**Title of Activity:** CCRN/PCCN Review Nursing Conference  
**Date of Live Activity:** May 6 & 7, 2016

**Identified Gap(s):** Nurses currently need knowledge to acquire CCRN/PCCN certification and to incorporate best practices in the care of patients in specialty areas, such as ICU, CCU, medical/surgical ICU, trauma units, or behavioral health units.

**Description of current state:** Nurses currently lack the knowledge needed to successfully pass and acquire CCRN/PCCN certification, and/or to incorporate best practices in the care of patients with a variety of system and multi-system disorders in critical care units.

**Description of desired/achievable state:** Nurses will be able to identify and discuss best practices in the management of adult critical care (ICU, CCU, trauma, behavioral health) patients with a variety of system and multi-system disorders.

**Gap to be addressed by this activity:**

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Practice</th>
<th>Other</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

**Purpose:** Participants of this program will review the physiology, pathophysiology and nursing treatment protocols for critically acute adult patients with a variety of multi-system disorders, with an emphasis on nursing protocols for patients with renal, cardiovascular, pulmonary, endocrine, hematological, immunological, gastrointestinal, behavioral, psychosocial, neurological, and multi-system disorders. Participants will also review the professional caring and synergy model introduced by the AANC. Participants will discuss ethical issues related to healthcare decision-making. At the completion of this program, the participant will be able to:

**OBJECTIVES**

<table>
<thead>
<tr>
<th>CONTENT (Topics)</th>
<th>TIME FRAME</th>
<th>PRESENTER</th>
<th>TEACHING METHODS</th>
<th>FORMATIVE &amp; SUMMATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>List learner’s objectives in behavioral terms</td>
<td>Provide an outline of the content for each objective. It must be more than a restatement of the objective.</td>
<td>State the time frame for each objective.</td>
<td>List the Faculty for each objective.</td>
<td>Describe the teaching methods, strategies, materials &amp; resources for each objective.</td>
</tr>
</tbody>
</table>
| 1. Discuss the etiology, assessment, diagnosis, nursing treatment, best practices, and management of patients with selected renal disorders | Acute renal injury  
Chronic renal injury  
Hyper/hyponatremia  
Hyper/hypokalemia  
Hyper/hypocalcemia  
Hyper/hypomagnesemia  
Hyper/hypophosphatemia  
Nursing interventions/management | 105 minutes | Leanna R. Miller, RN, MS, CCRN-CMC, PCCN-CSC, CEN, CMSRN, CNRN, NP | Lecture  
Computer generated slides  
Discussion | Class Participation  
Q & A  
Evaluation |

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**New York State Nurses Association**  
**Accredited Provider Unit**  
**Educational Planning Table – Live (utilizing 2013 criteria)**
2. Discuss the etiology, assessment, diagnosis, nursing treatment, best practices, and management of patients with selected cardio-vascular disorders

- Angina
  - Stable
  - Unstable
  - Prinzmetal’s
- MI
  - Non-Q wave
  - Q wave
- Stents
- Cardiac surgery
- CHF
- Right ventricular failure
- Left ventricular failure
- Systolic dysfunction
- Diastolic dysfunction
- Dilated
- Hypertrophic (IHSS)
- Restrictive
- Endocarditis
- Pericarditis
- Aortic disruption
- Aortic dissection
- Pericardial tamponade
- Cardiac contusion
- Cardiac shock
  - Compensatory
  - Progressive
  - Refractory
  - Hypovolemic
  - Cardiogenic
- IABP
- Nursing interventions/management

<table>
<thead>
<tr>
<th>Time</th>
<th>Presenter</th>
<th>Session</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>240 minutes</td>
<td>Leanna R. Miller, RN, MS, CCRN-CMC, PCCN-CSC, CEN, CMSRN, CNRN, NP</td>
<td>Lecture Computer generated slides Discussion</td>
<td>Class Participation Q &amp; A Evaluation</td>
</tr>
</tbody>
</table>

