



RNSG 1327-101CL-S2024
Transition to Professional Nursing Summer
2024
Tuesdays/Thursdays 0800-0940, 1000-1240
STEAM

Instructor Information:

Karen Bell MSN, RN, kbell22@com.edu, 409-933-8716

Office hours: Wednesday 0900-1300; Thursdays 1300-1630

Rachel Fano, MSN, RN, FNP rboaz2@com.edu, 409-933-8459

Office hours: Monday 0930-1330; Wednesday 1300-1500

Required Textbook/Materials:

Bristol, T., Sherrill, K (2019). NurseThink for Students: The Notebook, 3rd (or latest) edition.

Waconia: NurseTim, Inc. (Student Success Bundle)

Bristol, T., Sherrill, K (2019). NCLEX Conceptual Review Guide. Waconia: NurseTim, Inc. (Student Success Bundle)

Bristol, T., Sherrill, K (2019). Conceptual Clinical Cases. Waconia: NurseTim, Inc. (Student Success Bundle)

Claywell, L., (2018). LPN to RN transitions, 4th Edition. St. Louis: Elsevier, Inc.

CJSim – Next Gen NCLEX Sim. Waconia: NurseTim.

Sherpath for Pharmacology (Lilley version), 10th edition. St. Louis: Elsevier, Inc. (see content for course code)

Sherpath for Harding Lewis (medical surgical), 12th edition. St. Louis: Elsevier, Inc (see content for course code)

HESI Comprehensive Review for the NCLEX-RN Examination, 5th edition. St.

Louis: Elsevier, Inc.

Harding, M., et al. (2023) Elsevier Adaptive Quizzing for medical-surgical nursing: Assessment and management of clinical problems, 12th edition. St. Louis: Elsevier, Inc. (see content for course code)

Harding, M., Kwong, J., Roberts, D., Hagler, D., Reinisch, C. (2023). *Medical- Surgical Nursing: Assessment and Management of Clinical Problems, 12th Edition*. St. Louis: Elsevier, Inc.
iClicker (download student version on your iPhone or Android device)

Recommended:

Silvestri, A. (2017). *Saunders comprehensive review for the NCLEX-RN examination (7th ed)*. St. Louis, MO: Elsevier.

Course Description:

(Credit 3: Lecture 2 / Lab 3) (10 Weeks. 80 Contact hours)

This bridging course provides the Licensed Vocational Nurse (LVN) an opportunity to enhance his/her theory base and develop skills essential for joining the generic ADN student for the second year of the program. Topics include health promotion, expanded assessment, analysis of data, nursing process, pharmacology, multidisciplinary teamwork, communication, and applicable competencies in knowledge, judgment, skills, and professional values within a legal/ethical framework throughout the life span.

Course Requirements:

Unit exams (4): Assess knowledge and understanding of incremental course content. Time unit exams will use multiple choice, multiple answer, and alternative style (Next-Gen) test questions as indicated to follow the NCLEX-RN testing format. If a student receives a grade below 75% on any exam, he/she should schedule a counseling appointment with the instructor to initiate the remediation process.

Comprehensive final exam (1): Assesses overall knowledge and application of complete course content. The timed exam will use multiple choice, multiple answer (select all that apply), and alternative style (Next-Gen) test questions as indicated to follow the NCLEX-RN testing format. If a student receives a grade below 75% on any exam, he/she should schedule a counseling appointment with the department remediation counselor.

Elsevier Adaptive Quizzes (EAQ): Prior to each unit examination, the EAQ will be assigned as an assessment of student learning. Any quiz turned in after the posted due date in the calendar will receive a **zero**. The grades of each quiz will be averaged and be part of the final grade. See Appendix A.

Pharmacology lessons (Sherpath): Assesses knowledge and application of selected pharmacologic content integrated within the program. Students will complete lessons as assigned, each due at 2359 on the assigned deadline. The lessons are multi-media, mixing quizzes, videos, and other materials over a single drug class. Any quiz turned in after the posted due date in the calendar will receive a **zero**. The grades of these lessons will be averaged and made part of the final grade. See Appendix A.

Special project: Students will work in groups to complete a paper and presentation on professional nursing competencies and how they can affect a common health problem. See Appendix B.

Grading Scale

A = 90 - 100.00

B = 80 - 89.99

C = 75 - 79.99*

D = 60 - 74.99 F = < 60

*A minimum final grade of "C" is required to pass this course

Grade Calculation

All assignments, including pass/fail, must be submitted to pass the course. The exam average must be at least 75% before non-examination assignment grades are calculated into the final course grade. See Grade Determination & Calculation in the Nursing Student Handbook.

Assignment	%
Unit Exams 1	12.5%
Unit Exam 2	12.5%
Unit Exam 3	12.5%
Unit Exam 4	12.5%
Comprehensive Final Exam	10%
*Exam Average (must be above 75%)	60%
Sherpath Pharmacology Weekly Lessons, averaged	10%
Professional Nurse Competency Paper	10%
EAQ quizzes (4 @ 2.5% each)	10%
Professionalism	10%
***Other grades total	40%
Weighted Grade Total	100%
* $\geq 75\%$ exam average required to pass the course	
***Weighted assignments calculated only after 75% exam average met	

Late Work, Make-Up, and Extra-Credit Policy:

All course assignments are expected to be completed and submitted on the specified due date. Anything submitted after the due date on the calendar will be given a grade of zero.

Attendance Policy:

See [Nursing Program Attendance](#) in the Nursing Student Handbook.

“An absence is defined as missing half or more of a class period. Three or more absences in nursing theory courses will result in written counseling. An instructor-initiated withdrawal may occur if a student continues to be absent after the counseling is given.” The student is expected to email the instructors if they are going to be absent or tardy for any reason. If an absence occurs, the student will lose all professionalism points for that day.

Communicating with your instructor: ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means.

