

**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:

- 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:

- Medical/Surgical Text (Lewis, 11<sup>th</sup> ed.):
  - Chapter 47: Review the 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 – Lehne (10<sup>th</sup> ed.):
  - Chapter 58: Review the chapter
  - Chapter 59: Review the chapter
  - Chapter 60: Review entire chapter.
- HESI Material:
  - Refer to "HESI Across the Module" related to endocrine material.

**Learning Activities**

Classroom Activities:

- Review and listen to Endocrine PPT voiceovers.
- Participate in instructor led activities that may include (but not limited to):
  - Case studies
  - Concept mapping
  - Role play (student volunteers for interactive matching game)

Laboratory/Clinical Activities:

- Participate in the care of patients with endocrine disorders in the hospital setting and in simulated scenarios.

**Evaluation Methods**

- Exam 4
- Participation in classroom and clinical learning activities.

Texas DEC's	QSEN Competencies
<p><b>Knowledge:</b></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><b>Clinical Judgments and Behaviors:</b></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"> <li>▪ Patient-Centered Care</li> <li>▪ Teamwork &amp; Collaboration</li> <li>▪ Evidence-Based Practice</li> <li>▪ Safety</li> </ul>
Graduate Competencies / Student Learning Outcomes	NCLEX Test Plan
<ol style="list-style-type: none"> <li>1. Implement a plan of care that integrates adult patient-related data and evidence based practice.</li> <li>2. Communicate effectively with members of the healthcare team.</li> <li>3. Apply evidence based research in nursing interventions.</li> <li>4. Incorporate nursing and healthcare standards with dignity and respect when providing nursing care.</li> <li>5. Recommend resources most relevant in the care of patients with health impairments.</li> <li>6. Participate in the development of interprofessional plans of care.</li> <li>7. Evaluate the effectiveness of teaching plans implemented during patient care.</li> <li>8. Deliver effective nursing care to patients with multiple healthcare deficits.</li> </ol>	<p><b>Safe/Effective Care Environment:</b></p> <ul style="list-style-type: none"> <li>▪ <i>Management of Care:</i> Interdisciplinary team</li> <li>▪ <i>Safety &amp; Infection Control:</i> Injury prevention, Home safety, Standard precautions, Safe use of equipment.</li> </ul> <p><b>Health Promotion/Maintenance:</b></p> <ul style="list-style-type: none"> <li>▪ Health Promotion/Disease Prevention, Health screening, Self-care, Techniques in physical assessment.</li> </ul> <p><b>Psychosocial Integrity:</b></p> <ul style="list-style-type: none"> <li>▪ Coping mechanism, Cultural awareness/influences on health, Sensory/perception alteration, Support systems, Therapeutic communication.</li> </ul> <p><b>Physiological Integrity:</b></p> <ul style="list-style-type: none"> <li>▪ <i>Basic Care &amp; comfort:</i> Nutrition &amp; hydration,</li> <li>▪ <i>Pharmacological Therapies:</i> Adverse &amp; Side effects, contraindications, Interactions, Dose calculation, Expected Actions &amp; outcomes, Medication administration, IV therapies.</li> <li>▪ <i>Reduction of Risk:</i> Diagnostic &amp; lab tests, Potential for alteration in body systems, Potential for complications of diagnostic tests, treatment, procedures; Potential for complications from surgical procedures &amp; health alterations.</li> <li>▪ <i>Physiological Adaptation-</i>Alteration in body systems, Fluid &amp; electrolyte imbalances, Illness management, medical emergencies, pathophysiology, unexpected response to therapies</li> </ul>
Concepts	Faculty
<p><i>Metabolism, Clinical judgment, Comfort, Communication, Coping, Diversity, Fluid &amp; Electrolyte Balance, Functional Ability, Health Promotion, Nutrition, Patient-Centered care, Patient Education, Safety, Sensory perception, Sexuality</i></p>	<p>T. Nesbitt, DNP, RN, CNE</p>
<p><b>Date originated:</b> 2-1-16</p>	<p><b>Revision Dates:</b> 7-26-16; 8-2-17; 9-4-18; 10-1-19; 10-10-20, 3-15-21</p>