

Covenant School of Nursing
Instructional Module 4 Learning Guide
Topic: Tissue Integrity

Learning Goals/Outcomes
Upon completion of this lesson, you will be able to: ▪ Describe the inflammatory response, including vascular and cellular response. ▪ Explain local and systemic manifestations of inflammation and their physiologic bases. ▪ Differentiate among healing by primary, secondary, and tertiary intention. ▪ Explain the etiology and clinical manifestations of pressure ulcers and other dermal ulcers. ▪ Apply a risk assessment for pressure ulcers to measures to prevent the development of pressure ulcers. ▪ Discuss nursing and interprofessional management of wound healing. ▪ Explain the etiology, clinical manifestations, and nursing and interprofessional management of bacterial infections of integument and benign dermatologic disorders. ▪ Describe actions, uses, adverse effects, and nursing implications of medications used to treat integumentary disorders. ▪ Teach strategies to prevent disruption in skin integrity, as well as management of wounds and other skin conditions.
Pre-Class Preparation
Required: ▪ Text: Lewis 11th edition (2020) - o Chapter 11: Inflammation and Wound Healing - o Chapter 22: Assessment of Integumentary System (review) - o Chapter 23: Integumentary Problems (p. 413-425) ▪ Text: <i>Lehne's Pharmacology for Nursing Care 10th Ed.</i> - o Chapter 83: Basic Principles of Antimicrobial Therapy (review) - o Chapter 84: Drugs That Weaken the Bacterial Cell Wall - o Chapter 85: Drugs That Weaken the Bacterial Cell Wall II - o Chapter 86: Bacteriostatic Inhibitors of Protein Synthesis (Clindamycin & Linezolid)
Learning Activities
Classroom Activities: ▪ Lecture ▪ Case Studies ▪ Discussion ▪ Collaborative Learning Laboratory/Clinical Activities: ▪ Participate in the care of a patient with impaired tissue integrity in the clinical setting. Out of Class/Computer Assisted Activities: ▪ HESI Material: Refer to "HESI Across the Module" Optional Online Activities: ▪ For more in-depth practice identifying pressure ulcers, NDNQI Pressure Ulcer Training is helpful. https://members.nursingquality.org/NDNQIPressureUlcerTraining
Evaluation Methods
▪ Exam 1 ▪ Clinical Performance Evaluation ▪ HESI Fundamentals Proctored Exam

Texas DEC's	QSEN Competencies
Knowledge: I. Member of the Profession: A.1a, c, 2, 3; B.1.a-e, 2.a, b, 3, 7a-c, 8. II. Provider of Patient-Centered Care: A.1a, b, 2a, b, 3, 4; B.1, 2, 3, 4, 5, 6, 7, 10, 11; C.1.a, b, 2.a, b, 3, 4.a, b, 5, 6, 7; D.1. a, b, c, d, 3.a, b, 4.a, b, c, 5.a, b; E.1.a, b, 2, 3.a, b, 4.a, b, 5, 6.a, b, 7, 8, 9, 10, 11.a, b, c, 12, 13; F.2; G.1.a, b, 2.a, b, 3.a, b; H.1, 3.a, b, 5,6. III. Patient Safety Advocate: A.1, 2, 3, 4, 5; B.1a, b, 2, 4; C.1, 2; D.1.a, b, c; F.1.a, b, c, 2. IV. Member of the Health Care Team: A.1.a, b, 2, 4.a, b, 5.a; B.1.a, b, 2.a, b, 3.b, 4; C.1, 3, 4.a, b, 5, 6, 7, 8; D.1, 2; E.1.a, b, 2, 3; F.1, 3, 4.a, b. Clinical Judgments and Behaviors: I. Member of the Profession: A.1, 2, 3.a, b; B.2.a, 3 a-c, 4a, 5.a, 6.a-c; C.4, 5; D.3. II. Provider of Patient-Centered Care: A.1, 2a, b; B.1, 2, 3.a, b, 4, 5, 6, 7, 8; C.1, 2, 3.a, b, 4, 5, 6, 7; D.1, 2.a, b, c, d; E.1, 2.a, b, c, 3.a, b, 4, 5.a, b, 6.c, d, 7.a, b, c, 8, 9, 10, 11, 12.a, b, 13; F.1.a, b, c, 2.a, b, 3.a, b, 4, 5.a, b, c, 6; G.1, 2.a, b, 3, 4 5.a, b, 6, 7; H.5a, 6. III. Patient Safety Advocate: A.2, 3, 4, 5.a; B.1, 2, 3.a, b, c, 4, 5, 6, 8, 9; C.1, 2.a, b; D.1, 2, 3.; E. 1, 3; F.1. IV. Member of the Health Care Team: A.1, 2.a; B.1.a, b, 2, 3.a, b, c, 5.b; C.1.a, b, c, 2.a, b, c; D.1.a, b, c, 2, 6.a; E.1.a, b, c, 2.a, b, c, 3.a, b, c, 4.	▪ Patient-Centered Care ▪ Teamwork & Collaboration ▪ Evidence Based Practice ▪ Quality Improvement ▪ Safety ▪ Informatics
IM4 Student Learning Outcomes	NCLEX Test Plan
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.	Safe/Effective Care Environment: ▪ <i>Management of Care:</i> Advocacy, Assignment, Delegation & Supervision, Collaboration with Interdisciplinary Team, Confidentiality/Information Sharing, Establishing Priorities, Ethical Practice, Information Technology ▪ <i>Safety & Infection Control:</i> Accident/Error/Injury Prevention, Handling Hazardous/Infectious Materials, Home Safety, Standard Precautions/Surgical Asepsis Health Promotion/Maintenance: ▪ Aging Process, Health Promotion/Disease Prevention, Self-care, Techniques of Physical Assessment Psychosocial Integrity: ▪ Sensory/Perception Alteration, Therapeutic Communication, Therapeutic Environment Physiological Integrity: ▪ <i>Basic Care & Comfort:</i> Elimination, Mobility/Immobility, Non-Pharmacological Comfort Interventions, Nutrition & Hydration, Personal Hygiene ▪ <i>Pharmacological Therapies:</i> Adverse/Contraindications/Side Effects/Interactions, Expected Actions & Outcomes, Medication Administration, Parenteral/Intravenous Therapies ▪ <i>Reduction of Risk Potential:</i> Changes/Abnormalities in Vital Signs, Diagnostic Tests, Laboratory Values, Potential for Complications from Surgical Procedures & Health Alterations, System Specific Assessments, Therapeutic Procedures ▪ <i>Physiological Adaptation:</i> Alteration in Body Systems, Fluid & Electrolyte Imbalances, Hemodynamics, Illness Management, Pathophysiology
Concepts	Faculty
Comfort, Functional Ability, Tissue Integrity, Clinical Judgment, Health Promotion, Patient Education, Safety	T. Nesbitt, DNP, RN, CNE
Date originated: 11/24/15	Revision Dates: 11/21/17; 8/24/18; 11/15/18; 9/24/19, 11/7/19, 10/11/20