

**Covenant School of Nursing**  
**LVN-RN Course Learning Guide**  
**Topic: Medical-Surgical**

**Learning Goals/Outcomes**

Upon completion of this lesson, you will be able to:

- Apply the concepts of delegation, prioritization, and leadership principles in the care of patients.
- Describe informed surgical consent and outline pre-op and post-op care for the surgical patient.
- Identify the signs and symptoms of abnormal electrolytes and anticipate treatment options and monitor patient response.
- Discuss the signs, symptoms, and treatment of HIV and AIDS.
- Compare and contrast the care of the post-op hip patient, patient with osteoporosis, and patient requiring orthopedic traction.
- Plan and prioritize care for a patient diagnosed with Systemic Lupus Erythema or Rheumatoid Arthritis.
- Compare and contrast ulcerative colitis, Crohn's disease, Diverticulitis and Diverticulosis including pathophysiology, clinical manifestations, complications, and interprofessional and nursing management.
- Implement nursing care specific to symptom management of patients with cancer.
- Recognize and implement care strategies for patients at the end of life.
- Implement assessment and prevention strategies to maintain tissue integrity.
- Plan and prioritize care interventions for patients with Type 1 and Type 2 Diabetes Mellitus.
- Plan and prioritize care interventions for patients with acute/chronic imbalance of the thyroid and adrenal glands.
- Discuss the pathological mechanisms of urinary tract infections, renal calculi, benign prostatic hypertrophy, and renal failure.
- Implement nursing plans of care for individuals with genitourinary disorders.

**Pre-Class Preparation**

Required:

- Also see the HESI & Other Assignments Sheet
- Saunders Comprehensive Review for the NCLEX-RN Examination
  - Adrenal gland, Amputation, Cancer, Diabetes types 1&2, Fluid and electrolyte imbalances, Genitourinary, Hip fracture pre & post-op care, HIV/AIDS, Informed consent, Integument, Malignant Hyperthermia, Orthopedic traction, Osteoarthritis, Osteoporosis, Patient-controlled analgesia, Perioperative nursing, Renal, Rheumatoid arthritis, Systemic Lupus Erythematosus (SLE, Thyroid (hypo & hyper)

Additional Resources:

- YouTube videos
  - <https://www.youtube.com/watch?v=-PaHC8fleO0> Great Overview of all electrolytes (35 minutes)
  - <https://www.youtube.com/watch?v=GhxQr6gMcrk> Hypokalemia (13:41)
  - <https://www.youtube.com/watch?v=-6b8svtDWys> Hyperkalemia (13:40)
  - <https://www.youtube.com/watch?v=cxVKcUiAUuE> Hyponatremia (13:56)
  - <https://www.youtube.com/watch?v=gHt3iwdpwQc> Hypernatremia (9:49)
  - [Hypermagnesemia Fluid & Electrolytes Nursing Students Made so Easy NCLEX Review - YouTube](#) (9:40)
  - [Hypomagnesemia Fluid & Electrolytes Nursing Students Made so Easy NCLEX Review - YouTube](#) (12:00)

Videos retrieved 10/5/2023

**Learning Activities**

Classroom / Activities:

- Lecture
- Discussion
- Case studies
- Collaborative learning

Laboratory/Clinical:

Online:

- See **HESI & Other Assignments document in LMS**

**Evaluation Methods**

- Exam 1
- HESI Modules Completion
- Competency Performance Examination

<b>Texas DECs</b>	<b>QSEN Competencies</b>
<p><b>Knowledge</b>            II.A.1.a; 2a, b.,3; II.B.2, 4, 5, 6, 7, 8, 11, 12; II.C, 3, 4b. 5, 6, 7, 8; II.D. 1a, 1b, 1c,            3b, 4c,5a; II.E, 1a, 1b, 2, 4a,4b, 5, 6b, 12, 13; II.F, 2; II.G, 2a, 2b, 3a, 3b IV.C, 1, 3, 5, 8,  <b>Clinical Judgments and Behaviors</b>            I.A.1, 2, 3a, 3b, B.2.a, 2.b, 3.a, 3.b, 3.c, 4.a, 4.b, 5.a, 5.c, 6.a, 6.b, 6.c; II.A, 1, 2.a, 2.b, 3, 4; II.B, 1, 2, 3.a, 3.b, 4, 5, 6, 7, 8, 9, II.C.1, 2, 3.a, 4, 5, 6, 7; II.D.1, 2.a, 2.c, 2.d, ,3.a, 3.b,3.c; II.E.1, 2.a, 2.b, 2.c, 3.b, 4, 5.a, 6.a, 6.c, 6.d, 9,            10, 11, 12.b; II.F.1.a, 1.b, 1.c, 2.a, 2.b,5 a, 5.b; II.G.1,2a, 2b, 3, 4, 5a, 5b, 6, 7; II.H.6; III.A., 2, 3, 4, 5a; III.B.1, 2, 3.a, 3.b, 3.c, 4, 5, 8, 9; III.C.2.a, 2.b, III.D.1, 2, 3; III.E.1, 3; III.F.1; IV.A.1, IV.B.1.a, 2;            IV.C.1.a, 2.b; IV.D.1.b, 3.b, IV.E.1.b, 1.c, 2.b, 2.c, 4;</p>	<p>Patient-Centered Care, Evidence-Based Practice, Safety, Teamwork and Collaboration</p>
<b>IM Student Learning Outcomes</b>	<b>NCLEX Test Plan</b>
<p>1,2,3,4,5,6,7,8</p>	<p>MOC (continuity of care, establishing priorities);S&amp;IC (home safety);HP&amp;P (health promotion/disease prevention, health screening, high risk behaviors, lifestyle choices, self-care, techniques of physical assessment); Psych int. (stress management, therapeutic communication); BC&amp;C (nutrition); RRP (diag. tests, lab values, potential alt. in body systems, potential for complications of diag. test/treatments/procedures, system specific assessments; Phys. Adaption (alterations in body systems, hemodynamics, illness management)</p>
<b>Concepts</b>	<b>Faculty</b>
<p>Acid-Base, Clinical Judgement, Cellular Regulation, Clotting, Comfort, Diversity, Elimination, Fluid &amp; Electrolytes, Gas Exchange, Nutrition, Perfusion, Sensory/Perception, Tissue Integrity, Coping, Clinical Judgement, Patient Education, Evidence-based practice, Patient-centered Care</p>	<p>D. Kilpatrick, MSN, RN, CNE, CCRN-K            E. McWilliams, MSN, RN</p>
<p><b>Date originated:</b>            10/30/17</p>	<p><b>Revision Dates: 8/20/2020; 8/30/21;11/14/2022; 10/2023;</b></p>