



**RNSG 1327-101CL-FA2025**  
**Transition to Professional Nursing**  
**Fall 2025**  
**Friday 08:00-10:00, 10:30-1:30pm**  
**STEM 237**

**Instructor Information:**

Genevieve Onyirioha DNP, RN, CMSRN, [gonyirioha@com.edu](mailto:gonyirioha@com.edu), 409-933-8279

**Student hours and location:**

Monday Alternate location: Teams or Zoom

Tuesday 2pm – 4pm - STEM 225-5

Thursday 10am - 2pm - STEM 225-5

Friday 2pm – 4pm - STEM 225-5

**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, 5th Edition. St. Louis: Elsevier

Inc. CJSim – Next Gen NCLEX Sim. Waconia: NurseTim.

Elsevier (2023). Sherpath for Pharmacology (Lilley version), 10th edition. St. Louis: Elsevier, Inc.\*

Elsevier (2017). 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.\*

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.

**Recommendation:**

iClicker (download student version on your iPhone or Android device).

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) (16 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:**

- 1. 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 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. The Unit exam average (75% rule) will need to be 75% or greater in order to pass the class. Each exam is 12.5%
- 2. Comprehensive final exam:** Assesses overall knowledge and application of complete course content. The timed exam will use multiple choice, multiple answer, and alternative style (Next-Gen) test questions as indicated to follow 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 of records. This exam is 10% and part of the 75% rule.
- 3. Pharmacology Lessons (Sherpath):** Assesses knowledge and application of selected pharmacologic content integrated within the program. Students will complete lessons as assigned, each due at midnight on the assigned deadline. The lessons are multi-media, mixing quizzes and videos and other materials over a single drug class. Students will complete the assigned pharmacology topics for this semester before the due dates. No make for any assignment missed. The grade of these lessons will be averaged and are 10% of the final grade.
- 4. EAQs (Sherpath):** Assesses knowledge and application of content integrated within the course. Students will complete quizzes as assigned in the syllabus. No make-up for any assignment missed. The quizzes are multiple choice, multiple answers, and alternative-style questions. The grade of these quizzes will be averaged and are 10% of the final grade.
- 5. Evolve Chapter Lesson Assessment -** Assesses knowledge and application of content integrated within the course. Students will complete the lesson assessments as directed. No make-up for any assignment missed. The assessments are multiple choice, multiple

answer, and alternative-style questions. The grade of these assessments will be averaged and are 10% of the final grade.

6. **Special/Group Project** – Professional Paper/Power Point Presentation: Students will complete a PPP on professional nursing competencies (disease process or medication) and how they can affect a common health problem. This will account for 10% of the final grade. See appendix C. The presentation will be compiled in professional APA format. Student collaboration is very important/mandatory, if a student did not participate or is absent on the presentation day, the student will lose **100%** of the project grade. The PPP will be uploaded in D2L under “Group Presentation” tab. See Rubric. Each member of the group will upload/submit the power point presentation.

7. **Total Weighted Grade:** In addition to the 75% rule (see #1), the overall weighted grade (see Grade Calculation below) must be 75% or better to progress to the next level.

#### **Determination of Course Grade/Detailed Grading Formula:**

##### *Grading Scale*

A = 90 -100.00

B = 80 -89.99\*

C = 75 -79.99\*

D = 60 – 74.99\*

F = <60

##### 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.

<b>Assignment</b>	<b>%</b>
Unit Exam 1*	12.5%
Unit Exam 2*	12.5%
Unit Exam 3*	12.5%
Unit Exam 4*	12.5%
Comprehensive Assessment Exam 10%*	10%
<b>Exam Subtotal* (75% Exam Rule Average)</b>	<b>60%</b>
Sherpath: Pharmacology lessons	10%
Sherpath: Evolve EAQ	10%
Sherpath: Evolve Chapter Lesson Assessment	10%
Group Project Presentation	10%
<b>Other Subtotal</b>	<b>40%</b>
<b>**Weighted Grade Total</b>	<b>100%</b>
<b>* ≥ 75% of exam averages required to pass the course</b>	
<b>**Weighted assignments calculated only after 75% exam average met</b>	

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

All course assignments are expected to be completed and submitted on the specified due date. See Late Assignments Policy in the Nursing Student Handbook.

**Attendance Policy:**

See the Attendance Policy in the Nursing Student Handbook.

