

Covenant School of Nursing
Instructional Module 4 Learning Guide
Topic: Endocrine
Academic Year 22-23

Learning Goals/Outcomes
<p>Upon completion of this lesson, you will be able to relate the following to acute/chronic imbalance of the thyroid, parathyroid and adrenal glands:</p> <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 thyroid gland, parathyroid gland; and 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
<p>Required:</p> <ul style="list-style-type: none">• Lehne, 11th ed: Ch. 61, pp. 703-704; Ch. 62, pp. 711-712; Ch. 63, pp. 719• Lewis, 11th ed: Ch. 47 and 49 <p>Additional Resources:</p> <ul style="list-style-type: none">• Addison's Disease: https://youtu.be/GwKKhgQJCH8• Cushing's Syndrome: https://www.youtube.com/watch?v=AzUj-UTvZDk• Hormone Health Network: http://www.hormone.org/• Parathyroid: https://www.youtube.com/watch?v=UmXHhsPwGP0• Thyroid: https://www.youtube.com/watch?v=SVSBo065hmw
Learning Activities
<p>Classroom Activities:</p> <ul style="list-style-type: none">• Lecture• Case Studies• Discussion <p>Laboratory/Clinical Activities:</p> <ul style="list-style-type: none">• Participate in the care of patients with endocrine disorders <p>Out of Class/Computer Assisted Activities:</p> <ul style="list-style-type: none">• HESI: see HESI across the curriculum sheet
Evaluation Methods
<ul style="list-style-type: none">• Unit Exam

Texas DECs	QSEN Competencies
<p>Knowledge: I.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; II.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; III.A.1- 6; B.1.b-3; C.1- 2; D1.a-c; E.1-2; IV.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: I.A.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; II.A1-4; B.1- 9; C.1-7; D.1-4; E.1-13; F.1-6; G.1-7; H.1-6; III.A.1-5.a; B.1- 9; C.1-22.a; D.1-3; IV. 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>	<p>Patient-Centered Care Teamwork & Collaboration Evidence Based Practice Safety</p>
Graduate Competencies / Student Learning Outcomes	NCLEX Test Plan
<p>1, 2, 3, 4, 5, 6, 7, 8</p>	<p>Safe/Effective Care Environment: <i>Management of care-</i> Interdisciplinary team, <i>Safety & Infection Control-</i>Injury prevention, Home Safety, Standard precautions, Safe use of equipment. Health Promotion/Maintenance: Health promotion/Disease prevention, Health screening, Self- care, Techniques in physical assessment. Psychosocial Integrity: Coping mechanism, Cultural awareness/influences on health, Sensory/perception alteration, Support systems, Therapeutic communication. Physiological Integrity: <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</p>
Concepts	Faculty
<p><i>Metabolism, Clinical judgement, Comfort, Communication, Coping, Diversity, Fluid & electrolyte balance, Functional Ability, Health promotion, Nutrition, Patient Centered care, Patient education, Safety, Sensory perception, Sexuality, Teamwork & collaboration, Tissue integrity</i></p>	<p>T. Nesbitt</p>
<p>Date originated: 2-1-16</p>	<p>Revision Dates: 7-26-16; 8-2-17, 7-23-19, 11-7-22</p>

Mod 4 Learning Guide

Topic: Endocrine cont'd

CSON Learning Guide (adopted 5-2015 by Faculty vote) - adapted from Smith, R. M. *Conquering the Content*. San Francisco: Jossey-Bass, 2008.