograft
 - full-thickness
 - hetetograft
 - split-thickness (STSG)
65. skin tear
66. stratum corneum
67. subcutaneous tissue
68. sweat glands
69. vesicle
70. wheal

PENN VALLEY COMMUNITY COLLEGE
PRACTICAL NURSING PROGRAM
UNIT SYLLABUS
Musculoskeletal System Syllabus

COURSE TITLE: Nursing of the Adult I

COURSE NUMBER: PNUR 138

UNIT TITLE: Musculoskeletal System

UNIT HOURS: 22 hours

UNIT DESCRIPTION: This unit includes a review of the structure and function of the Musculoskeletal System. It provides an overview of diseases and/or disorders affecting the system with attention to etiology, signs/symptoms, diagnostic tests, medications, diet therapy, and medical-surgical management of the conditions. This unit utilizes the nursing process to assess, plan, implement and evaluate nursing care of clients with musculoskeletal diseases and/or disorders.

UNIT OBJECTIVES: Upon satisfactory completion of this unit, the student through verbal/written communication and /or performance will be able to:

1. define key terminology as related to this body system
2. discuss the basic structure and function of the skeletal and voluntary muscular system
3. list and discuss diagnostic tests used in the evaluation of musculoskeletal disorders
4. identify medications associated with treatments of musculoskeletal disturbances
5. list common diseases and disorders of the muscular and skeletal systems
6. describe emergency care of the client with a musculoskeletal condition
7. describe commonly used orthopedic devices and the nursing care of each device
8. identify common diseases and disorders of the muscular and skeletal system
9. describe implementation of the nursing process, including emergency care, for the patient with a musculoskeletal system disease or disorder
10. explain the nursing care and its rationale, including medications and diet. For the more common musculoskeletal diseases and disorders
11. identify the affects of the aging process on the musculoskeletal system

LESSON # 1. Basic Anatomy and Physiology of Skeletal and Voluntary Muscular System

LESSON DESCRIPTION: This lesson will review information presented in Body Structure and Function about the anatomy of the skeleton and voluntary muscles of the human body. Proper functioning of the system will be considered so students will be able to assess abnormalities that may be associated with the musculoskeletal system.

LESSON OBJECTIVES: Upon completion of this lesson, the student will be able to:

1. define key terminology associated with anatomy and physiology of the musculoskeletal system
2. correctly identify the bones of the human body
3. describe proper alignment when standing, sitting, or positioned in bed
4. relate proper body mechanics to self and for patients when ambulating, lifting and moving, and transferring
5. explain the structure of articulation
6. describe the movements associated with the joints of the body
7. discuss the composition of bone
8. discuss the factors related to development and healing of the skeletal system
9. list the function of the muscular system
10. state the types and characteristic of the muscles of the human body
11. describe the principles of skeletal muscle activity
12. describe the attachments for skeletal muscles
13. identify 25 major skeletal muscles
14. identify the primary movements of the following skeletal muscles:
 - a. STERNOCLEIDOMASTOID
 - b. RECTUS ABDOMINIS
 - c. SACROSPINALIS
 - d. OBLIQUUES
 - e. DIAPHRAGM
 - f. INTERCOSTALS
 - g. TRAPEZIUS
 - h. LATISSIMUS DORSI
 - i. PECTORALIS MAJOR
 - j. DELTOID
 - k. BICEPS BRACHII
 - l. TRICEPS BRACHII
 - m. ILIOSOAS
 - n. SARTORIUS
 - o. GLUTEAL GROUP
 - p. ADDUCTORS
 - q. HAMSTRING GROUP
 - r. QUADRICEPS GROUP
 - s. GASTROCNEMIUS
 - t. COCCYGEUS

Lesson # 2 Diagnostic Tests and Medications

LESSON DESCRIPTION: This lesson lists and considers the diagnostic tests, which may be used in evaluating patients with musculoskeletal disorders. The main consideration of each of the tests will be discussed as they apply to specific disorders.

Medications will be reviewed and considered in relation to action and indication in musculoskeletal disorders.