**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. (Faculty may add additional statements requiring monitoring and communication expectations via D2L or other LMS)

**Professionalism and Classroom Behavior/Expectation:** Students are expected to always comport themselves in a professionalism manner.

a. **Students** are expected to be present for class every week; students may be asked to leave the classroom for disruptive behavior. Students may receive other sanctions for attendance/tardiness per college and department guidelines.

b. **Timeliness** – the student is in class and ready exactly at class start time. Students may receive other sanctions for attendance/tardiness per college and department guidelines.

c. **Participation and engagement** – student participates in class and team activities in a meaningful and engaged way.

d. **Preparedness** – students have prepared themselves for the day's classroom activities through reading assignments and pre-class assignments.

e. **Professional Dress & demeanor** – Student is wearing attire as prescribed in the student handbook with a visible student badge, presenting themselves in a professional manner throughout the classroom period.

f. **Objectives Application** – students will apply the objectives of this class to all classwork and assignments.

g. **Professional communication** – student communicates in a professional manner consistent with the classroom activity.

h. **Teamwork** – student participates in teams in a collaborative and professional manner.

i. **Focus & Attention** – student focuses on classroom and team activities throughout the classroom time. Students browsing internet or any phone activity unrelated to classwork may be dismissed from the classroom

j. **Courteousness & Respect** – Student will be courteous and respectful of each faculty, staff and student member throughout the classroom period.

**Course Objectives/Student Learning Outcomes:**

<b>Student Learner Outcome (SLOs)</b>	<b>Maps to Core Objective</b>	<b>Assessed via this Assignment</b>
1. Examine and apply pathophysiology, pharmacology, and safety principles in patient care to maintain physiological integrity	<b>EOPSLO 1</b> – Provide Safe and Effective Physiological Care	Unit Exams, Final Exam Pharmacology Lessons, EAQs, Evolve Lessons

2. Apply the nursing process and collaborate with interdisciplinary teams to coordinate safe and effective care.	<b>EOPSLO 1</b> – Provide Safe and Effective Physiological Care. EOPSLO 3 – Communicate and Collaborate Professionally	Unit Exams, Final Exam, Special/Group Project
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<p>3. Communicate effectively and respectfully with culturally and spiritually diverse patients, families, and healthcare team members.</p>	<p><b>EOPSLO 2</b> – Deliver Culturally and Spiritually Respectful Care. EOPSLO 3 – Communicate and Collaborate Professionally</p>	<p>Unit Exams, Final Exam, Special Group Project</p>
<p>4. Use clinical judgment, current literature, and informatics to make evidence-based decisions that improve patient outcomes.</p>	<p><b>EOPSLO 4</b> – Apply Clinical Judgment and Evidence-Based Practice</p>	<p>Unit Exams, Final Exam, EAQs, Evolve Lessons</p>

5. Recognize and address psychosocial and emotional needs to promote patient and family well-being	<b>EOPSLO 5</b> – Promote Psychosocial and Emotional Well-Being	Unit Exams, Special Group Project, EAQs, Evolve Lessons
6. Integrate health promotion, disease prevention, ethical/legal standards, and resource utilization into patient education and care planning.	<b>EOPSLO 6</b> – Support Health Promotion and Disease Prevention	Unit Exams, Special Group Project, Pharmacology Lessons, EAQs, Evolve Lessons

**EOPSLO – End of Program Student Learning Outcomes**

**WECM End-of-Course Outcomes**

Explain the roles of professional nurses in caring for adult patients and families; utilize critical thinking skills and a systematic problem-solving process in providing care for adult patients and families with common health needs.

**Student Concerns:** If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact [Dr. Fano, Director of Nursing at [rfano@com.edu](mailto:rfano@com.edu) or 409-933-8568. STEM 225-11].

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**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/>

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## 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 [https://www.com.edu/student-services/docs/Student\\_Handbook\\_2024-2025\\_v2.pdf](https://www.com.edu/student-services/docs/Student_Handbook_2024-2025_v2.pdf). *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, Student Accessibility Services Coordinator

Phone: 409-933-8919

Email: [AccessibilityServices@com.edu](mailto:AccessibilityServices@com.edu)

Location: 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. The last date to withdraw from the 1<sup>st</sup> 8-week session is October 1. The last date to withdraw from the 16-week session is November 14. The last date to withdraw for the 2<sup>nd</sup> 8-week session is November 25.

