

Covenant School of Nursing
Instructional Module 4 Learning Guide
Topic: Endocrine

Learning Goals/Outcomes
Upon completion of this lesson, you will be able to relate the following to acute/chronic imbalance of the pituitary, thyroid, parathyroid, and adrenal glands: <ul style="list-style-type: none">• Plan & prioritize care interventions for a person with acute/chronic endocrine imbalance.• Evaluate patient outcomes of therapies for endocrine imbalance.• Teach an individual with chronic endocrine imbalance the interdisciplinary therapies required for health maintenance.• Identify the prototype and describe the actions, uses, adverse effects, contraindications, and nursing implications for medications used to treat disorders of the pituitary, thyroid, parathyroid or adrenal glands.• Apply the nursing process to promote normal metabolic regulation in providing culturally competent care for individuals experiencing an endocrine imbalance.
Pre-Class Preparation
Required Reading/Viewing: <ul style="list-style-type: none">• Medical/Surgical Text: Lewis, Bucher, Heitkemper, & Harding (2017):<ul style="list-style-type: none">○ Chapter 47: Review entire chapter.○ Chapter 49: Concentrate on the following health alterations: syndrome of inappropriate antidiuretic hormone (SIADH), diabetes insipidus (DI), hyper & hypothyroidism, hyper & hypoparathyroidism, cushing's syndrome, & Addison's disease.• Pharmacology Text: Burchman & Rosenthal (2019):<ul style="list-style-type: none">○ Chapter 58: Review entire chapter.○ Chapter 59: Focus on vasopressin & desmopressin.○ Chapter 60: Review entire chapter.• HESI Material:<ul style="list-style-type: none">○ Refer to "HESI Across the Module" for Week 7 related to endocrine material.
Learning Activities
Classroom Activities: <ul style="list-style-type: none">• Print and bring OR be able to access online endocrine PPTs.• Participate in instructor led activities that may include (but not limited to):<ul style="list-style-type: none">○ Case studies○ Concept mapping○ Role play○ Create Venn diagram & T.H.I.N. cards Laboratory/Clinical Activities: <ul style="list-style-type: none">• Participate in the care of patients with endocrine disorders in the hospital setting and in simulated scenarios.
Evaluation Methods
<ul style="list-style-type: none">• Completion of required reading/viewing material.• Exam 4• Participation in classroom and clinical learning activities.

Texas DECs	QSEN Competencies
<p>Knowledge:</p> <p>I. Member of the Profession: A.1a-c, A.2-4; B.1.b,e; B.2.a,b; B.3;B.4; B.6.a; B.7.c; B.8;</p> <p>II. Provider of Patient-Centered Care: A.1- 4; B.1- 7; B.10 - 12;C.1 - 8; D.1-5; E.1 - 6; E.9-13; F.1-2; G.1-3; H.1-4.a; H.6;</p> <p>III. Patient Safety Advocate: A.1-6; B.1.b-3; C.1- 2; D1.a-c; E.1-2;</p> <p>IV. Member of the Health Care Team: A.1-2; A.4.b; A.5.a,b; B.1-3; C.1; C.3- 8; D.1-4; E.1-2; F.1- 4; G.1-4</p> <p>Clinical Judgments and Behaviors:</p> <p>I. Member of the Profession: A.1.a-c; B.1; B.2.a,b; B.3; 4.c; B.5.a; B.6.a; C.2; C.3.a; C.5; D.1-5;</p> <p>II. Provider of Patient-Centered Care: A1-4; B.1-9; C.1-7; D.1-4; E.1-13; F.1-6; G.1-7; H.1-6;</p> <p>III. Patient Safety Advocate: A.1-5.a; B.1- 9; C.1-22.a; D.1-3;</p> <p>IV. Member of the Health Care Team: A.1-3; B.1-3, 5a,b; C.1-2.a,b; 3-4; D.1-2; E.1a,b,c; 2-3a,c; 4; F.1-2; G.1-4</p>	<ul style="list-style-type: none"> ▪ Patient-Centered Care ▪ Teamwork & Collaboration ▪ Evidence-Based Practice ▪ Safety
Graduate Competencies / Student Learning Outcomes	NCLEX Test Plan
<ol style="list-style-type: none"> 1. Implement a plan of care that integrates adult patient-related data and evidence based practice. 2. Communicate effectively with members of the healthcare team. 3. Apply evidence based research in nursing interventions. 4. Incorporate nursing and healthcare standards with dignity and respect when providing nursing care. 5. Recommend resources most relevant in the care of patients with health impairments. 6. Participate in the development of interprofessional plans of care. 7. Evaluate the effectiveness of teaching plans implemented during patient care. 8. Deliver effective nursing care to patients with multiple healthcare deficits. 	<p>Safe/Effective Care Environment:</p> <ul style="list-style-type: none"> ▪ <i>Management of Care:</i> Interdisciplinary team ▪ <i>Safety & Infection Control:</i> Injury prevention, Home safety, Standard precautions, Safe use of equipment. <p>Health Promotion/Maintenance:</p> <ul style="list-style-type: none"> ▪ Health Promotion/Disease Prevention, Health screening, Self- care, Techniques in physical assessment. <p>Psychosocial Integrity:</p> <ul style="list-style-type: none"> ▪ Coping mechanism, Cultural awareness/influences on health, Sensory/perception alteration, Support systems, Therapeutic communication. <p>Physiological Integrity:</p> <ul style="list-style-type: none"> ▪ <i>Basic Care & comfort:</i> Nutrition & hydration, ▪ <i>Pharmacological Therapies:</i> Adverse & Side effects, contraindications, Interactions, Dose calculation, Expected Actions & outcomes, Medication administration, IV therapies. ▪ <i>Reduction of Risk:</i> Diagnostic & lab tests, Potential for alteration in body systems, Potential for complications of diagnostic tests, treatment, procedures; Potential for complications from surgical procedures & health alterations. ▪ <i>Physiological Adaptation-</i>Alteration in body systems, Fluid & electrolyte imbalances, Illness management, medical emergencies, pathophysiology, unexpected response to therapies
Concepts	Faculty
<p><i>Metabolism, Clinical judgment, Comfort, Communication, Coping, Diversity, Fluid & electrolyte balance, Functional Ability, Health Promotion, Nutrition, Patient-Centered care, Patient education, Safety, Sensory perception, Sexuality, Teamwork & collaboration</i></p>	<p>Elizabeth Tombs MSN, APRN, CNM</p>

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