3. Discuss the etiology, assessment, diagnosis, nursing treatment, best practices, and management of patients with selected pulmonary disorders

- ABG
- COPD
- Asthma
- Asthmaticus
- Pneumonia
- Aspiration pneumonia
- Acute Respiratory failure
- ARDS
- Mechanical Ventilation

<table>
<thead>
<tr>
<th>Time</th>
<th>Presenter</th>
<th>Session</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>135 minutes</td>
<td>Leanna R. Miller, RN, MS, CCRN-CMC, PCCN-CSC, CEN, CMSRN, CNRN, NP</td>
<td>Lecture Computer generated slides Discussion Case studies</td>
<td>Class Participation Q &amp; A Evaluation</td>
</tr>
</tbody>
</table>
| 4. Discuss the etiology, assessment, diagnosis, nursing treatment, best practices, and management of patients with selected endocrine disorders | • Pharmacological support  
• Nutritional support  
• Pulmonary emboli  
• Pulmonary infarction  
• Hypercoagulability  
• Thoracic trauma/surgery  
• Nursing interventions/management | 45 minutes | Leanna R. Miller, RN, MS, CCRN-CMC, PCCN-CSC, CEN, CMSRN, CNRN, NP | Lecture  
Computer generated slides  
Discussion | Class Participation  
Q & A  
Evaluation |
|---|---|---|---|---|---|
| 5. Discuss the etiology, assessment, diagnosis, nursing treatment, best practices, and management of patients with selected hematology/immunology disorders | • DKA  
• Type II Diabetes  
• Diabetes Insipidus  
• SIADH  
• Thrombosis  
• Hemorrhage  
• DIC  
• AIDS  
• Organ donation | 30 minutes | Leanna R. Miller, RN, MS, CCRN-CMC, PCCN-CSC, CEN, CMSRN, CNRN, NP | Lecture  
Computer generated slides  
Discussion | Class Participation  
Q & A  
Evaluation |
| 6. Discuss the etiology, assessment, diagnosis, nursing treatment, best practices, and management of patients with selected gastrointestinal disorders | • GI bleeding  
• Pancreatitis  
• Bowel Obstruction  
• Hepatic Failure  
• Abuse/neglect  
  o Physical  
  o Sexual  
  o Emotional  
  o Psychological  
• Restraints  
• Acute schizophrenic patients  
• Aggressive patients  
• Dementia  
• Delirium  
• Developmental delays  
• Failure to thrive  
• Mood disorders  
  o Depression  
  o Bipolar  
  o Dysthymia | 45 minutes | Cynthia Bautista, PhD, RN, CNRN, SCRN, CCNS, ACNS-BC | Lecture  
Computer generated slides  
Discussion | Class Participation  
Q & A  
Evaluation |
8. Discuss the etiology, assessment, diagnosis, nursing treatment, best practices, and management of patients with selected neurology disorders

<table>
<thead>
<tr>
<th>Neuro-anatomy</th>
<th>90 minutes</th>
<th>Cynthia Bautista, PhD, RN, CNRN, SCRN, CCNS, ACNS-BC</th>
<th>Lecture</th>
<th>Computer generated slides</th>
<th>Class Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neurological assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Q &amp; A</td>
</tr>
<tr>
<td>Head trauma</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Evaluation</td>
</tr>
<tr>
<td>Stroke</td>
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<tr>
<td>Encephalopathy</td>
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</tbody>
</table>

- Adjusted disorder
- Substance abuse
  - Alcohol
  - Nicotine
  - Opiates
  - Cocaine
- Suicide
- Nursing interventions/management

- Neuro-anatomy
  - Cerebrum
    - Frontal lobe
    - Temporal lobe
    - Parietal lobe
    - Occipital lobe
  - Cerebellum
  - Brain stem

- Neurological assessment
  - Glasgow Coma Scale
  - Cranial nerves
  - Motor response-motor strength scale
  - Vital signs
  - Respiratory patterns

- Head trauma
  - Mild head injury
  - Contusion
  - Diffuse axonal injury
  - Penetrating injury
  - Basilar skull fracture