**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](mailto:deanofstudents@com.edu) or [communityresources@com.edu](mailto:communityresources@com.edu).

**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 1: The Nursing Process**

#### **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
  - Nursing process and scientific method
  - Clinical Judgment Management Model
  - Critical thinking and the nursing process
- II. Assessment - Subjective Data, Objective Data
  - a. Collection methods
    - i. Patient interview
    - ii. Physical assessment
- III. Documentation
- IV. Analysis – Actual, 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:**

##### **Read:**

- Harding, M (2019). Chapter 1– Patient Centered Care (only) – pg. 4-8
- Claywell (2018). Full book (focus on concepts listed in Learning (Chapters 1, 2, 3, 4)
- Honoring your Past, planning your future
- Assessing yourself and designing your success
- Study habits and test taking skills
- Distinguishing the RN role from the LPN/LVN role

Content). <https://www.nursingworld.org/practice-policy/workforce/what-is-nursing/the-nursing-process/>

## **Unit 2: 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) – USA
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 health care trends and legal/ethical issues that affect health care 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.

### **Learning Content: (thought throughout semester)**

Read: Harding, M (2019). Chapter - 1 pg. 4-8

#### **Claywell (2018). Chapters 5, 6, 7, 8**

Using Nursing Theory to guide professional practice

Providing patient-centered care through the nursing process

Critical and diagnostic thinking for better clinical judgment

Practicing evidence-based decision making

#### **Claywell (2018). Chapters 9, 10, 11, 12**

Communicating with patients and co-workers

Teaching patients and their families

The nurses, ideas and forces that define the profession.

Upholding legal and ethical principles

#### **Claywell (2018). Chapters 13, 14, 15, 16**

Care and safety standards.

Leading, delegating and collaborating

Promoting healthcare living in Primary care

Managing care in secondary and tertiary healthcare

**Online:** QSEN Competencies. <http://qsen.org/competencies/pre-licensure-ksas/> Texas Nurse Practice Act (2021):

[https://www.bon.texas.gov/pdfs/law\\_rules\\_pdfs/nursing\\_practice\\_act\\_pdfs/NPA2021.pdf](https://www.bon.texas.gov/pdfs/law_rules_pdfs/nursing_practice_act_pdfs/NPA2021.pdf) National Patient Safety Goals for Hospitals (2023): [https://www.jointcommission.org/-/media/tjc/documents/standards/national-patient-safety-goals/2023/npsg\\_chapter\\_hap\\_jul2023.pdf](https://www.jointcommission.org/-/media/tjc/documents/standards/national-patient-safety-goals/2023/npsg_chapter_hap_jul2023.pdf)

### **Unit 3: Fluids and Electrolytes 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 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. Reading assignments**

- A. Lewis's Medical Surgical Nursing: Assessment and management of Clinical Problems, 12<sup>th</sup> Edition - Chapter 17
- B. Pharmacology and the Nursing Process, 10<sup>th</sup> Edition - 53

#### **II. Healthcare concepts: The student will apply the above student learning concepts/objectives to master healthcare concepts related to the following disruptions, diseases and conditions:**

- A. Fluid Volume Excess

- B. Fluid Volume Deficit
- C. Fluid Shifts
- D. Hypernatremia
- E. Hypo natremia
- F. Hyperkalemia
- G. Hypokalemia
- H. Hypercalcemia
- I. Hypocalcemia
- J. Hyperphosphatemia
- K. Hypophosphatemia
- L. Hypermagnesemia
- M. Hypomagnesemia
- N. Respiratory acidosis
- O. Respiratory alkalosis
- P. Metabolic acidosis
- Q. Metabolic alkalosis
- R. Fluid and Electrolyte replacement
  - a. Oral
  - b. IV Solutions
    - i. Isotonic
    - ii. Hypertonic
    - iii. Hypotonic

## **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. Reading assignments
  - a. Lewis's Medical Surgical Nursing: Assessment and management of Clinical Problems, 12<sup>th</sup> Edition - **Chapters 49, 50, 51, 55, 57, 59**
  - b. Pharmacology and the Nursing Process, 10<sup>th</sup> Edition - **Chapter 35**
- II. Healthcare concepts: The student will apply the above student learning concepts/objectives to master healthcare concepts related to the following disruptions, diseases and conditions:
  - a. Urinary Tract Infection
  - b. Acute pyelonephritis
  - c. Chronic pyelonephritis
  - d. Bladder dysfunction