Course Objectives/Student Learning Outcomes:

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
<p>1. Examine the pathophysiology and clinical management of patients with common health needs.</p>	<p>Outcome 1: Integrate critical thinking when incorporating knowledge from the sciences and humanities in the delivery of professional nursing care</p>	<p>Unit exams and final comprehensive exam:</p> <ul style="list-style-type: none"> • Specialty Area score • Pathophysiology score • Nursing Concepts topic <ul style="list-style-type: none"> ○ Clinical Judgment ○ Critical Thinking
<p>2. Apply the nursing process in the care of adult patients and their families in primary, secondary and tertiary settings to achieve, improve, or maintain an optimal level of wellness.</p>	<p>Outcome 2: Demonstrate principles of collaborative practice within the nursing and interdisciplinary teams fostering mutual respect and shared decision-making to achieve stated outcomes of care.</p>	<p>Unit exams and final comprehensive exam:</p> <ul style="list-style-type: none"> • Nursing Process <ul style="list-style-type: none"> ○ Assessment ○ Analysis ○ Interventions ○ Evaluation
<p>3. Examine pharmacokinetics, pharmacodynamics, therapeutic actions, side/adverse effects, contraindications, drug and dietary interactions, precautions, and routes of administration of relevant medications used in treatment of patients with common health needs.</p>	<p>Outcome 3: Practice beginning leadership skills to include effective delegation; collaboration with the patient, family, and members of the health care team; coordination of safe, effective, caring, evidence- based, and therapeutic patient- centered care; and integration of knowledge from the humanities, nutrition, pharmacology, and the psychosocial, biological, and nursing sciences.</p>	<p>Unit exams and final comprehensive exam:</p> <ul style="list-style-type: none"> • Physiological Integrity: • Pharm & Parenteral Tx • Fundamentals: <ul style="list-style-type: none"> ○ Med Administration

<p>4. Examine the roles of the associate degree nurse in caring for adult patients with common health needs and their families.</p>	<p>Outcome 3: Practice beginning leadership skills to include effective delegation; collaboration with the patient, family, and members of the health care team; coordination of safe, effective, caring, evidence-based, and therapeutic patient-centered care; and integration of knowledge from the humanities, nutrition, pharmacology, and three psychosocial, biological, and nursing sciences.</p>	<p>Unit exams and final comprehensive exam:</p> <ul style="list-style-type: none"> • QSEN topics of <ul style="list-style-type: none"> ○ Dimensions of Patient Care ○ Teamwork and Collaboration ○ Scope of practice
<p>5. Utilize effective communication with culturally and spiritually diverse adult patients, their families, and members of the health care team.</p>	<p>Outcome 5: Incorporate principles of effective communication and documentation using current nursing technology and informatics in providing patient-centered care.</p>	<p>Unit exams and final comprehensive exam:</p> <ul style="list-style-type: none"> • Communication
<p>6. Identify fundamental principles of patient care management.</p>	<p>Outcome 4: Synthesize principles and techniques of interpersonal communication to implement therapeutic interactions with culturally diverse individuals, families, and groups in a variety of settings.</p>	<p>Unit exams and final comprehensive exam:</p> <ul style="list-style-type: none"> • Delegation • Teaching and Learning-Patient Education

<p>7. Apply principles of patient safety in the common health needs of patients and their families.</p>	<p>Outcome 4: Synthesize principles and techniques of interpersonal communication to implement therapeutic interactions with culturally diverse individuals, families, and groups in a variety of settings.</p>	<p>Unit exams and final comprehensive exam:</p> <ul style="list-style-type: none"> • Basic Safety Design Principles
<p>8. Select appropriate principles of teaching and learning for culturally and spiritually diverse patients with common health needs.</p>	<p>Outcome 6: Integrate principles of teaching and learning to organize and plan the teaching of patients, family members, and other health care providers with socioeconomic, cultural, and spiritual diversity.</p>	<p>Unit exams and final comprehensive exam:</p> <ul style="list-style-type: none"> • Teaching and Learning-Patient Education
<p>9. Utilize clinical data and current literature as a basis for decision making in the care of adult patients with common health needs and their families.</p>	<p>Outcome 5: Incorporate principles of effective communication and documentation using current nursing technology and informatics in providing patient-centered care.</p>	<p>Unit exams and final comprehensive exam:</p> <ul style="list-style-type: none"> • QSEN topics <ul style="list-style-type: none"> ○ Evidence based practice, research and EBP ○ Safety topics ○ Nursing informatics
<p>10. Discuss ethical/legal issues related to the care of adult patients with common health needs and their families.</p>	<p>Outcome 8: Practice the delivery of safe and cost-effective nursing health care according to established evidence- based standards of practice and within legal/ethical standards.</p>	<p>Unit exams and final comprehensive exam:</p> <ul style="list-style-type: none"> • QSEN topics <ul style="list-style-type: none"> ○ Patient centered care ○ Ethical legal
<p>11. Compare and contrast health care and financial resources available to assist culturally diverse adult patients with common health needs and their families.</p>	<p>Outcome 8: Practice the delivery of safe and cost-effective nursing health care according to established evidence- based standards of practice and within legal/ethical standards.</p>	<p>Unit exams and final comprehensive exam:</p> <ul style="list-style-type: none"> • Client needs • Safe/Effective environment Management of Care

WECM End-of-Course Outcomes:

Differentiate between roles of the professional nurse as provider of patient-centered care, patient safety advocate, member of the health care team, and member of the profession and other licensed health care providers in a variety of health care settings; utilize critical thinking skills and a systematic problem-solving process in planning comprehensive care for patients and their families; demonstrate skills for safe basic professional nursing care.

Academic Dishonesty:

Any incidence of academic dishonesty will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty, such as cheating on exams, is an extremely serious offense. See Behavior/Conduct policy in the Nursing Student Handbook.

Plagiarism

Plagiarism is using someone else's words or ideas and claiming them as your own. Plagiarism is a very serious offense. Plagiarism includes paraphrasing someone else's words without giving proper citation, copying directly from a website and pasting it into your paper, using someone else's words without quotation marks. Any assignment containing plagiarized material will receive a **grade of zero** and the student will be referred to the Office of Student Conduct for the appropriate disciplinary action. Also see the Behavior/Conduct policy in the Nursing Student Handbook.