LESSON OBJECTIVES: Upon completion of this lesson, the student should be able to:

1. identify the most common diagnostic tests and their relation to musculoskeletal diseases or disorders
2. relate the test associated with the following abbreviations: CBC; RBC; Hgb; MCV; WBC; Differential; ESR; ALP; RA;RF; CRP; LE; ALD; ANA; AST; serum CA; P; uric acid; SGOT; CT MRI; EMG; CSF.
3. Describe the following radiological procedures: arthrogram; arthrocentesis, arthroscopy, bone scan; computerized tomography; diskogram; magnetic resonance imaging
4. Discuss neuromuscular studies, dynamometer, electromyography; goniometer, reflex testing
5. Explain aspects of physical examination as related to musculoskeletal disorders
6. List commonly used skeletal muscle relaxants
7. List commonly used anti-inflammatory drugs
8. Discuss the NSAID medications and their contraindications and side effects
9. Discuss implications and contraindications of steroid therapy for musculoskeletal disturbances

LESSON # 3: Sprains, dislocations, fractures and orthopedic devices

LESSON DESCRIPTIONS: Consideration will be given to recognition of symptoms and treatment associated with sprains, dislocations and fractures. These topics will have applications to the nursing process for clients with musculoskeletal disorder. The more commonly used orthopedic devices will be discussed emphasizing the nursing care, which may be involved.

LESSON OBJECTIVES: Upon completion of this lesson, the student should be able to:

1. distinguish the signs/symptoms of sprains, dislocations, and fractures and the nursing diagnosis for each disorders; emergency and later care.
2. Explain the use of, nursing care, and patient education associated with the more commonly used orthopedic devices, splints, casts, crutches, cane, wheelchair, walker, traction.
3. Relate assessment of problems associated with immobility and the nursing care which may be instituted

LESSON #4: Diseases and Disorders of the Musculoskeletal System

LESSON DESCRIPTION: This lesson will discuss the etiology, signs and symptoms, diagnostic tests, treatments, medications, nursing care, and education about musculoskeletal diseases and disorders.

LESSON OBJECTIVES: Upon completion of this lesson, the student should be able to:

1. identify the following disorders affecting the musculoskeletal system: Rheumatoid Arthritis; Osteoarthritis; Gout; Ankylosing Spondylitis; Lupus Erthematosus; Osteoporosis, Bursitis; osteomyelitis; etc
2. Discuss reconstructive joint surgery, spinal fusion, and amputation
3. Discuss low back pain, tumors, disorders of the hands and feet and the relationship of these to musculoskeletal disorders
4. Explain nursing diagnosis as related to signs and symptoms of musculoskeletal disorders
5. Relate diagnostic tests to etiology of musculoskeletal disorders
6. Explain treatment, including medications, for musculoskeletal disorders
7. Design a nursing care plan for a patient with a musculoskeletal disorders

MUSCULOSKELETAL UNIT VOCABULARY

Define terms as they relate to musculoskeletal systems;

LESSON # 1

ABDUCTION
ADDUCTION
ANTAGONIST
APPENDICULAR
APONEUROSIS
ARTICULAR CARTILAGE
ARTICULATION
ATROPHY
BURSAE
CANCELLOUS BONE
a. CARTILAGE
b. SOLEUS
c. FLEXORS AND EXTENSORS
d. PERONEUS GROUP
e. LEVATOR ANI
f. TROCHANTER
COMPACT BONE
CONDYLE
CONTRACTILITY
CREST
DIAPHYSIS
DIARTHROTIC
ENDOSTEUM
EPIPHYSIS
EPIPHYSEAL CARTILAGE
EVERT
EXTENSION
FLACCID
FLEXION
FORAMEN
FOSSA
INVERT
IRRITABILITY
ISOMETRIC
ISOTONIC
LIGAMENT
LEVATOR
MATRIX
MEDULLARY CAVITY
MUSCLE FATIGUE
MYOLOGY

PROCESS
PRONATE
ROTATION
SPHINCTER
SUPINATE
SYNARTHROTIC
SYNERGIST
SYNOVIAL
TENDON
TONE
TIBIALIS ANTERIOR
TUBEROSITY
LESSON #2
ATAXIA
BLANCH
CHRONIC
CREPITUS
DISLOCATION
FRACTURE
COMMINUTED
COMPOUND
COMPRESSION
GREENSTICK
SPIRAL
MANIPULATION
REDUCTION
REHABILITATION
SKELETAL TRACTION
SKIN TRACTION
SPICA CAST
PETAL
SPRAIN
ANALGESIC
ANAPHYLACTIC
ANTI-INFLAMMATORY
ANTIHISTAMINE
ANTIPYRETIC
ANTIRHEUMATIC
ANTISPASMODIC
NSAID