- i. Incontinence
  - ii. Retention
    - 1. Catheterization
- e. Acute Kidney Injury
- f. Chronic Kidney disease
  - i. Dialysis
    - 1. Peritoneal Dialysis
    - 2. Hemodialysis
    - 3. Continuous Renal Replacement therapy
- g. Chlamydial infections
- h. Gonococcal Infections
- i. Trichomoniasis
- j. Genital Herpes
- k. Genital Warts
- l. Syphilis
- m. Benign Prostatic Hyperplasia (BPH)
  - i. Common surgery: TURP
- n. Erectile dysfunction
- o. Prostatitis
- p. Hypospadias
- q. Phimosis
- r. Peyronie's disease
- s. Epididymitis
- t. Orchitis
- u. Cryptorchidism
- v. Hydrocele Spermatocoele
- w. Varicocele
- x. Testicular torsion
- y. Vasectomy
- z. Hypogonadism
- aa. Infertility

## **Unit 5: Disruptive Factors of the Immune System**

### **I. Inflammation**

### **II. Immune responses**

### **III. 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. Reading assignments
  - a. Lewis's Medical Surgical Nursing: Assessment and management of Clinical Problems, 12<sup>th</sup> Edition - **Chapters 12, 14, 15, 24, 25**
  - b. Pharmacology and the Nursing Process, 10<sup>th</sup> Edition - **Chapter 56**
- II. Healthcare concepts: The student will apply the above student learning concepts/objectives to master healthcare concepts related to the following disruptions, diseases and conditions:
  - a. Wound healing

- b. Pressure Injuries
- c. Altered immune response
  - i. Hypersensitivities
  - ii. Latex allergy
- d. Human Immunodeficiency Virus Syndrome
- e. Skin infections
- f. Benign skin problems
  - i. Psoriasis

**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. Reading assignments
  - a. Lewis's Medical Surgical Nursing: Assessment and management of Clinical Problems, 12<sup>th</sup> Edition - **Chapters 43, 44, 45, 46, 47**
  - b. Pharmacology and the Nursing Process, 10<sup>th</sup> Edition - **Chapter 50, 51, 52, 53, 55,**
- II. Healthcare concepts: The student will apply the above student learning concepts/objectives to master healthcare concepts related to the following disruptions, diseases and conditions:
  - a. Normal Nutrition
    - i. Hospital diets
    - ii. Therapeutic diets
    - iii. Vegetarian Diet

- iv. Diets with cultural and spiritual influence
- b. Malnutrition
  - i. Enteral & Parenteral nutrition
- c. Problems with Obesity
- d. Health Risks associated with obesity
  - i. Bariatric Surgery
  - ii. Metabolic Syndrome
- e. Nausea and vomiting
- f. Gastroesophageal reflux disease
- g. Hiatal hernia
- h. Peptic ulcers
  - i. Gastric
  - ii. Duodenal
  - iii. Complications
    - 1. Hemorrhage
    - 2. Perforation
    - 3. Gastric Outlet Obstruction
- i. Gastritis
- j. Foodborne illness
- k. Diarrhea
- l. Fecal incontinence
- m. Constipation
- n. Irritable bowel syndrome
- o. Appendicitis
- p. Diverticulosis and diverticulitis
- q. Hemorrhoids
- r. Anal fissure
- s. Anal fistula
- t. Pilonidal sinus

## **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**

- I. Reading assignments
  - a. Lewis's Medical Surgical Nursing: Assessment and management of Clinical Problems, 12<sup>th</sup> Edition - **Chapters 27, 30, 31, 8, 35, 36, 37, 38, 41**
  - b. Pharmacology and the Nursing Process, 10<sup>th</sup> Edition - **Chapter 37, 22, 23, 24, 26, 27**
- II. Healthcare concepts: The student will apply the above student learning concepts/objectives to master healthcare concepts related to the following disruptions, diseases and conditions:
  - a. Pneumonia
  - b. Tuberculosis
  - c. Asthma
  - d. Chronic obstructive pulmonary disease
  - e. Obstructive sleep apnea
  - f. Hypertension
  - g. Coronary artery disease
  - h. Chronic stable angina
  - i. Congestive Heart Failure
  - j. Peripheral artery disease