- Hydrocephalus
- Intracranial hemorrhage
  - Cerebral aneurysm
  - Hematoma

- Stroke
  - Ischemic
  - Hemorrhagic

- Encephalopathy
  - Hydrops/anoxia
  - Hypoxia/ischemia
  - Metabolic
  - Infectious
### Educational Planning Table – Live (utilizing 2013 criteria)

<table>
<thead>
<tr>
<th>9. Discuss the etiology, assessment, diagnosis, nursing treatment, best practices, and management of patients with selected multi-system disorders</th>
<th>10. Describe the synergy model, patient advocacy, and the holistic approach to the care of the critically ill patient as it relates to ethical considerations and advocating for patient self-</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Brain death</strong>&lt;br&gt;<strong>Seizures</strong>&lt;br&gt;o Partial&lt;br&gt;o Generalized&lt;br&gt;o Tonic/clonic&lt;br&gt;o Petit mal&lt;br&gt;o Myoclonic&lt;br&gt;o Atonic&lt;br&gt;<strong>Neuromuscular disorders</strong>&lt;br&gt;o Muscular dystrophy&lt;br&gt;o Duchenne’s muscular dystrophy&lt;br&gt;o Guillain-barre&lt;br&gt;o Myasthenia gravis&lt;br&gt;o Meningitis&lt;br&gt;o West nile virus&lt;br&gt;o Lyme&lt;br&gt;o Bell’s palsy&lt;br&gt;<strong>Brain tumor</strong>&lt;br&gt;<strong>Neurosurgery</strong>&lt;br&gt;<strong>Nursing interventions/management</strong></td>
<td><strong>Shock states</strong>&lt;br&gt;<strong>Asphyxia</strong>&lt;br&gt;<strong>SIRS/MODS</strong>&lt;br&gt;<strong>Toxic ingestions</strong>&lt;br&gt;<strong>Sepsis/septic shock</strong>&lt;br&gt;<strong>Multiple trauma</strong>&lt;br&gt;<strong>Mechanical ventilation</strong>&lt;br&gt;<strong>DVT</strong>&lt;br&gt;<strong>Organ failure</strong>&lt;br&gt;<strong>Hemorrhage</strong>&lt;br&gt;<strong>Burns/chemical exposures</strong>&lt;br&gt;<strong>Nursing interventions/management</strong></td>
<td>90 minutes</td>
</tr>
<tr>
<td>determination rights.</td>
<td>Ethical decision making</td>
<td>Synergy model</td>
</tr>
<tr>
<td>-----------------------</td>
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</tr>
<tr>
<td>• Ethical decision making</td>
<td>o Moral distress</td>
<td>o Definition</td>
</tr>
<tr>
<td>o Ethical dilemmas</td>
<td>o Ethical codes</td>
<td>o Core concepts</td>
</tr>
<tr>
<td>o Legal issues</td>
<td></td>
<td>o Assumptions</td>
</tr>
</tbody>
</table>

List the evidence-based references used for developing this educational activity:

AACN CCRN/PCCN Certification Exam Handbook

AACN Certification and Core Review for High Acuity and Critical Care, 6th Ed, Editor: J. Grif Alspach, 2007

AACN Core Curriculum for Critical Care Nursing, 6th Ed. (Adult) Editor: J. Grif Alspach, 2006

American Association for the History of Nursing, Inc. AAHN. (2007). aahn@aahn.org

American Association of Critical Care Nurses (2013). Specialty certification. AACN.org

Brown, B., (2010). The gifts of imperfection. Hazelden, Center City, MN


Core Curriculum for Progressive Care Nursing Editor: AACN, 2010


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Accredited Provider Unit
Educational Planning Table – Live (utilizing 2013 criteria)


Note: Time spent evaluating the learning activity may be included in the total time when calculating contact hours.

Total Minutes 900 divided by 60 = 15 contact hour(s)

Carol Lynn Esposito, Ed.D., JD, MS, RN

Completed By: Name and Credentials

July 1, 2014

Date