LESSON # 3

ARTHRODESIS
CAST
BIVALVE
CRUTCH PALSY
ORTHOPEDIST
RELAXANT

LESSON # 4

AMPUTATION
ARTHROPLASTY
DJD
GOUT
NECROTIC
OA
PHANTOM PAIN
PROSTHESIS
RA
SARCOMA

OSTEOBLASTS
OSTEOCLASTS
OSTEOCYTE
PERIOSTEUM
PRIME MOVER

PENN VALLEY COMMUNITY COLLEGE
PRACTICAL NURSING PROGRAM
UNIT SYLLABUS
Special Senses System Syllabus

COURSE TITLE: Nursing of the Adult I

COURSE NUMBER: PNUR 138

UNIT TITLE: Special Senses

UNIT HOURS: 22 HOURS

UNIT DESCRIPTION: This unit includes a review of structure and function of the eye and ear and other sensory organs. It describes common visual and hearing impairment, the symptoms, tests treatment and medications for the clients with disorders of the sensory system. Discussion of maintenance of eye and ear health will also be included.

UNIT OBJECTIVES: Upon satisfactory completion of this unit, the student, through verbal or written communication and /or performance will:

1. match terms associated with special senses to their definitions
2. describe the structure and function of the eye, ear, nose tongue
3. discuss methods of hygiene and health maintenance for eye and ear and other sensory organs
4. relate common diagnostic tests for disorders of the sensory system
5. explain the classification, uses, action, side effects dosages and nursing implication of medications used in treating disorders of the sensory system
6. select appropriate nursing diagnoses and interventions utilized in the nursing management of a client with a disorders of special senses
7. relate disorder/conditions to correct descriptions, signs and symptoms, etiology and treatment and nursing care
8. discuss availability of community resources for the patient with a special senses impairment

SPECIAL SENSES LESSON OBJECTIVES

Lesson 1: Anatomy and Physiology of the Eye

1. match terms to definitions
2. state the structures of the eye
3. discuss the physiology of the structure of the eye
4. relate the process of vision

Lesson 2: Diagnostic Tests for conditions of the Eye

1. identify the more common tests used to diagnose conditions of the eye: ophthalmoscopy; refraction; tonometry; fluorescein angiography; visual fields eye charts snellen;
2. relate nursing intervention relate to each diagnostic test

Lesson 3: Medications for the Eye

1. describe the classifications used in treatment of the eye; antibiotic; antivirals; corticosteroids; anesthetics; mydriatics; miotics;
2. discuss administration of medications to the eyes; drops, ointments
3. match drugs to their appropriate classifications

Lesson 4 Assessment and care of patients with diseases and disorders of the Eye

1. relate hygienic habits to maintain optimal health for the eye
2. discuss signs and symptoms characteristic of disorders of the eye
3. consider the effect of infectious or inflammatory conditions of the eye
4. describe care of the client having enucleation of the eye
5. discuss the affects of the aging process on the eye

Lesson 5: Anatomy and Physiology of the Ear

1. match terms to definitions
2. state the structures of the ear
3. discuss the physiology of the structure of the ear
4. relate the process of vision

Lesson 6: Diagnostic tests for conditions of the Ear

1. identify the more common tests used to diagnose conditions of the ear: otoscopic exam; audiometry; caloric test; electronystagmography; Rinne's test; Weber test
2. relate nursing intervention relate to each diagnostic test

Lesson 7. Assessment and Care of the patient with Diseases and Disorders of the Ear

1. relate hygienic habits to maintain optimal health for the ear
2. discuss signs and symptoms characteristic of disorders of the ear
3. discuss the affects of the aging process on the ear

Lesson 8: Senses of Smell, Taste and Touch

1. state the structures associated with the senses of smell; taste and touch
2. discuss the physiology of the structures for these senses
3. discuss the processes of smelling tasting and review the process of touch
4. discuss the affects of the aging process on these senses