- k. Acute arterial ischemic disorders
- l. Thromboangiitis obliterans
- m. Raynaud's phenomenon
- n. Venous thrombosis
- o. Varicose veins
- p. Chronic venous insufficiency and venous leg ulcers

## **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. Reading assignments
  - a. Lewis's Medical Surgical Nursing: Assessment and management of Clinical Problems, 12<sup>th</sup> Edition - Chapters 52, 53,
  - b. Pharmacology and the Nursing Process, 10<sup>th</sup> Edition - Chapter 32
- II. Healthcare concepts: The student will apply the above student learning concepts/objectives to master healthcare concepts related to the following disruptions, diseases and conditions:
  - a. Diabetes Mellitus I
  - b. Diabetes Mellitus II
  - c. Hyperglycemia
  - d. Hypoglycemia
  - e. Retinopathy
  - f. Nephropathy
  - g. Neuropathy
  - h. Infection

## **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**

- I. Reading assignments
  - a. Lewis's Medical Surgical Nursing: Assessment and management of Clinical Problems, 12<sup>th</sup> Edition - **Chapters 60, 63, 9, 66, 67, 68, 22, 23**
  - b. Pharmacology and the Nursing Process, 10<sup>th</sup> Edition – **Chapter 10, 12, 57, 58**
- II. Healthcare concepts: The student will apply the above student learning concepts/objectives to master healthcare concepts related to the following disruptions, diseases and conditions:

- a. Headaches
  - 1. Tension-type headaches
  - 2. Migraine Headaches
  - 3. Cluster headaches
- b. Pain
- c. Soft tissue injuries
- d. Sprains and strains
- e. Carpal tunnel syndrome
- f. Meniscus injury
- g. Common joint surgeries and procedures
- h. Chronic back pain
- i. Intervertebral disc disease
- j. Osteoporosis
- k. Paget's disease
- l. Cataracts
- m. Retinal detachment
- n. Macular degeneration
- o. Glaucoma
- p. Otosclerosis
- q. Meniere's disease
- r. Vertigo
- s. Tinnitus
- t. Hearing loss

**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 adults' 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 adults' 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. Reading assignments
  - a. Lewis's Medical Surgical Nursing: Assessment and management of Clinical Problems, 12<sup>th</sup> Edition - **Chapters 18, 19, 20**
  - b. Pharmacology and the Nursing Process, 10<sup>th</sup> Edition – **Chapter 10, 12, 57, 58**
- II. Healthcare concepts: The student will apply the above student learning concepts/objectives to master healthcare concepts related to the following disruptions, diseases and conditions
  - a. Preoperative
  - b. Intraoperative
  - c. Postoperative

**Appendix A – Course Calendar** – This calendar is subject to change without prior notice

	Wk. of	Class - Friday 8 -10am & 10:30am – 1:30pm STEM Room 237	Facilitator: Dr. Onyirioha DNP, RN, CMSRN
1	8/22	<b>Class Orientation – Onyirioha</b> <b>Unit 3</b> – F & E, Acid Base, Fluid Balance & Fluid Resuscitation	<b>Unit 1 - Pre class reading</b> - Lewis 12 <sup>th</sup> ed. – Chapter 1 – Patient Centered Care (pg. 4-8 only) and Claywell Chapters 1, 2, 3, 4
2	8/29	<b>Unit 4</b> – GU system Part I: Renal Urinary System Part II: Reproductive System	<b>Unit 2 - Pre class reading</b> - Claywell (2018). Learning Content: (Integrated throughout the semester) Chapters 1 to 16
3	9/5	<b>Unit 5</b> – Immune System I. Inflammation II. Immune responses III. Integumentary	Lecture/Lab
4	9/12	<b>Exam 1 – Units 3, 4, 5</b> Claywell chapters 1, 2, 3, 4, Lewis pg. 4-8	<b>Class Activities/Lab - Starts at 11:30 am</b>
5	9/19	<b>Unit 6</b> – GI system Part I – Nutrition, Malnutrition & Obesity Part II – Gastrointestinal System	Lecture/Lab
6	9/26	<b>Unit 7</b> – Circulatory System Part I – Respiratory	Lecture/Lab
7	10/3	<b>Unit 7</b> – Circulatory System Part II - Cardiac – <b>Will be in Exam 3</b>	Lecture/Lab
8	10/10	<b>Exam 2 – Units 6 &amp; 7 - Respiratory</b> Claywell chapters 5, 6, 7, 8 Lewis pg. 4-8	<b>Class Activities/Lab - Starts at 11:30 am</b>
9	10/17	<b>Unit 7</b> – Circulatory system Part III - Vascular	Lecture/Lab
10	10/24	<b>Unit 8</b> – Endocrine	Lecture/Lab
11	10/31	<b>Exam 3 – Unit 7 – Cardiac, Vascular, Endocrine</b> Claywell chapters 9, 10, 11, 12	<b>Class Activities/Lab - Starts at 11:30 am</b>
12	11/7	<b>Unit 9</b> –Neuro Part I: H/A Part II: Musculoskeletal Part III: Pain	Lecture/Lab
13	11/14	<b>Unit 9</b> – Neuro Part IV: Sensory  <b>Unit 10</b> - Operative Experience	Lecture/Lab  <b>11/14 - Withdrawal date - 16-Week Classes</b>
14	11/21	<b>Exam 4 – Unit 9 &amp; 10</b> Claywell chapters 13, 14, 15, 16	<b>Group Presentation - Starts at 11:30 am</b>
15	11/28	<b>11/27-11/30 – Thanksgiving College closed</b>	<b>Thanksgiving Holidays</b>
16	12/3 Wed	<b>Comprehensive Final Exam – 12/3/2025</b> <b>Wednesday at 12pm</b>	Congratulations, you did it!