Avoiding Plagiarism: <http://www.plagiarism.org/>

Student Concerns:

If you have any questions or concerns about any aspect of this course, please contact the course faculty using the contact information previously provided. If there are still concerns, please contact the course facilitator. If questions remain after this, please contact the Director of Nursing- Dr. Debra Bauer at dbauer3@com.edu

Institutional Policies and Guidelines

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook [Student Handbook 2022-2023 v4.pdf \(com.edu\)](#). *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.*

Academic Success & Support Services: College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

ADA Statement: Any student with a documented disability needing academic accommodations is requested to contact Kimberly Lachney at 409-933-8919 or AccessibilityServices@com.edu. The Office of Services for Students with Disabilities is in the COM Doyle Family Administration Building, Student Success Center.

Textbook Purchasing Statement: A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Withdrawal Policy: Students may withdraw from this course for any reason prior to the last eligible day

for a “W” grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. See the college academic calendar for withdrawal dates for this 10-week course.

FN Grading: The FN grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program, you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

Resources to Help with Stress:

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click

here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at deanofstudents@com.edu or communityresources@com.edu.

Notice to Students Regarding Licensing

Effective September 1, 2017, HB 1508 amends the Texas Occupations Code Section 53 that requires education providers to notify potential or enrolled students that a criminal history may make them ineligible for an occupational license upon program completion. The following website provides links to information about the licensing process and requirements: https://www.bon.texas.gov/licensure_eligibility.asp.

Should you wish to request a review of the impact of criminal history on your potential Registered Nurse License prior to or during your quest for a degree, you can visit this link and request a “Criminal History Evaluation”: https://www.bon.texas.gov/licensure_endorsement.asp.

This information is being provided to all persons who apply or enroll in the program, with notice of the requirements as described above, regardless of whether or not the person has been convicted of a criminal offense. Additionally, HB 1508 authorizes licensing agencies to require reimbursements when a student fails to receive the required notice.

Nondiscrimination Statement: The College District prohibits discrimination, including harassment, against any individual on the basis of race, color, religion, national origin, age, veteran status, disability, sex, sexual orientation, gender (including gender identity and gender expression), or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy.

Course outline:

**Unit One
The Nursing Process**

Unit Learning Outcomes: Upon completion of this unit, the student will be expected to:

1. Examine the advantages of utilizing an organizing framework for patient-centered care.
2. Compare the nursing process to the scientific method of problem-solving.
3. Examine the relationship between critical thinking and clinical reasoning.
4. Apply the nursing process in the care of patients and their families in primary, secondary, and tertiary settings to achieve, improve, or maintain an optimal level of wellness.

Content

- I. Organizing framework
 - a. Nursing process and the scientific method
 - i. Clinical Judgment Management Model
 - b. Critical thinking and the nursing process
- II. Assessment
 - a. Subjective Data
 - b. Objective Data
 - c. Collection methods
 - i. Patient interview
 - ii. Physical assessment
- III. Documentation
- IV. Analysis
 - a. Actual
 - b. Risk
- V. Planning
 - a. Goals and Outcomes
- VI. Implementation
 - a. Skilled nursing
 - b. Medication administration
 - c. Patient and family education
 - d. Documentation
- VII. Evaluation
 - a. Focused assessments
 - b. Pain re-assessment
- VIII. Concept mapping

Learning resources:

- Harding, M (2019). Chapter 1
- Claywell (2018). Chapter 1-3, 6
- NurseThink Conceptual Review. Pages 506-509
- [ANA- What is Nursing?](#)

Unit Two

Role of the Registered Nurse

Unit Learning Outcomes: Upon completion of this unit, the student will be expected to:

1. Discuss the concept of the role transition from the vocational nurse to the professional nurse.
2. Examine elements that are inherent to the scope of practice of the vocational nurse and the professional nurse.
3. Compare differences in role responsibilities of vocational and professional nurses.
4. Examine the role of the professional nurse as a provider of patient-centered care, patient safety advocate, member of the healthcare team, and member of the profession in a variety of settings.
5. Examine educational programs available for professional nurse education.
6. Examine career opportunities for nurses.
7. Examine how current health information technology and informatics enhance patient care while maintaining confidentiality and patient safety.
8. Discuss the following: Differentiated Essential Competencies (DEC'S) of Graduates of Texas Nursing Programs, NCSBN (National Council of State Boards of Nursing)
9. Examine nursing as a profession in relation to personal values, the Code of Ethics, standards of practice, and legal parameters throughout the lifespan.
10. Compare and contrast healthcare trends and legal/ethical issues that affect healthcare and the practice of nursing.
11. Examine the importance of principles of quality improvement and apply principles of patient safety in the care of patients and their families.

Content:

- I. Honoring your Past, planning your future
- II. Assessing yourself and designing your success
- III. Study habits and test taking skills
- IV. Distinguishing the RN role from the LPN/LVN role
- V. Nursing Theory to guide professional practice
- VI. Providing patient-centered care through the nursing process
- VII. Critical and diagnostic thinking for better clinical judgment
- VIII. Practicing evidence-based decision making
- IX. Communicating with patients and co-workers
- X. Teaching patient and their families
- XI. The nurses, ideas and forces that define the profession
- XII. Legal and ethical principles
- XIII. Care and safety standards
- XIV. Leading, delegating and collaborating
- XV. Primary care
- XVI. Secondary and tertiary care

Learning Resources:

- Harding, M (2019). Chapter 1
- Claywell (2018). Chapter 4, 5, 7
- NurseThink Conceptual Review. Chapter 19
- QSEN Competencies . <http://qsen.org/competencies/pre-licensure-ksas/>
- Texas Nurse Practice Act (2021) [Nursing Practice Act](#)
- National Patient Safety Goals for Hospitals (2024): [JCAHO Patient Safety Goals](#)

Unit 3

Fluids and Electrolytes

Student learning outcomes: Upon completion of this unit, the student will be expected to:

1. Examine the pathophysiology and clinical management of patients with common health needs related to disruptions in fluid and electrolytes.
2. Apply the nursing process in the care of adult patients related to disruptions in fluid and electrolytes and their families in primary, secondary and tertiary settings to achieve, improve, or maintain an optimal level of wellness.
3. Examine pharmacokinetics, pharmacodynamics, therapeutic actions, side/adverse effects, contraindications, drug and dietary interactions, precautions, and routes of administration of relevant medications used in treatment of patients with common health needs related to disruptions in fluid and electrolytes.
4. Examine the roles of the associate degree nurse in caring for adult patients with common health needs related to disruptions in fluid and electrolytes and their families.
5. Utilize effective communication with culturally and spiritually diverse adult patients related to disruptions in fluid and electrolytes, their families, and members of the health care team.
6. Identify fundamental principles of fluid and electrolyte patient care management.
7. Apply principles of patient safety in the common health needs of patients related to disruptions in fluid and electrolytes and their families.
8. Select appropriate principles of teaching and learning for culturally and spiritually diverse patients related to disruptions in fluid and electrolytes with common health needs.
9. Utilize clinical data and current literature as a basis for decision making in the care of adult patients with common health needs related to disruptions in fluid and electrolytes and their families.
10. Discuss ethical/legal issues related to the care of adult patients with common health needs related to disruptions in fluid and electrolytes and their families.
11. Compare and contrast health care and financial resources available to assist culturally diverse adult patients with common health needs related to disruptions in fluid and electrolytes and their families.

Learning Content:

- I. Fluid movement in Capillaries
- II. Fluid Spacing
- III. Regulation of Water Balance
 - i. Fluid Volume Imbalances
 - ii. Fluid Volume Excess
 - iii. Fluid Volume Deficit
- IV. Electrolyte imbalances
 - I. Sodium imbalance
 - i. Hypernatremia
 - ii. Hyponatremia
 - II. Potassium imbalance
 - i. Hyperkalemia
 - ii. Hypokalemia
 - III. Calcium imbalance
 - i. Hypercalcemia
 - ii. Hypocalcemia
 - IV. Phosphorus imbalance
 - i. Hyperphosphatemia
 - ii. Hypophosphatemia
 - V. Magnesium imbalance
 - i. Hypermagnesemia
 - ii. Hypomagnesemia
- V. Fluid and Electrolyte Replacement
 - I. Oral
 - II. IV Solutions
 - i. Isotonic
 - ii. Hypertonic
 - iii. Hypotonic
- VI. Labs & Measurements
 - I. Serum electrolytes
 - II. Basic metabolic panel
 - III. Complex metabolic panel
 - IV. Urine output
 - V. Daily weights

Learning Resources:

- Harding: Chapter 17
- Lilley: Chapter 29
- NurseThink Conceptual Review. Chapter 8

Unit 4:
Disruptive Factors of the Genitourinary
System Part I: Renal Urinary System Part
II: Reproductive System

Unit Student Learning Outcomes: Upon completion of this unit, the student will be expected to:

1. Examine the pathophysiology and clinical management of patients with common health needs related to disruptions in the genitourinary system.
2. Apply the nursing process in the care of adult patients and their families related to disruptions in the genitourinary system in primary, secondary and tertiary settings to achieve, improve, or maintain an optimal level of wellness.
3. Examine pharmacokinetics, pharmacodynamics, therapeutic actions, side/adverse effects, contraindications, drug and dietary interactions, precautions, and routes of administration of relevant medications used in treatment of patients with common health needs related to disruptions in the genitourinary system.
4. Examine the roles of the associate degree nurse in caring for adult patients with common health needs related to disruptions in the genitourinary system and their families.
5. Utilize effective communication with culturally and spiritually diverse adult patients related to disruptions in the genitourinary system, their families, and members of the health care team.
6. Identify fundamental principles of patient care management related to disruptions in the genitourinary system.
7. Apply principles of patient safety in the common health needs of patients related to disruptions in the genitourinary system and their families
8. Select appropriate principles of teaching and learning for culturally and spiritually diverse patients with common health needs related to disruptions in the genitourinary system.
9. Utilize clinical data and current literature as a basis for decision making in the care of adult patients with common health needs related to disruptions in the genitourinary system and their families.
10. Discuss ethical/legal issues related to the care of adult patients with common health needs related to disruptions in the genitourinary system and their families.
11. Compare and contrast health care and financial resources available to assist culturally diverse adult patients with common health needs related to disruptions in the genitourinary system and their families.

Learning Content:

- I. Chapter 49
 - a. Structures and Functions of the Urinary system
 - b. Assessment of the Urinary System
 - c. Diagnostic studies of the Urinary System
- II. Chapter 50
 - a. Renal and Urologic problems
 - i. Infections and inflammatory urinary problems
 1. Urinary Tract Infection
 2. Acute pyelonephritis
 3. Chronic pyelonephritis
 - ii. Bladder dysfunction
 - iii. Incontinence
 - iv. Retention
 - b. Catheterization
- III. Chapter 51

- a. Acute Kidney Injury
- b. Chronic kidney disease
- c. Dialysis
 - i. Peritoneal Dialysis
 - ii. Hemodialysis
 - iii. Continuous Renal Replacement therapy
- IV. Chapter 55
 - a. Body System: Reproductive Systems
 - b. Structures and functions of the Reproductive System
 - c. Assessment of the Reproductive System
 - d. Diagnostics of the Reproductive System
- V. Chapter 57
 - a. Sexually Transmitted Diseases
 - i. Chlamydial infections
 - ii. Gonococcal Infections
 - iii. Trichomoniasis
 - iv. Genital Herpes
 - v. Genital Warts
 - vi. Syphilis
- VI. Chapter 59
 - a. Benign Prostatic Hyperplasia (BPH)
 - b. Common surgery: TURP
 - c. Erectile dysfunction
 - d. Prostatitis
 - e. Hypospadias
 - f. Phimosis
 - g. Peyroni's disease
 - h. Epididymitis
 - i. Orchitis
 - j. Cryptorchidism
 - k. Hydrocele
 - l. Spermatocele
 - m. Varicocele
 - n. Testicular torsion
 - o. Vasectomy
 - p. Hypogonadism
 - q. Infertility

Learning Resources:

- Harding: Chapters 49-51, 55, 57, 59
- Lilley: Chapter 35
- NurseThink Conceptual Review. Pages 48-50, 120-123, 272-281

Unit 5:
Disruptive Factors of the Immune System
Inflammation
Immune responses Integumentary

Unit Student Learning Outcomes: Upon completion of this unit, the student will be expected to:

1. Examine the pathophysiology and clinical management of patients with common health needs related to disruptions in the immune system.
2. Apply the nursing process in the care of adult patients related to disruptions in the immune system and their families in primary, secondary and tertiary settings to achieve, improve, or maintain an optimal level of wellness.
3. Examine pharmacokinetics, pharmacodynamics, therapeutic actions, side/adverse effects, contraindications, drug and dietary interactions, precautions, and routes of administration of relevant medications used in treatment of patients with common health needs related to disruptions in the immune system.
4. Examine the roles of the associate degree nurse in caring for adult patients related to disruptions in the immune system with common health needs and their families.
5. Utilize effective communication with culturally and spiritually diverse adult patients related to disruptions in the immune system, their families, and members of the health care team.
6. Identify fundamental principles of patient care management related to disruptions in the immune system.
7. Apply principles of patient safety in the common health needs of patients related to disruptions in the immune system and their families.
8. Select appropriate principles of teaching and learning for culturally and spiritually diverse patients with common health needs related to disruptions in the immune system.
9. Utilize clinical data and current literature as a basis for decision making in the care of adult patients with common health needs related to disruptions in the immune system and their families.
10. Discuss ethical/legal issues related to the care of adult patients with common health needs related to disruptions in the immune system and their families.
11. Compare and contrast health care and financial resources available to assist culturally diverse adult patients with common health needs related to disruptions in the immune system and their families.

Learning content:

- I. Chapter 12 – Inflammation and Healing
 - a. Inflammatory response
 - b. Healing process
 - c. Wound healing
 - d. Pressure Injuries
- II. Chapter 14 – Immune responses and Transplantation

- a. Normal immune response
- b. Altered immune response
- c. Hypersensitivities
- III. Chapter 15
 - a. Human Immunodeficiency Virus Syndrome
- IV. Chapter 24, 25
 - a. Assessment of the Integumentary System
 - i. Abnormalities
 - ii. Diagnostics
 - b. Integumentary problems
 - i. Skin infections
 - ii. Benign skin problems
 - iii. Psoriasis

Learning Resources:

- Harding: Chapters 12, 14, 15, 24, 25
- Lilley: Chapter 56
- NurseThink Conceptual Review. Pages 114-115, 394-395

Unit 6:
Nutrition and Disruptive Factors of the Gastrointestinal System
Part I – Nutrition & Malnutrition (including Obesity)
Part II – Gastrointestinal System

Unit Student Learning Outcomes: Upon completion of this unit, the student will be expected to:

1. Examine the clinical management of patients with nutritional and/or gastrointestinal health needs.
2. Apply the nursing process in the care of adult patients and their families in primary, secondary and tertiary settings to achieve, improve, or maintain an optimal level of wellness for patients with nutritional and/or gastrointestinal health needs.
3. Examine pharmacokinetics, pharmacodynamics, therapeutic actions, side/adverse effects, contraindications, drug and dietary interactions, precautions, and routes of administration of relevant medications used in treatment of patients with nutritional and/or gastrointestinal health needs.
4. Examine the roles of the associate degree nurse in caring for adult patients with nutritional and/or gastrointestinal health needs and their families.
5. Utilize effective communication with culturally and spiritually diverse adult patients regarding nutritional and/or gastrointestinal health needs, their families, and members of the health care team.
6. Identify fundamental principles of patient care management relating to their nutritional and/or gastrointestinal health needs.
7. Apply principles of patient safety in the nutritional and/or gastrointestinal health needs of patients and their families.
8. Select appropriate principles of teaching and learning for culturally and

- spiritually diverse patients with nutritional and/or gastrointestinal health needs.
9. Utilize clinical data and current literature as a basis for decision making in the care of adult patients with nutritional and/or gastrointestinal health needs and their families.
 10. Discuss ethical/legal issues related to the care of adult patients with nutritional and/or gastrointestinal health needs and their families.
 11. Compare and contrast health care and financial resources available to assist culturally diverse adult patients with nutritional and/or gastrointestinal health needs and their families.

Learning content:

- I. Chapter 43
 - a. Assessment: Gastrointestinal System
 - b. Structures and functions of the Gastrointestinal System
 - c. Assessment of the Gastrointestinal System
 - d. Diagnostics of the Gastrointestinal System
- II. Chapter 44.
 - a. Nutrition Problems
 - b. Normal Nutrition
 - c. Vegetarian Diet
 - d. Malnutrition
 - e. Nursing Management
 - f. Specialized Nutrition Support
 - g. Nursing Management
 - h. Parenteral nutrition
- III. Chapter 45
 - a. Obesity
 - i. Health Risks associated with obesity
 - b. Bariatric Surgery
 - c. Metabolic Syndrome
- IV. Chapter 46
 - a. Problems of the Gastrointestinal System
 - i. Upper GI problems
 1. Nausea and vomiting
 2. Esophageal disorders
 3. Gastroesophageal reflux disease
 4. Hiatal hernia
 - ii. Disorders of the stomach
 1. Peptic ulcers
 - a. Gastric
 - b. Duodenal
 - c. Pathophysiology
 - d. Clinical manifestations
 - e. Complications
 - i. Hemorrhage
 - ii. Perforation
 - iii. Gastric outlet obstruction
- V. Chapter 47

- a. Gastritis
- b. Upper intestinal bleeding
- c. Foodborne illness
- d. Lower gastrointestinal disorders
 - i. Diarrhea
 - ii. Fecal incontinence
 - iii. Constipation
 - iv. Irritable bowel syndrome
 - v. Appendicitis
 - vi. Diverticulosis and diverticulitis
 - vii. Anorectal problems
 - viii. Hemorrhoids
 - ix. Anal fissure
 - x. Anal fistula
 - xi. Pilonidal sinus

Learning Resources:

- Harding: Chapters 43-47
- Lilley: Chapter 56
 - Acid reducing medications
 - PPIs
 - H2 receptor blockers
 - Antacids
 - Antiemetics
 - Antidiarrheals
 - Constipation medications
- NurseThink Conceptual Review. Pages 104-105, 246-251, 256-261, 270

Unit 7:

Disruptive Factors of the Circulatory System

Part I: Respiratory

Part II: Cardiac Part

III: Vascular

Unit Student Learning Outcomes: Upon completion of this unit, the student will be expected to:

1. Examine the pathophysiology and clinical management of adult patients with alterations of the circulatory system with common health needs.
2. Apply the nursing process in the care of adult circulatory patients and their families in primary, secondary and tertiary settings to achieve, improve, or maintain an optimal level of wellness.
3. Examine pharmacokinetics, pharmacodynamics, therapeutic actions, side/adverse effects, contraindications, drug and dietary interactions, precautions, and routes of administration of relevant medications used in

- treatment of circulatory patients with common health needs.
4. Examine the roles of the associate degree nurse in caring for adult circulatory patients with common health needs and their families.
 5. Utilize effective communication with culturally and spiritually diverse adult circulatory patients, their families, and members of the health care team.
 6. Identify fundamental principles of patient care management.
 7. Apply principles of patient safety in the common health needs of circulatory patients and their families
 8. Select appropriate principles of teaching and learning for culturally and spiritually diverse circulatory patients with common health needs.
 9. Utilize clinical data and current literature as a basis for decision making in the care of adult circulatory patients with common health needs and their families.
 10. Discuss ethical/legal issues related to the care of adult circulatory patients with common health needs and their families.
 11. Compare and contrast health care and financial resources available to assist culturally diverse adult circulatory patients with common health needs and their families.

Learning content & Activities:

- I. Chapter 27
 - a. Respiratory System Assessment
 - b. Structures and functions of the Respiratory System
 - c. Assessment of the Respiratory System
 - d. Diagnostics of the Respiratory System
- II. Chapter 30
 - a. Problems of the Respiratory system
 - b. Lower Respiratory problems
 - i. Pneumonia
 - ii. Tuberculosis
- III. Chapter 31
 - a. Obstructive pulmonary diseases
 - b. Asthma
 - c. Chronic obstructive pulmonary disease
- IV. Chapter 8
 - a. Obstructive sleep apnea (pg 112-114)
- V. Chapter 35
 - a. Structures and functions of the Cardiovascular system
 - b. Assessment of the Cardiovascular system
 - c. Diagnostics of the Cardiovascular system
- VI. Chapter 36 – Hypertension
- VII. Chapter 37- Coronary Artery Disease
 - a. Coronary artery disease
 - b. Coronary artery disease
 - c. Chronic stable angina
- VIII. Chapter 38.
 - a. Heart failure
 - b. Right sided versus left sided
 - c. FULL STOP (heart transplantation will be taught in another class).
- IX. Chapter 41
 - a. Vascular disorders

- b. Peripheral artery disease
- c. Acute arterial ischemic disorders
 - i. Thromboangiitis obliterans
 - ii. Raynaud's phenomenon
 - iii. Venous thrombosis
 - iv. Varicose veins
 - v. Chronic venous insufficiency and venous leg ulcers

Learning Resources:

- Harding: Chapter 8, 27, 30, 31, 35, 36, 37, 41
- Lilley:
 - Respiratory Drugs – Chapter 37
 - Cardiovascular drugs
 - Antihypertensives – chapter 22
 - Antianginal – chapter 23
 - Heart failure (oral meds only) – chapter 24
 - Coagulation modifiers – chapter 26
 - Antilipemic drugs – chapter 27
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- NurseThink Conceptual Review. Pages 71, 73-75, 79, 168-171, 177, 179-180, 407-408

**Unit 8:
Disruptive Factors of the Endocrine
System**

Unit Student Learning Outcomes: Upon completion of this unit, the student will be expected to:

1. Examine the pathophysiology and clinical management of patients with common health needs related to disruptions in the endocrine system.
2. Apply the nursing process in the care of adult patients related to disruptions in the endocrine system and their families in primary, secondary and tertiary settings to achieve, improve, or maintain an optimal level of wellness.
3. Examine pharmacokinetics, pharmacodynamics, therapeutic actions, side/adverse effects, contraindications, drug and dietary interactions, precautions, and routes of administration of relevant medications used in treatment of patients with common health needs related to disruptions in the endocrine system.
4. Examine the roles of the associate degree nurse in caring for adult patients with common health needs related to disruptions in the endocrine system and their families.
5. Utilize effective communication with culturally and spiritually diverse adult patients related to disruptions in the endocrine system, their families, and members of the health care team.
6. Identify fundamental principles of patient care management related to disruptions in the endocrine system.

7. Apply principles of patient safety in the common health needs of patients related to disruptions in the endocrine system and their families.
8. Select appropriate principles of teaching and learning for culturally and spiritually diverse patients related to disruptions in the endocrine system with common health needs.
9. Utilize clinical data and current literature as a basis for decision making in the care of adult patients with common health needs related to disruptions in the endocrine system and their families.
10. Discuss ethical/legal issues related to the care of adult patients with common health needs related to disruptions in the endocrine system and their families.
11. Compare and contrast health care and financial resources available to assist culturally diverse adult patients with common health needs related to disruptions in the endocrine system and their families.

Learning content:

- I. Chapter 52
 - a. Endocrine System
 - b. Structures and functions of the Endocrine System (focus on Spleen & Diabetes)
 - c. Assessment of the Endocrine System (focus on Spleen & Diabetes)
 - d. Diagnostics of the Endocrine System (focus on Spleen & Diabetes)
- II. Chapter 53
 - a. Problems of the Diabetes
 - b. Diabetes Mellitus
 - c. Diabetes Mellitus I
 - d. Diabetes Mellitus II
 1. Acute complications of diabetes mellitus
 - a. Hyperglycemia
 - b. (DKA and HHS will be taught in a different class)
 - c. Hypoglycemia
 2. Chronic complications of diabetes mellitus
 - a. Retinopathy
 - b. Nephropathy
 - c. Neuropathy
 - d. Complications of feet and lower extremities
 - e. Skin complications
 - f. Infection

Learning Resources:

- Harding: Chapters 52, 53
- Lilley: Chapter 32
 - Diabetes drugs
 - Insulins
 - Rapid acting insulins
 - Short acting insulins
 - Regular insulin
 - Intermediate acting insulins
 - Long-acting insulins
 - Oral diabetes drugs

