

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 Quality Standards and National Performance 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 |
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| <p>Unit I: The Concept of Critical Care Nursing/ Nursing Management Theory Hours- 16.0 Clinical Hours- 8.0 SLP- 1</p> <p>Unit I Part I:</p> <p>I. Dynamics of Critical Care</p> <ul style="list-style-type: none"> A. Philosophy of Critical care & Qualities of Critical Care Nurses B. Psychosocial Aspects of Complex Healthcare Settings C. Patients Admitted to Critical Care Units D. Adverse Effects of Critical Care Units on Patients <ul style="list-style-type: none"> i. Sensory Deprivation & Overload ii. Sleep Deprivation iii. ICU Delirium iv. Nursing Care and Management E. Patient Response to Stress/ Illness F. Families in Crisis <ul style="list-style-type: none"> i. Resources ii. Nursing Care & Management <p>II. Critical Thinking/ Clinical Judgement in Critical Care</p> <ul style="list-style-type: none"> A. Determining Priorities in Critical Care <ul style="list-style-type: none"> i. First-level Priority ii. Second-level Priority iii. Third-level Priority B. Critical Thinking <ul style="list-style-type: none"> i. Characteristics of Critical Thinkers ii. Physical Assessment C. Clinical Resources <ul style="list-style-type: none"> i. Early Nursing Intervention Team (ENIT) ii. Rapid Response Team (RRT) | <p>Interactive Lecture</p> <p>Interactive Learning: In-Class Discussion of Fears and Experiences in Critical Care</p> <p>Interactive Learning: In-Class Discussion on Sensory Input Experienced by Critical Care Patients</p> <p>Interactive Learning: In-Class Discussion on Communicating with Families in Crisis</p> <p>Visual-Based Learning: YouTube Video – Inside an ICU</p> <p>Cooperative Learning: Completion of In-Class Critical Thinking Patient Care Scenarios/Case Studies</p> <p>Interactive Learning: Class Discussion on Critical Thinking Patient Care Scenarios</p> | <p>Medical-Surgical, Progressive Care, and Critical Care area multiple patient (District) clinical assignments.</p> <p>ICU Simulation: John French, Septic Shock</p> <p>Complex Care Simulation</p> <p>ICU Clinical Assignments</p> | <p>Pre & Post-Conference: Care of the assigned patients</p> <p>Class Preparation Assignments</p> |

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| <ul style="list-style-type: none"> iii. Code Blue D. Communication with patients and families III. ICU Care of the Patient with Sepsis/Septic Shock <ul style="list-style-type: none"> A. Differentiation of Types of Shock B. Hypovolemic Shock <ul style="list-style-type: none"> i. Types ii. Treatment C. Septic Shock <ul style="list-style-type: none"> i. Causes ii. Pathophysiology iii. Stages of Septic Shock iv. Diagnosis and Treatment v. Nursing Care and Medical Management D. Progression of SIRS to MODS <ul style="list-style-type: none"> i. Pathophysiology and progression ii. SIRS Criteria iii. Nursing Care and Medical Management E. Disseminated Intravascular Coagulation (DIC) IV. Vascular Access Devices, Enteral & Parenteral Nutrition <ul style="list-style-type: none"> A. Central Venous Access Devices (CVAD) <ul style="list-style-type: none"> i. Indications ii. Types <ul style="list-style-type: none"> 1. PICC 2. Non-Tunneled Central Catheter 3. Tunneled Central Catheter 4. Implanted Port iii. Nursing Considerations iv. Complications v. Beebe Healthcare Policy of Management B. Total Parenteral Nutrition/Enteral Nutrition <ul style="list-style-type: none"> i. NG/PEG tubes ii. TPN | <p>Lecture/ Reflection Video Enrichment: YouTube Video: Terms of Endearment</p> <p>Visual-Based Active Learning: Khan Academy Videos: Sepsis Pathophysiology, Sepsis Diagnosis and Treatment, and SIRS to MODS</p> <p>Unfolding Case Study: SIRS/MODS</p> <p>Unfolding Case Study: Sepsis</p> <p>Interactive Learning: Utilizing ATI Modules for VAD's</p> <p>Interactive Learning: Beebe Healthcare Policy Review</p> <p>Experiential Learning: Demonstration of VAD Types</p> | <p>Class Preparation: Video-Based Learning on Sepsis Treatment and Medical Management</p> | |

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| <ul style="list-style-type: none"> iii. Policy & Procedures iv. Nursing Considerations, Care, and Management <p>V. Blood Administration</p> <ul style="list-style-type: none"> A. Indications for Blood Transfusion B. Consent and Refusal C. Blood Product Types D. Policy and Procedure E. Transfusion Reactions <p>VI. Prioritizing & Delegation</p> | <p>Interactive Learning: Beebe Healthcare Policy Review</p> <p>Experiential Learning: Blood Administration Procedure</p> | <p>Class Preparation: Blood Administration & Policy Review</p> <p>Self-learning packet</p> | <p>IV Evaluation Quiz Exam 1</p> |
| Unit I Part II: | | | |
| <p>VII. Quality Standards</p> <ul style="list-style-type: none"> A. Joint Commission Overview <ul style="list-style-type: none"> i. Accreditation & Compliance B. DNV Overview <ul style="list-style-type: none"> i. Quality Standards C. National Performance Goals | <p>Interactive Lecture: Joint Commission Verification Website</p> <p>Interactive Lecture: BeebeNet Medication Resources/Lexicomp</p> | <p>Weekly Quality Standard Minutes</p> | <p>Quality Standards Quiz</p> |
| <p>VIII. Cardiac Rhythm Recognition and Interpretation</p> <ul style="list-style-type: none"> A. Basic electrophysiology B. Blood flow through the heart C. Blood flow to the heart D. Conduction through the heart | <p>Interactive lecture Video-enhanced learning: YouTube Clips</p> <p>In-class workbook review and exercises, rhythm strip analysis.</p> | <p>YouTube Clips: Cardiac Conduction</p> | |
| <p>IX. Cardiac Dysrhythmias and arrest</p> <ul style="list-style-type: none"> A. Sinus arrhythmias B. Atrial arrhythmias C. Junctional arrhythmias | | <p>ATI Pharmacology Made Easy 4.0 Independent review of BLS Algorithm</p> | |

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| D. Atrioventricular blocks E. Ventricular arrhythmias F. Cardiac Arrest | Video-enhanced learning: YouTube Clips Prezi: AV Blocks Collaborative learning: Dysrhythmia concept maps | | Quiz Exam 2 |