Please leave your personal calendar open for the first 2 weeks of every semester.

**On Wednesday, August 27th from 1-4pm for General Orientation for all programs in Nursing and Allied Health.** This is in addition to any orientation(s) you may have already attended. This will be in the COM Conference center (by the gym) and will be led by our Dean, Dr. Montz

### Appendix B - Weekly - Assignments

#### Sherpath Pharmacology Weekly Lessons Due Date is 11/23/25 (10%)

Proton Pump Inhibitors	
Drugs for asthma and COPD	
Diuretics	
Oral/Parenteral anticoagulants	
Diabetic Drugs	
Statins	
Beta Blockers	
Calcium Channel Blockers	
Nitrates	
Analgesics	
Anti-inflammatory Drugs	

#### EAQ Weekly Lessons Due Date is 11/9/25 (10%)

F/E	
GI	
Resp/HF	
DM	
Neuro/Sensory/MS	

#### Evolve Chapter Lesson Assessments Due Date is 11/16/25 (10%)

Patient-Centered Care/Interprofessional Partnerships	
Nursing Management - Infection	
Problems of the Prostate Gland	
Nursing management STIs	
Nursing management - Obesity	
Primary HTN & HTN Crisis Care	
COPD Care	

#### Evolve Elsevier Sherpath Assignments Course ID

1. Course ID: 167824\_gonyirioha5\_8002  
Sherpath for Lewis's Medical-Surgical Nursing, 12th Edition.
2. Course ID: 165875\_gonyirioha5\_8003  
Sherpath for Lilley Pharmacology, 10th Edition.

Instructor: Genevieve Onyirioha

### Appendix C - Group Presentation

#### Professional Nursing Competencies Paper/Power point Presentation

Students must complete a group paper/PPP 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 course 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.

The presentation must be at least 10-12 slides including a cover slide and reference slide; information must be presented in APA format. The presentation will be graded using the rubric below. This assignment is Due before midnight, November 21, 2025. (individual submission required). Zero (“0”) grade for non-participation or not present during presentation

#### **Assignment Rubric**

Compare and contrast the scope of practice of the LVN, and the RN based on the literature reviewed. Must provide two (3) examples of similarities and differences.	20
Compare and contrast the following roles of the LVN versus RN:	20
Provider of patient centered care	
Member of the health care team	
Member of a profession.	
Patient safety advocate	
Discuss how to approach the care of a patient with a common health need using Evidence- based practice. (Select one health problem)	20
Discuss legal/ethical issues related to care of the patient with the common health need.	15
Compare and contrast healthcare and financial resources that may assist the patient and their families with this illness.	15
No more than 15 slides (including cover and reference page) must be easy to read, with visuals, In-slide citation - Student Collaboration and participation during presentation	5
Presentation is error free (grammar, spelling, punctuation), Use APA format, have citations, speaker notes, cover page, reference page. Use a minimum of 5 references that are within the last 5yrs	5
Grade	100%

