NURSING 202: Advanced Concepts of Nursing
UNIT I: The Concept of Critical Care Nursing/Nursing Management of Care

UNIT OBJECTIVES
AT THE COMPLETION OF THE UNIT, THE STUDENT:

1. Demonstrates the role of district nurse.

2. Utilizes the principles of safety.

3. Identifies the types of patients admitted to critical care units.

4. Lists stimuli common in the critical care environment which can produce sensory overload or deprivation in the critically ill patient.

5. Discusses the psychological impact of critical illness on the patient and the family.

6. Discusses the psychological impact of an unexpected, untimely death on patients and their families.

7. Describes the psychological impact of working in critical care areas on nurses.

8. Identifies how to use the Early Nursing Intervention Team (ENIT) and the Rapid Response Team (RRT).

9. Demonstrates critical thinking skills.

10. Applies the principles of documentation of nursing care.

11. Describes the pathophysiology, treatment, and nursing care of the patient with septic shock.

12. Demonstrate and interprets assessments for patients with multisystem failure.

13. Discusses the pathophysiology and treatment of metabolic response to injury.

14. Discusses vascular access devices.

15. Demonstrates correct blood administration procedure.

16. Explains the nursing care of the patient with Total Parenteral Nutrition (TPN) therapy.

17. Applies the principles of priority setting and delegation when planning and implementing patient care.

18. Identifies and implements the National Patient Safety Goals (Joint Commission).

19. Demonstrates correct physical assessment skills in medical-surgical and critical care nursing.

20. Describes the principles of conduction and electrophysiology to identify cardiac dysrhythmias.

21. Describes the clinical manifestations associated with cardiac dysrhythmias.

22. Identifies benign and fatal dysrhythmias.

23. Identifies the correct treatments for dysrhythmias and the protocols for the patient in cardiac arrest.

24. Teaches patients about their various health care needs.

25. Discusses and administers appropriate medications for all patients.

26. Applies evidence-based practice/best practice standards related to care of the critical care patient and in nursing management.

CONTENT/ HOURS	TEACHING STRATEGIES	SUPPORTING ACTIVITIES	EVALUATION METHODS

Unit I: The Concept of Critical Care Nursing/ Nursing Management
Theory Hours- 15
Clinical Hours- 9
SLP- 1
 	
Unit I Part I:
  I.   Dynamics of Critical Care
      A. Psychosocial aspects of complex healthcare settings
      B. Patients admitted to critical care units
          i. Environment/Resources in critical care
      C. Adverse effects of critical care units on patients
          i. Sensory deprivation & overload
         ii. Sleep deprivation
       iii. ICU delirium
       iv. Nursing care and management
      D. Patient response to stress/ illness
      E. Families in crisis
          i. Resources
         ii. Nursing care & management
 	
  II.   Critical Thinking/ Clinical Judgement in Critical Care
      A. Determining Priorities in Critical Care
          i. First-level Priority
         ii. Second-level Priority
       iii. Third-level Priority
      B. Critical Thinking
          i. Characteristics of Critical Thinkers
         ii. Physical Assessment
      C. Clinical Resources
          i. Early Nursing Intervention Team (ENIT)
         ii. Rapid Response Team (RRT)
       iii. Code Blue
      D. Communication with patients and families
	Interactive Lecture
	
	Interactive Learning: Class discussion of fears and experiences in critical care
	
	Interactive Learning: Class discussion on sensory input experienced by the critical care patient
	
	Interactive Learning: Class discussion on communicating with families in crisis
	
	Cooperative Learning: Completion of in-class critical thinking patient care scenarios/case studies
	
	Interactive Learning: Class discussion on critical thinking patient care scenarios
	
	Lecture/ Reflection Video Enrichment: YouTube Video Clip: Terms of Endearment
		Medical-surgical, step-down, and Critical Care area multiple patient (District) clinical assignments.
		
		ICU Simulation: John French, Septic Shock
		
		ICU Clinical Assignments
			Pre & Post-Conference: Care of the assigned patients
			
			Class Preparation Assignments

CONTENT/ HOURS	TEACHING STRATEGIES	SUPPORTING ACTIVITIES	EVALUATION METHODS

III. ICU Care of the Patient with Sepsis/Septic Shock
    A. Differentiation of Types of Shock
        i. Hypovolemic Shock
    B. Septic Shock
        i. Causes
        ii. Pathophysiology
        iii. Stages of septic shock
        iv. Nursing care and medical management
    C. Progression of SIRS to MODS
    D. Disseminated Intravascular Coagulation (DIC)
 	
IV. Vascular Access Devices, Enteral & Parenteral Nutrition
    A. Vascular Access Devices (VAD)
        i. Indications
        ii. Types
            1. PICC
            2. Non-tunneled Central Catheter
            3. Tunneled Central Catheter
            4. Port
        iii. Nursing Considerations
        iv. Complications
        v. Beebe Healthcare Policy of Management
    B. Total Parenteral Nutrition/Enteral Nutrition
        i. NG/PEG tubes
        ii. TPN
        iii. Policy & Procedures
        iv. Nursing Care and Management
 	
V. Blood Administration
    A. Indications for Blood Transfusion
    B. Consent and Refusal
    C. Blood Product Types
    D. Policy and Procedure
	Visual-Based Active Leaning:
	Khan Academy Videos: Sepsis Pathophysiology, Sepsis Diagnosis and Treatment, and SIRS to MODS
	
	Unfolding Case Study: SIRS/MODS
	
	Interactive Learning: Utilizing ATI Modules for VAD's
	
	Interactive Learning: Beebe Healthcare Policy Review
	
	Experiential Learning: Demonstration of VAD Types
	
	Interactive Learning: Beebe Healthcare Policy Review
	
	Experiential Leaning:
		Class Preparation: Video-based learning on Sepsis Treatment and Medical Management
		
		Class Preparation: Blood Administration & Policy Review	

CONTENT/ HOURS	TEACHING STRATEGIES	SUPPORTING ACTIVITIES	EVALUATION METHODS
E. Transfusion Reactions	Blood Administration Procedure		IV

VI. Documentation of Care
   A. Documentation
   B. Delegation
   C. Policy Review
		Self-learning packet	Competency Quiz
			Exam 1

	Interactive Lecture: Joint Commission Verification Website		

Unit I Part II:
VII. Joint Commission
   A. Joint Commission Overview
      i. Accreditation & Compliance
   B. National Patient Safety Goals
	Interactive Lecture: BeebeNet Medication Resources/Lexicomp
	
	Visual based learning: Josie King Video
		Class Preparation: Joint Commission Weekly Survey	

VIII. Cardiac Rhythm Recognition and Interpretation
   A. Basic electrophysiology
   B. Blood flow through the heart
   C. Blood flow to the heart
   D. Conduction through the heart
	Interactive lecture
	Video-enhanced learning: YouTube Clips
	
	In-class workbook review and exercises, rhythm strip analysis.
		YouTube Clips: Cardiac Conduction	

IX. Cardiac Dysrhythmias and arrest
   A. Sinus arrhythmias
   B. Atrial arrhythmias
   C. Junctional arrhythmias
   D. Atrioventricular blocks
   E. Ventricular arrythmias
   F. Cardiac Arrest
	Video-enhanced learning: YouTube Clips
	Prezi: AV Blocks
	
	Collaborative learning: Dysrhythmia concept maps
		ATI Pharmacology Made Easy 4.0
		
		Independent review of BLS Algorithm
			Quiz
			Exam 2