- NurseThink Conceptual Review: pages 298-303

Unit 9:
Disruptive Factors related to Movement and Coordination
(Neurosensory and Musculoskeletal Systems)
Part I: Neurological
Part II: Musculoskeletal
Part III: Pain
Part IV: Sensory

Unit Student Learning Outcomes: Upon completion of this unit, the student will be expected to:

1. Examine the pathophysiology and clinical management of adult neurosensory and musculoskeletal patients with common health needs.
2. Apply the nursing process in the care of adult neurosensory and musculoskeletal patients with common health needs and their families in primary, secondary and tertiary settings to achieve, improve, or maintain an optimal level of wellness.
3. Examine pharmacokinetics, pharmacodynamics, therapeutic actions, side/adverse effects, contraindications, drug and dietary interactions, precautions, and routes of administration of relevant medications used in treatment of adult neurosensory and musculoskeletal patients with common health needs related to disruptions in their neurosensory system.
4. Examine the roles of the associate degree nurse in caring for adult neurosensory and musculoskeletal patients with common health needs and their families.
5. Utilize effective communication with culturally and spiritually diverse adult neurosensory and musculoskeletal patients, their families, and members of the health care team.
6. Identify fundamental principles of neurosensory and musculoskeletal patient care management.
7. Apply principles of patient safety in the common health needs of neurosensory and musculoskeletal patients and their families
8. Select appropriate principles of teaching and learning for culturally and spiritually diverse patients with common health needs related to disruptions in their neurosensory and musculoskeletal system.
9. Utilize clinical data and current literature as a basis for decision making in the care of adult neurosensory and musculoskeletal patients with common health needs and their families.
10. Discuss ethical/legal issues related to the care of adult neurosensory and musculoskeletal patients with common health needs and their families.
11. Compare and contrast health care and financial resources available to assist culturally diverse adult neurosensory and musculoskeletal patients with common health needs and their families.

Learning content & Activities:

- I. Chapter 60
 - a. Neurological System
 - i. Structures and functions of the Neurological System
 - ii. Assessment of the Neurological System
 - iii. Diagnostics of the Neurological System
- II. Chapter 63
 - a. Chronic neurological problems
 - i. Headaches
 - 1. Tension-type headaches
 - 2. Migraine Headaches
 - 3. Cluster Headaches
- III. Chapter 9
 - a. Pain
- IV. Chapter 66
 - a. Musculoskeletal System
 - i. Structures and functions of the Musculoskeletal System
 - ii. Assessment of the Musculoskeletal System
 - iii. Diagnostics of the Musculoskeletal System
- V. Chapter 67
 - a. Trauma of the Musculoskeletal system
 - i. Soft tissue injuries
 - ii. Sprains and strains
 - iii. Carpal tunnel syndrome
 - iv. Meniscus injury
 - b. Common joint surgeries and procedures
- VI. Chapter 68
 - a. Common musculoskeletal problems
 - i. Chronic back pain
 - ii. Intervertebral disc disease
 - iii. Osteoporosis
 - iv. Paget's disease
- VII. Chapter 22
 - a. Sensory systems
 - 1. Vision problems
 - a. Structures and functions of visual system
 - b. Visual pathway
 - c. Assessment
 - d. Diagnostics
 - e. Disruptions of the eye
 - i. Cataracts
 - ii. Retinal detachment
 - iii. Macular degeneration
 - iv. Glaucoma
 - 2. Ear problems
 - a. Structures and functions of the auditory system
 - b. Assessment
 - c. Diagnostics
 - d. Disorders of the Ear
 - i. Otosclerosis

- ii. Meniere's disease
- iii. Vertigo
- iv. Tinnitus
- v. Hearing loss

Learning Resources:

- Harding: Chapters 9, 22, 60, 63, 66, 67, 68
- Lilley:
 - Chapter 10 – Analgesic drugs
 - Chapter 12 (muscle relaxants only)
 - Chapter 57 – Ophthalmic Drugs
 - Chapter 58 – Otic drugs
- NurseThink Conceptual Review: pages 348, 356, 366-367, 369, 372-373

Unit 10: The Perioperative Experience
Part I: Pre- operative
Part II: Intraoperative (limited)
Part III: Post- operative

Unit Learning Outcomes: Upon completion of this unit, the student will be expected to:

1. Utilize knowledge and principles from the humanities and the psychosocial, biological, and nursing sciences as the foundation for professional nursing practice in care for adult patients and their families with perioperative health needs.
2. Examine the pathophysiology and clinical management of adult patients and their families with perioperative health needs.
3. Examine the roles of the associate degree nurse in caring for adult patients and their families with perioperative health needs.
4. Examine fundamental principles of patient care management in adult patients and their families with perioperative health needs.
5. Apply the nursing process in the care of patients and their families in primary, secondary, and tertiary settings to achieve, improve, or maintain an optimal level of wellness for adult patients and their families with perioperative health needs.
6. Examine pharmacokinetics, pharmacodynamics, therapeutic actions, side/adverse effects, contraindications, drug and dietary interactions, precautions, and routes of administration of relevant medications used in treatment of medical diagnoses when caring for adult patients and their families with perioperative health needs.
7. Utilize critical thinking skills to analyze clinical data and current literature as a basis for decision making to apply the nursing process in planning comprehensive care for adult patients and their families with perioperative health needs.
8. Select appropriate principles of teaching and learning for culturally and spiritually diverse patients, their families with and without health alterations, concerning health promotion, maintenance, and restoration in adult patients and their families with perioperative health needs.
9. Utilize effective communication with culturally and spiritually diverse patients, their families, and members of the health care team in adult patients and their families with perioperative needs.

10. Compare and contrast health care and financial resources available to assist culturally diverse adult patients and their families with perioperative health needs.