SPECIAL SENSES UNIT VOCABULARY

1. ACCOMMODATION
2. ANTERIOR CAVITY
3. ASTIGMATISM
4. AUDIOMETRY
5. CALORIC STIMULATION TEST
6. CATARACT
7. CENTRAL VISION
8. COCHLEAR IMPLANT
9. CONDUCTIVE HEARING LOSS
10. CONJUNCTIVITIS
11. CORNEAL TRANSPLANT
12. CORNEAL TREPHINE
13. DECIBELS
14. DIPLOPIA
15. ELECTRONYSTAMOGRAPHY
16. EMMETROPIA
17. ENDOPHTHALMITIS
18. ENUCLEATION
19. GLAUCOMA
20. HORDEOLUM
21. HYPEROPIA
22. INTRAOCULAR LENS IMPLANT
23. IRIDECTOMY
24. KERATITIS
25. KERATOPLASTY
26. LABYRINTHITIS
27. MASTOIDECTOMY
28. MASTOIDITIS
29. MENIERE'S DISEASE
30. MYOPIA
31. MYRINGOPLASTY
32. MYRINGOTOMY
33. NYSTAGMUS
34. OPHTHALMOSCOPY
35. OTITIS EXTERNA
36. OTITIS MEDIA
37. OTOSCOPE
38. OTOSCLEROSIS
39. PHOTOPHOBIA
40. POSTERIOR CAVITY
41. PRESBYOPIA
42. REFRACTION
43. RETINAL DETACHMENT
44. RETINAL ANGIOGRAPHY
45. RETINOSCOPY
46. RINNE TEST
47. ROMBERG TEST
48. SENSORINEURAL HEARING TEST
49. SLIT LAMP EXAMINATION
50. SPEECH READING
51. STAPEDECTOMY
52. TINNITUS
53. TONOMETRY
54. TRABECULOPLASTY
55. TUNING FORK
56. UVEITIS
57. VISUAL ACUITY
58. VISUAL FIELD EXAMINATION
59. VISUALLY IMPAIRED
60. WEBER TEST

PENN VALLEY COMMUNITY COLLEGE
PRACTICAL NURSING PROGRAM
UNIT SYLLABUS
Reproductive System System Syllabus

COURSE TITLE: **Nursing of the Adult I**

COURSE NUMBER: **PNUR 138**

UNIT TITLE: **Reproductive System**

UNIT HOURS: **22 HOURS**

UNIT DESCRIPTION: This unit presents an overview of diseases and disorders of the reproductive system of the adult and offers causes, symptoms, diagnostic studies, medications, medical and /or surgical management and nursing care of each disorder. Therapeutic nutrition, medications affecting the system and the changes that occur during the life span are integrated.

UNIT OBJECTIVE: Upon satisfactory completion of this unit, the student,. Through verbal and or written communication and/or performance will be able to:

1. review the structure and function of the reproductive system
2. differentiate between common diagnostic tests and their associated nursing care
3. describe the general nursing care for patients with needs related to the reproduction system
4. compare the medications classifications related to the reproduction system and contrast the actions, side effects and nursing implications of the classification
5. discuss the disorders of the male and female reproductive system
6. identify the most common sexually transmitted diseases
7. describe cancers of the reproductive system

7/01, pb 6/02, 6/03, 11/03, 5/04, 1/05, 11/06 mw.

REPRODUCTION LESSON OUTLINES

LESSON #1: Review Structure and Function of the Reproductive System

LESSON OBJECTIVES: Upon completion of this lesson, the student should be able to:

1. identify diagrams of female and male reproductive systems
2. relate general functions of the female and male reproductive system
3. describe hormonal affect on reproductive system
4. describe accessory structures of the reproductive system
5. define, correctly, terms related to structure and function of the reproductive system

LESSON #2: Diagnostic Tests related to the Reproductive System

LESSON OBJECTIVES: Upon completion of this lesson, the student should be able to:

1. relate the purpose of the diagnostic test discussed in class
2. describe the nurses responsibility before, during, or after diagnostic tests

LESSON #3

LESSON OBJECTIVES: Upon completion of this lesson, the student should be able to:

1. list uses, side effects and contraindications of estrogen and progesterone
2. identify uses, side effects and cautions of androgens
3. categorize medications associated with the reproductive system
4. explain appropriate patient education for medications affecting the reproductive system
5. differentiate between normal functions and therapuetic uses of hormones

LESSON # 4

LESSON OBJECTIVES: Upon completion of this lesson, the student should be able to:

1. describe disorders of pelvic support
2. distinguish between conditions affecting female genitalia and vagina, including assessment, pathophysiology and interventions
3. discuss appropriate nursing interventions pre- and post-op conditions of the cervix, uterus, ovaries, and fallopians
4. discuss conditions affecting the breast, including physiological and psychological care

LESSON #5

LESSON OBJECTIVES: Upon completion of this lesson, the student should be able to:

1. discuss conditions affecting the male genitalia
2. relate nursing care appropriate for male disorders
3. discuss appropriate nursing interventions pre- and post-op for condition of the testis and prostrate

LESSON #6

LESSON OBJECTIVES: Upon completion of this lesson, the student should be able to:

1. discuss the nursing process related the nursing assessment of the reproductive system
2. define terms related to the reproductive system
3. relate educational needs of patients with reproductive dysfunction

LESSON #7

LESSON OBJECTIVES: Upon completion of this lesson, the student should be able to:

1. list the most common sexually transmitted diseases
2. identify symptoms of sexually transmitted diseases
3. discuss diagnostic procedures for sexually transmitted diseases
4. discuss the auto-immune deficiency syndrome

REPRODUCTIVE SYSTEM VOCABULARY

1. amenorrhea
2. benign prostatic hyperplasia
3. breast self-examination
4. carcinoma in situ
5. cervicitis
6. chancre
7. chancroid
8. charcot's joints
9. chlamydia
10. colposcopy
11. condylomas
12. conization
13. culdoscopy
14. cystocele
15. digital rectal examination DRE
16. dilatation and curettage
17. dysmenorrhea
18. dyspareunia
19. ejaculation
20. endometrial ablation
21. endometriosis
22. epididymitis
23. estrogen
24. fibroadenoma
25. fibrocystic breast disease
26. fibroid tumor
27. fistula
28. genital herpes
29. gonorrhea
30. granuloma inguinale
31. herpes simplex virus
32. hormone replacement therapy/HRT
33. human papilloma virus/HPV
34. hysterectomy
35. impotence
36. lithotomy position
37. lumpectomy
38. lymphedema
39. lymphogranuloma venereum
40. mammography
41. mammoplasty
42. mastectomy
 modified

- radical
- 43. mastitis
- 44. mastopexy
- 45. menarche
- 46. menopause
- 47. menorrhagia
- 48. myoma
- 49. neuropathic joint disease
- 50. oligomenorrhea
- 51. oophorectomy
- 52. orchiectomy
- 53. orchitis
- 54. orchiopexy
- 55. ova (ovum)
- 56. ovulation
- 57. papanicolaou smear/PAP
- 58. pelvic inflammatory disease PID
- 59. premenstrual syndrome
- 60. progesterone
- 61. prostate specific antigen/PSA
- 62. prostatectomy
- 63. puberty
- 64. reconstruction
- 65. rectocele
- 66. salpingo-oophorectomy
- 67. semen
- 68. speculum
- 69. spermatogenesis
- 70. syphilis
- 71. testicular self examination/TSE
- 72. toxic shock syndrome
- 73. transillumination
- 74. tumor markers

- 75. uterus
 - anteflexion
 - retroflexion
 - retroversion
- 76. vaginitis
- 77. vasectomy
- 78. venereal disease

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2. relate general functions of the female and male reproductive system
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PENN VALLEY COMMUNITY COLLEGE
NURSING DIVISION
PRACTICAL NURSING PROGRAM

COURSE SYLLABUS

COURSE NUMBER: MEDICAL/SURGICAL NURSING

UNIT TITLE: URINARY SYSTEM

UNIT HOURS ALLOTTED: 24

COURSE DESCRIPTION: This course prepares the student to care for patients whose need may be basic or more complex regarding the urinary system. Included are gross manifestations of common diseases and abnormalities of the urinary system. Integrated into this unit are therapeutic nutrition, pharmacology and nursing care of the person suffering from a urinary disease or disorder.

COURSE OBJECTIVES: Upon satisfactory completion of this course the student through verbal and/or written communication and/or performance and evidenced by a grade of 75% or higher will:

1. Compare the structures and the function of the urinary system.
2. Discuss the fluid and electrolyte exchange and imbalances.
3. Differentiate between common diagnostic tests and the associated nursing care.
4. Describe the general nursing care for the patients with needs related to the urinary system.
5. Discuss medications used for the urinary system.
6. Discuss urinary tract obstruction.
7. Differentiate between infectious and non-infectious urinary system diseases.
8. Discuss renal failure.

SUMMARY OF UNITS:

LESSON 1: Review of structure and function of the urinary system
LESSON 2: Review of fluid and electrolyte exchange and imbalance
LESSON 3: Diagnostic test and procedures on patients with urological dysfunctions and disorders
LESSON 4: Assessment and general management of patients with urological dysfunctions and disorders
LESSON 5: Medications used in urological dysfunctions and disorders
LESSON 6: Urological dysfunctions and disorders
LESSON 7: Renal failure

LESSON OBJECTIVES:

LP 1: STRUCTURE AND FUNCTION

1. Match vocabulary words with appropriate definitions.
2. List the functions of the urinary system.
3. List functions of the organs of the urinary system and describe how they maintain homeostasis: kidney, ureter, bladder and urethra.
4. Name the functional unit of the kidney.
5. Define the structural adaptation of the nephron urine production.
6. Describe the process of urine formation.

7. Define glomerular filtration, tubular reabsorption and tubular secretion.
8. Identify on a diagram parts of the nephron.

LP 2: FLUID AND ELECTROLYTE EXCHANGE AND IMBALANCES

1. Define the components of body fluid.
2. Differentiate between intracellular and extracellular fluids.
3. Identify the major ways fluids are gained or lost from the body.
4. Explain the processes involved in fluid and electrolyte exchanges throughout the body.
5. Identify the primary fluid and electrolyte imbalances and the manifestations of each.

LP 3: DIAGNOSTIC TESTS AND PROCEDURES

1. Identify normal characteristics of urine.
2. Identify abnormal constituents of urine.
3. Relate the proper procedures of collecting urine.
4. Discuss nursing responsibilities during urological testing.
5. Describe tests of the excretory function.
6. Describe nursing observations and interventions related to each of the diagnostic tests as described in lecture.

LP 4. ASSESSMENT AND MANAGEMENT

1. Name nursing observations to make in a patient with urinary system dysfunctions.
2. State nursing diagnosis and interventions in patients with urinary system functions.
3. Discuss ways to maintain normal functioning of the urinary system.
4. Discuss important principles and nursing responsibilities of intake and output.
5. Discuss low sodium diets
6. Match terms related to the urinary systems to the correct definitions.
7. Discuss principles and nursing responsibilities of care of a patient with a catheter.
8. Restate the purpose of catheter irrigation.

LP 5. MEDICATIONS

1. Define diuretics and name examples of the 5 types of diuretics.
2. Match classifications of medication affecting the urinary system to actions.
3. Define hypo/hyper-kalemia
4. List symptoms of both.
5. Define hypo/hyper-natremia
6. List symptoms of both.
7. Discuss nursing implications of urinary system medications.
8. Match specific medications to classifications as presented in class.
9. From a group of menus select the highest in potassium.
10. List nursing measures for patients receiving diuretics.
11. Calculate medication dosages

LP 6. UROLOGICAL DYSFUNCTIONS AND DISORDERS

1. Discuss etiology, symptoms and diagnosis of minor disorders of the urinary system, retention of urine and urinary incontinence.

2. Discuss etiology and treatment of urinary infections.
3. Describe the assessment and management of infectious and non-infectious disease of the urinary system.
4. Discuss etiology and medical/nursing management of the patients with urinary obstruction.
5. Describe post-operative management of the patient with urinary diversions.

LP 7: RENAL FAILURE

1. Discuss etiology and prevention of renal failure.
2. Discuss symptoms, pathology of renal failure.
3. Discuss prognosis and objectives of treatment of renal disease.
4. Describe substitutes for kidney functions.
5. Differentiate between acute and chronic renal failure.
6. Discuss diet restriction of patients with renal failure.

PENN VALLEY COMMUNITY COLLEGE
NURSING DIVISION
PRACTICAL NURSING PROGRAM

URINARY SYSTEM VOCABULARY:

DEFINE:

ALBUMIN	EXCRETE	PYELITIS
ALBUMINURIA	GLOMERULONEPHRITIS	PYURIA
ANURIA	GLYCOSURIA	RENAL
BRIGHT'S DISEASE	HEMATURIA	RENAL COLIC
CASTS	HEMOSTASIS	RESIDUAL URINE
CIRCUMCISION	HYPERTROPHY	RETENTION
CYST	LITHIASIS	RENIN
CYSTO	MICTURATE	SECRETE
CYSTITIS	NEPHR	STRICTURE
CYSTOSCOPY	NEPHRECTOMY	SUPPRESSION
DYSURIA	NEPHRITIS	T.U.R.
DISTENDED	NEPHROSIS	UREMIA
DIALYSIS	NEPHOSTOMY	UROLOGIST
DIURESIS	OLIGURIA	UROLOGY
ENURESIS	POLYURIA	INTAKE/OUTPUT

PENN VALLEY COMMUNITY COLLEGE
PRACTICAL NURSING PROGRAM
UNIT SYLLABUS
Community Unit Syllabus

COURSE TITLE: Nursing of the Adult I

COURSE NUMBER: PNUR 138

UNIT TITLE: Community

UNIT HOURS: 12 hours

UNIT DESCRIPTION: This unit is intended to help the student increase awareness of community life and services, develop therapeutic communication with others involved in the community service and their clients. Utilization of written and verbal communication skills will assist the student in preparation for engaging in activities following graduation. Participation at a community service agency will help the student develop awareness of clients in settings other than acute or extended care.

UNIT OBJECTIVES: Upon completion of this unit, the student will be able to:

1. identify at least 5 community service agencies
2. describe services provided by at least two community agency
3. correlate the services of agencies to health needs of the community
4. express personal reactions to the community service experiences
5. evaluate services provided by the community services agencies

ASSESSMENT MEASURES: Points will be awarded for this unit. A scale of points to be distributed. Points attained will be averaged with the other unit scores of Adult I for the final grade for the course. The material for the Community unit must be completed in order to pass Adult I; refer to student handbook regarding “incomplete” course work.

OVERVIEW OF REQUIREMENTS: A community service agency will be assigned, contact arrangements will be made for an interview and/or services to obtain information About the agency; a summary of the community agency will be presented as directed. Arrangement confirmation and completion materials will be turned in. Completion dates will be adhered to as specified, unless special arrangements are made with the instructor.

The explanation of information and services of the agency is to be presented in “display format” which is explained on the following page. Classroom discussion of the agencies will be scheduled as part of the grade and part of the course.

Students are not to use an agency which they have researched for any other coursework or known of through personal situations: i.e. this unit should introduce the student to “new” experiences.

COMMUNITY UNIT COMPLETION

	Completion date	Points
Notification of Community Group Selection	Monday 1200	
Confirm meeting with agency	by Monday No later than 1200	
Community Information	DUE	by Monday 1200
a. Poster Presentation		1 pts ___
Student name in lower right corner		1 pts ___
Name of agency/service presented clearly		1 pts ___
Complete address of agency in lower left corner		1 pts ___
Name and phone number of contact person. Lower L corner		1 pts ___
Overall appearance of Presentation		3 pts ___
All spelling and grammar correct		2 pts ___
b. Summary of agency/general description, plus Need to display a general description of the agency's function The following must be addressed:		2 pts ___
How does the agency serve the community?		3 pts ___
How does the applicant qualify for these services/referral process?		2 pts ___
What is the maximum assistance that may be received?		1 pts ___
What /Who is the regulating body for this agency?		1 pts ___
How is the agency funded?		1 pts ___
c. Classroom		
Discussion presentation: clear and appropriate sharing of Information with class during "discussion"		5 pts ___
Community Presentation	Points Possible from intro A and B	20 pts ___
	Points in class C	5 pts ___
	Total number of points for unit	25 pts ___