Learning content & Activities:

- I. Preoperative – chapter 18
 - a. Surgical settings
 - b. Patient interview

- c. Legal:
 - i. Informed consent
- d. Nursing assessment of the pre-op patient
- e. Nursing management of the pre-op patient
- II. Postoperative – chapter 20
 - a. Postoperative care of the surgical patient
 - i. Respiratory problems
 - ii. Cardiovascular problems
 - iii. Neurological and psychological problems
 - iv. Pain and discomfort
 - v. Temperature changes
 - vi. Gastrointestinal problems
 - vii. Urinary problems
 - viii. Integumentary problems
 - ix. Discharge from PACU
 - x. Ambulatory Settings

Learning Resources:

- Harding: Chapters 9, 18, 20, 22, 23
- Lilley: Chapters 10, 57, 58

APPENDIX A
CALENDAR of LECTURE CLASSES & EXAMS

Date	Unit	Pre-Class Readings/ Assignment (in Red)	Lecture	Notes
6/4	One- The Nursing Process	Harding: Chapter 1 (p. 4-8) Claywell: Chapters 1, 2, 3, 6	0800-0940: Orientation 1000-1240: The Nursing Process	
6/6	Two- Role of the Registered Nurse Three- Fluid & Electrolyte	Claywell 4, 5, 7 Harding: Chapter 17 Lilley: Chapter 29 Complete Notebook items p 151 – 159, 161-163	0800-0940: Role of the RN 1000-1240: F&E	Bring completed Notebook and Conceptual Clinical Case books
6/11	Four- Genitourinary	Harding: Chapters 49-51, 55, 57, 59 Lilley: Chapter 35 Complete Notebook items p 249-250, 251-252, 361-362, 363-366, 395-396, 413-418		Bring completed Notebook and Conceptual Clinical Case books
6/13	Nurse Think Preview		0800-1700	Bring laptop/ power cord and all NurseThink books
6/14		Sherpath due 2359 5A- Diuretics Drugs Affecting the RAAS System		
6/17		EAQ Quiz #1 due 2359		
6/18	Review/Game	Claywell: Chapters 8-13		
6/20	Exam #1		0800 3 rd floor testing Rm 341	
6/25	Five- Immune and Integumentary	Harding: Chapters 12, 14, 15, 24, 25 Lilley: Chapter 56 Complete Notebook items p 235-236, 239-240		Bring completed Notebook
6/27	Six- Gastrointestinal	Harding: Chapter 43-47 Lilley: Chapter 56 Complete notebook items p 323-324, 329-332, 357-369		Bring completed Notebook and Conceptual Clinical Case books
6/28		Sherpath due 2359 11B: Proton Pump Inhibitors Statins		

7/2	Review/Game	Claywell: Chapters 14, 15, 16		
7/4	CAMPUS HOLIDAY – NO CLASS			
7/5		Sherpath due 2359 5C: Beta Blockers 5D: Calcium Channel Blockers 10A: Anti-Asthmatics and Bronchodilating Drug		
7/8		EAQ Quiz #2 due 2359		
7/9	Exam #2		0800 3 rd floor testing Rm 341	
7/11	Seven- Cardiorespiratory	Harding: Chapter 8, 27, 30, 31, 35, 36, 37, 41 Lilley: Chapter 22, 23, 24, 26, 27, 37 Complete Notebook items p 47-48, 61-62, 65-66, 259-260, 261-262, 371-372, 373-374		Bring completed Notebook and Conceptual Clinical Case books
7/12		Sherpath due 2359 Oral anticoagulants Parenteral anticoagulants		
7/16	Review/SIM			Bring stethoscope
7/18	Eight- endocrine	Harding: Chapters 52, 53 Lilley: Chapter 32 Complete Notebook items p 333-338		Bring completed Notebook and Conceptual Clinical Case books
7/19		Sherpath due 2359 8A: Nitrates 9A: Diabetic Drugs		
7/20		Professional Paper due 2359 (Group)		
7/22		EAQ Quiz #3 due 2359		
7/23	Exam #3		0800 3 rd floor testing Rm 341	
7/25	Nine- Movement and Coordination	Harding: Chapters 9, 22, 60, 63, 66, 67, 68 Lilley: Chapters 10, 12 (muscle relaxers only), 57, 58 Complete Notebook items p 169-170, 175-176		Bring completed Notebook

7/29		EAQ Quiz #4 due 2359		
7/30	Ten- Peri-operative	Harding: Chapters 9, 18, 20, 22, 23 Lilley: Chapters 10, 57, 58 Complete Notebook items p 113-116, 201-202, 205-208, 209-212		Bring completed Notebook
8/1	Exam #4		0800 3 rd floor testing Rm 341	
8/2		Sherpath due 2359 3I: Anti-inflammatory Drugs Analgesics		
8/8	Comprehensive Final		0800 3 rd floor testing Rm 341	

APPENDIX B

Professional Nursing Competencies Paper

Complete a group paper on the competencies a transitioning practical-to-professional nurse must consider when providing care for a patient with a common health problem. The first section will deal with comparing and contrasting the role differences. The second and third sections will refer to a common health care problem discussed during this semester, and approved by the clinical facilitator. In the second section, you will discuss how to approach this healthcare problem using evidence-based practice. In the third section, you will discuss legal/ethical issues related to care of the patient with the common health need. In the fourth sections, you will compare and contrast healthcare and financial resources that may assist the patient and their families with this illness.

Paper must be at least 3 pages long and must be written in APA format. Paper will be graded using the rubric below. Paper is due by 2359, July 20th, 2024.

I. Compare and contrast the scope of practice of the LVN and the RN based on the literature reviewed and the job description. Must provide two (2) examples of similarities and differences.	15
II. Compare and contrast the following roles of the LVN versus RN: 15 pts total	
• Provider of patient centered care	3.75
• Member of the health care team	3.75
• Member of a profession.	3.75
• Patient safety advocate	3.75
III. Discuss how to approach the care of a patient with a common health need using Evidence- based practice.	15
IV. Discuss legal/ethical issues related to care of the patient with the common health need.	15
V. Compare and contrast healthcare and financial resources that may assist the patient and their families with this illness.	15
VI. Required Format. 15 pts total	
• Use APA format only/References cited	3.33
• Typed, no fewer than 3 pages (not including cover or reference)	3.33
• Cite & attach a minimum of 5 references that are within 5yrs	3.34
• Paper is error free (grammar, spelling, punctuation - subtract one point for every two errors, no more than 5 points deducted.	5
VII. TurnItIn score less than 30%.	5
VIII. Presentation (to be recorded and uploaded to D2L)	5

GRADE

Reviewed by: