



**RNSG-1343-101CL Complex Concepts of Adult Health Fall 2024
Wednesday 9am – 11am Lecture; 12pm - 2pm Lab - STEAM 120**

*****Syllabus & Course calendar are subject to change with notice*****

Instructor Information:

Course Facilitator: Karen Bell MSN, RN

Office: STEAM 225-17

Office number (409) 933-8716

Email: kbell22@com.edu

Office Hours:

Faculty: Rachel Fano MSN, APRN, FNP-C

Office: STEAM 225-29

Office number: (409) 933-8459

Email: rboaz2@com.edu

Office Hours:

Faculty: Jalayne Henderson MSN, RN

Office: STEAM 225-19

Office Number: 409-933-8456

Email: jhenderson11@com.edu

Office Hours:

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)

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

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.

HESI. (2024). HESI Comprehensive Review for the NCLEX-RN Examination, 7th edition.
St. Louis: Elsevier, Inc.

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

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

Silvestri, A. (2023). Saunders comprehensive review for the NCLEX-RN
examination (9th ed). St. Louis, MO: Elsevier

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

Recommended Textbooks:

Mosby Nursing Drug Guide (current edition in library as an eBook).
All previously purchased books required for other semesters

Course Description:

Integration of previous knowledge and skills related to common adult health needs into the continued development 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 the care of adult patients and families with complex medical-surgical health care needs associated with body systems. Emphasis on complex knowledge, judgments, skills, and professional values within a legal/ethical framework. Prerequisite: See Catalog. (Credit 3: Lecture 2, Lab 2) (16-week course, 64 contact hours)

WECM End-of-Course Outcomes:

Integrate the roles of the professional nurse in the provision of care of adult patients and families; utilize critical thinking skills and a systematic problem-solving process in providing care for adult patients and families with complex health care needs.

Course requirements: (including description of any special projects or assignments)

1. **Unit exams (4):** Assess knowledge and application of incremental course content. Timed unit exams will use 55 multiple-choice, multiple-answer, and alternative-style test questions as indicated to follow NGN NCLEX-RN testing format. The nursing curriculum is meant to build on knowledge learned in prior semesters. Exam content may include questions related to any previously learned content. If a student receives a grade below 75% on any exam, he/she should schedule a counseling appointment with the instructor to complete remediation. See the Remediation Policy in SharePoint for details.
2. **Comprehensive final exam (1):** Assesses overall knowledge and application of complete course content. The timed exam will use multiple-choice, multiple-answer, and alternative-style test questions as indicated to follow NGN NCLEX-RN testing format. If a student receives a grade below 75% on this exam, remediation will be required. See the Remediation Policy in SharePoint for details.
3. **Pharmacology Lessons (Sherpath for Lilley):** Assesses knowledge and application of selected pharmacologic content integrated within the program. Lessons are multi-media, mixing quizzes, videos, and other materials over a single drug class. Due dates are posted in the calendar. Only the first attempt will be graded. Any lesson turned in after the posted due date will receive a zero for the lesson.
4. **Elsevier Adaptive Quizzes (Sherpath for Harding):** Prior to each unit examination, an EAQ will be assigned as an assessment of student learning. Due dates are posted in the calendar. Any quiz turned in after the posted due date will receive a zero for that quiz.
5. **Group poster presentation:** Each group will be assigned a topic for presentation. See Appendix A at the end of the syllabus and grading rubric in D2L for details. If a student is absent on the presentation day, the student will lose 50% of the project grade.
6. **Professionalism:** All students are expected to maintain professionalism throughout all classroom times. This includes (but not limited to): being on time for and attending entire class, preparing and participating in group work and instructor questions, dressing in appropriate school uniform, engaging in respectful communication and being courteous to instructors and fellow students.

Determination of Course Grade/Detailed Grading Formula:

Grading Scale

A = 90 – 100%

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 Exam 1*	12.5
Unit Exam 2*	12.5
Unit Exam 3*	12.5
Unit Exam 4*	12.5
Final Comprehensive Exam*	10
*Exam Average (must be above 75%)	Exam Total 60
Group Project EBP Presentation**	15
EAQs **	12.5
Sherpath Pharmacology Lessons**	12.5
**Other grades total	40
Total	100
* ≥ 75% weighted exam average required to pass the course	
** Weighted assignments calculated only after 75% exam average met.	

Late work, Make-up, 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: Upon completion of this course, the student will:

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. Examine the pathophysiology and clinical management of adult patients with complex health needs.	Synthesize knowledge from the humanities and the psychosocial, biological, and nursing sciences.	Unit exams and Final exam: <ul style="list-style-type: none"> • Specialty topics • Pathophysiology • Nursing concepts
2. Apply the nursing process in the care of adult patients with complex health needs and their families in primary, secondary, and tertiary settings to achieve, improve, or maintain an optimal level of wellness.	Apply the nursing process as a provider of patient-centered care in primary, secondary, and tertiary settings to promote health by assisting patients in achieving, improving, or maintaining an optimum level of wellness.	Unit exams and Final exam: <ul style="list-style-type: none"> • Nursing Process- including assessment, analysis, interventions, and evaluation
3. Utilize the principles of critical thinking, problem solving and clinical judgment in the performance of evidence based, advanced nursing skills while caring for adult patients with complex health needs.	Integrate critical thinking when incorporating knowledge from the sciences and humanities in the delivery of professional nursing care.	Unit exams and Final exam: <ul style="list-style-type: none"> • Next Generation style questions

<p>4. 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 patients with complex health needs.</p>	<p>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 exam:</p> <ul style="list-style-type: none"> • Client needs: physiological integrity • Fundamentals: medication administration <p>Sherpath lessons</p>
<p>5. Examine the roles of the associate degree nurse in caring for adult patients with complex health needs and their families.</p>	<p>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 exam:</p> <ul style="list-style-type: none"> • QSEN topics • Patient centered care, dimensions of patient care • Teamwork and collaboration, members of the team, teamwork and collaboration, and system/teams functions topics.
<p>6. Utilize effective communication with culturally and spiritually diverse adult patients, their families, and members of the health care team.</p>	<p>Incorporate principles of effective communication and documentation using current nursing technology and informatics in providing patient-centered care</p>	<p>Unit exams and Final exam:</p> <ul style="list-style-type: none"> • Communication
<p>7. Apply principles of patient care management in the care of adult patients with complex health needs.</p>	<p>Integrate critical thinking when incorporating knowledge from the sciences and humanities in the delivery of professional nursing care</p>	<p>Unit exams and Final exam:</p> <ul style="list-style-type: none"> • Specialty topics • Pathophysiology • Nursing concepts • Next Generation style questions

8. Apply principles of patient safety in the care of adult patients with complex healthcare needs and their families.	Practice the delivery of safe and cost effective nursing healthcare according to established evidence -based standards of practice and within legal/ethical standards	Unit exams and Final exam: <ul style="list-style-type: none"> • QSEN topics • Patient centered care, dimensions of patient care • Teamwork and collaboration, members of the team, teamwork and collaboration, and system/teams functions topics.
9. Discuss appropriate principles of teaching and learning for culturally and spiritually diverse adult patients with complex health needs.	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.	Unit exams and Final exam: <ul style="list-style-type: none"> • Communication • Patient teaching
10. Utilize clinical data and current literature as a basis for decision making in the care of adult patients with complex health needs and their families.	Practice the delivery of safe and cost effective nursing healthcare according to established evidence -based standards of practice and within legal/ethical standards	Unit exams and Final exam: <ul style="list-style-type: none"> • Using evidenced-based practice • Patient centered care
11. Discuss ethical/legal issues related to the care of adult patients with complex health needs and their families.	Practice the delivery of safe and cost effective nursing healthcare according to established evidence -based standards of practice and within legal/ethical standards	Unit exams and Final exam: <ul style="list-style-type: none"> • QSEN topics • Patient centered care, dimensions of patient care • Teamwork and collaboration, members of the team, teamwork and collaboration, and system/teams functions topics.
12. Examine health care and financial resources available to assist culturally diverse adult patients with complex health needs and their families	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.	Unit exams and Final exam: <ul style="list-style-type: none"> • QSEN topics • Patient centered care, dimensions of patient care • Teamwork and collaboration, members of the team, teamwork and collaboration, and system/teams functions topics.

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. An assignment containing any plagiarized material will be referred to the Office of Student Conduct for appropriate disciplinary action. 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 faculty or facilitator using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact the Director of Nursing, Dr. Debra Bauer, DNP, RN, at (409) 933-8908/ dbauer3@com.edu.

Success Tips for Students

1. Schedule time to study based on the difficulty of the content. Use this table as a guide:

Course Difficulty	Study Hours Per Week Per Hour in Class
High Difficulty Course	3 hours
Medium Difficulty Course	2 hours
Low Difficulty Course	1 hour

http://www.usu.edu/arc/StudySmart/pdf/estimating_study_hours.pdf

2. Read assignments before class or clinical. Here are some strategies for getting the most out of your college textbooks:
 - 4 Steps to Reading a Textbook: <http://www.studyright.net/blog/4-steps-to-reading-a-textbook-quickly-and-effectively/>
 - Active Reading Strategies: <http://www.princeton.edu/mcgraw/library/for-students/remember-reading/>
 - The Reading Cycle: Plan-Do-Review <http://www2.swccd.edu/~asc/lrnglinks/txtrdg.html>
 - How to Read Your Textbooks More Efficiently College Info Geek (video) <https://www.youtube.com/watch?v=tgVjmFSx7rg>
 - 5 Active Reading Strategies for Textbook Assignments College Info Geek (video) [5 Active Reading Strategies for Textbook Assignments - College Info Geek](#)

ANA Scope and Standards of Practice

Students are expected to adhere to established ANA Scope and Standards of Practice (2015). (See Student Handbook and Clinical Evaluation Tool for a detailed explanation of standards.)

Student Handbooks

Students are expected to adhere to all policies outlined in the College and Nursing Student Handbooks.

Syllabus Revisions

Faculty reserves the right to make changes to the syllabus as deemed necessary.

Syllabus Assignment Submission Statement: It is the student's responsibility to confirm your submission. When submitting an assignment in D2L, particularly ones that include file attachments, you should take the time to verify your submission. You should receive a confirmation message after you submit your assignment. You should confirm your submission manually. You will only be graded on the assignment (s) that is submitted to the D2L. There are no exceptions.

Classroom Conduct Policy/Student Conduct

Classroom Conduct Policy: College of the Mainland requires that students enrolled at COM be familiar with the Standards of Student Conduct, which can be found in the online Student Handbook. Students should always act in a professional manner. Disruptive students will be held accountable according to college policy. Any violations of the Code of Conduct will result in a referral to the Office for Student Conduct and may result in dismissal from this class according to the Standards of Student Conduct found in the online COM Student Handbook. Nursing students are expected to demonstrate courteous, professional character as defined in BON Rule 213.27 https://www.bon.texas.gov/rr_current/213-28.asp.html. See Behavior/Conduct in the Nursing Student Handbook

The Tutoring Center

The Tutoring Center provides free tutoring services to students, staff and faculty seeking assistance for writing, reading and oral presentations for academic and non-academic assignments/projects. Located in the Industrial Careers Building, the center provides face-to-face and online tutoring sessions in a welcoming environment. Appointments can be made in person, or on the center scheduler at <https://www.com.edu/tutoring/index.html>.

Notice to Students Regarding Licensing

Effective September 1, 2017, HB 1508 amends the Texas Occupations Code Section 53, which 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.html 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/rr_current/213-28.asp.html. 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.

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_2023-2024_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 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 specific dates.

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.

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.

Unit 1: Cancer

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

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

Learning Content:

- I. Biology of Cancer
- II. Benign Versus Malignant Neoplasms
- III. Classification of Cancer
- IV. Prevention and Early Detection of Cancer
- V. Treatment Goals
- VI. Personalized Cancer Medicine
- VII. Surgical Therapy
- VIII. Chemotherapy
- IX. Radiation Therapy

- X. Nursing Management: Chemotherapy and Radiation Therapy
 - A. Problems Caused by Chemotherapy and Radiation Therapy
- XI. Late Effects of Radiation and Chemotherapy
- XII. Immunotherapy and Targeted Therapy
- XIII. Nursing Management: Immunotherapy and Target Therapy
- XIV. Hormone Therapy
- XV. Hematopoietic Growth Factors
- XVI. Hematopoietic Stem Cell Transplantation
- XVII. Gene Therapy
- XVIII. Nutritional Problems
- XIX. Infection
- XX. Oncologic Emergencies
- XXI. Cancer Pain
- XXII. Coping with Cancer and Treatment
- XXIII. Cancer Survivorship

Learning Activities (see calendar):

- Read: Harding, et al. 12th ed. (2023): Chapter 16
- Sherpath for Harding
- In-class participation activities

Unit 2: Disruptive Factors of the Hematologic System

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

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

7. Apply principles of patient care management in the care of adult patients with complex health needs related to disruptions in the hematologic system.
8. Apply principles of patient safety in the care of adult patients with complex health needs related to disruptions in the hematologic system and their families.
9. Discuss appropriate principles of teaching and learning for culturally and spiritually diverse adult patients with complex health needs related to disruptions in the hematologic system.
10. Utilize clinical data and current literature as a basis for decision making in the care of adult patients with complex health needs related to disruptions in the hematologic system and their families.

Learning Content

- I. Structures and Functions of Hematologic System
 - A. Bone Marrow
 - B. Blood
 - C. Normal Iron Metabolism
 - D. Normal Clotting Mechanisms
 - E. Spleen
 - F. Lymph System
 - G. Gerontologic Considerations: Effects of Aging on Hematologic System
- II. Assessment of Hematologic System A. Assessment Abnormalities
- III. Diagnostic Studies of Hematologic System
 - A. Laboratory Studies
 - B. Biopsies
 - C. Molecular Cytogenetics and Gene Analysis
- IV. Anemia
 - A. Nursing and Interprofessional Management: Anemia
 - B. Anemia of Chronic Disease
 - C. Aplastic Anemia
- V. Anemia Caused by Decreased Erythrocyte Production
 - A. Thalassemia
 - B. Pernicious anemia (Vit B12)
 - C. Folic acid deficiency anemia
- VI. Anemia Caused by Blood Loss
 - A. Acute Blood Loss
 - B. Chronic blood loss
- VII. Other Red Blood Cell Disorders
 - A. Hemochromatosis
 - B. Polycythemia
- VIII. Problems of Hemostasis
 - A. Thrombocytopenia
 - B. Nursing Management: Thrombocytopenia
 - C. Neutropenia
 - D. Myelodysplastic Syndrome

- E. Leukemia
- F. Nursing Management: Leukemia
- IX. Multiple Myeloma
- X. Disorders of the Spleen XI. Blood Component Therapy
 - A. Administration Procedure
 - B. Common Blood Products
 - C. Blood Transfusion Reactions
 - D. Auto Transfusion

Learning Activities (see calendar):

- Read: Harding, et al. (2023): Chapters 33 and 34
- Nurse Think NCLEX Conceptual Review Guide
- Sherpath for Harding
- In-class participation activities
- Elsevier. Clinical Skills: Essential Collection

Unit 3: Disruptive Factors of the Respiratory System

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

1. Examine the pathophysiology and clinical management of adult patients with complex health needs related to disruptions in the respiratory system.
2. Apply the nursing process in the care of adult patients with complex health needs related to disruptions in the respiratory system and their families in primary, secondary, and tertiary settings to achieve, improve, or maintain an optimal level of wellness.
3. Utilize the principles of critical thinking, problem-solving, and clinical judgment in the performance of evidence-based, advanced nursing skills while caring for adult patients with complex health needs related to disruptions in the respiratory system.
4. Examine pharmacokinetics, pharmacodynamics, therapeutic actions, side/adverse effects, contraindications, drug and dietary interactions, precautions, and routes of administration of relevant medications used in the treatment of adult patients with complex health needs related to disruptions in the respiratory system.
5. Examine the roles of the associate degree nurse in caring for adult patients with complex health needs related to disruptions in the respiratory system and their families.
6. Utilize effective communication with culturally and spiritually diverse adult patients, their families, and members of the health care team.
7. Apply principles of patient care management in the care of adult patients with complex health needs related to disruptions in the respiratory system.
8. Apply principles of patient safety in the care of adult patients with complex healthcare needs related to disruptions in the respiratory system and their families.
9. Discuss appropriate principles of teaching and learning for culturally and spiritually diverse adult patients

with complex health needs related to disruptions in the respiratory system.

10. Utilize clinical data and current literature as a basis for decision-making in the care of adult patients with complex health needs related to disruptions in the respiratory system and their families.

Learning Content:

- I. Problems of Nose and Paranasal Sinuses
 - A. Deviated Septum
 - B. Nasal Fracture
 - C. Rhinoplasty
 - D. Nursing Management: Nasal Surgery
 - E. Epistaxis
 - F. Allergic Rhinitis
 - G. Sinusitis
 - H. Obstruction of Nose and Sinuses
- II. Problems of Trachea
 - A. Tracheostomy
 - B. Nursing Management: Tracheostomy
 1. Acute Care
 2. Chronic Care
 3. Swallowing Dysfunction
 4. Speech with a Tracheostomy Tube
 5. Decannulation
 - C. Head and Neck Cancer
 - D. Nursing Management: Head and Neck Cancer
- III. Lower Respiratory Problems
 - A. Lung Cancer
 - B. Nursing Management: Lung Cancer
 - C. Other Types of Lung Tumors
- IV. Interstitial Lung Diseases
 - A. Idiopathic Pulmonary Fibrosis
 - B. Sarcoidosis
- V. Obstructive Pulmonary Disease
 - A. Bronchiectasis
 - B. Interprofessional and Nursing Management: Bronchiectasis

Learning Activities (see calendar):

- Read: Harding, et al. (2023) Chapters 27, 28, 29, 30, and 31
- Nurse Think NCLEX Conceptual Review Guide
- Sherpath for Harding
- In-class participation activities
- Elsevier. Clinical Skills: Essential Collection

Unit 4: Disruptive Factors of the Gastrointestinal System

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

1. Examine the pathophysiology and clinical management of adult patients with complex needs related to disruptions in the gastrointestinal system.
2. Apply the nursing process in the care of adult patients with complex needs related to disruptions in the gastrointestinal system and their families in primary, secondary, and tertiary settings to achieve, improve, or maintain an optimal level of wellness.
3. Utilize the principles of critical thinking, problem-solving, and clinical judgment in the performance of evidence-based, advanced nursing skills while caring for adult patients with complex needs related to disruptions in the gastrointestinal system.
4. Examine pharmacokinetics, pharmacodynamics, therapeutic actions, side/adverse effects, contraindications, drug and dietary interactions, precautions, and routes of administration of relevant medications used in the treatment of adult patients with complex needs related to disruptions in the gastrointestinal system.
5. Examine the roles of the associate degree nurse in caring for adult patients with complex needs related to disruptions in the gastrointestinal system and their families.
6. Utilize effective communication with culturally and spiritually diverse adult patients, their families, and members of the health care team.
7. Apply principles of patient care management in the care of adult patients with complex needs related to disruptions in the gastrointestinal system.
8. Apply principles of patient safety in the care of adult patients with complex health needs related to disruptions in the gastrointestinal system and their families.
9. Discuss appropriate principles of teaching and learning for culturally and spiritually diverse adult patients with complex health needs related to disruptions in the gastrointestinal system.
10. Utilize clinical data and current literature as a basis for decision-making in the care of adult patients with complex needs related to disruptions in the gastrointestinal system.

Learning Content:

- I. Diagnostic Studies of GI System
- II. Laboratory Studies
- III. Oral Cancer
- IV. Esophageal & Stomach Cancer
 - A. Etiology and Pathophysiology
 - B. Clinical Manifestations and Complications
 - C. Diagnostic Studies
 - D. Interprofessional Management
- V. Nursing Management: Esophageal & Stomach Cancer
- VI. Inflammatory Disorders
 - A. Peritonitis
 - B. Nursing Management: Peritonitis
 - C. Inflammatory Bowel Disease

1. Ulcerative Colitis vs. Crohn's Disease
- D. Nursing Management: Inflammatory Bowel Disease
- E. Intestinal Obstruction
- F. Nursing Management: Intestinal Obstruction
- G. Polyps of Large Intestine
- H. Colorectal Cancer
- I. Nursing Management: Colorectal Cancer
- J. Bowel Resection and Ostomy Surgery
- K. Nursing Management: Bowel Resection
 1. Preoperative Care
 2. Postoperative Care
 3. Colostomy Care
 4. Ileostomy Care
 5. Psychologic Adaptation to an Ostomy
 6. Sexual Function
- VII. Anorectal Problems
 - A. Anal Cancer

Learning Activities (see calendar):

- Read: Harding et al. (2023) Chapters 20, 43, 46, and 47
- Nurse Think NCLEX Conceptual Review Guide
- Sherpath for Harding
- In-class participation activities
- Elsevier. Clinical Skills: Essential Collection

Unit 5: Disruptive Factors of the Renal and Urinary Systems

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

1. Examine the pathophysiology and clinical management of adult patients with complex health needs related to disruptions in the renal and urinary systems.
2. Apply the nursing process in the care of adult patients with complex health needs related to disruptions in the renal and urinary systems and their families in primary, secondary and tertiary settings to achieve, improve, or maintain an optimal level of wellness.
3. Utilize the principles of critical thinking, problem-solving, and clinical judgment in the performance of evidence-based, advanced nursing skills while caring for adult patients with complex health needs related to disruptions in the renal and urinary systems.
4. Examine pharmacokinetics, pharmacodynamics, therapeutic actions, side/adverse effects, contraindications, drug and dietary interactions, precautions, and routes of administration of relevant

medications used in the treatment of adult patients with complex health needs related to disruptions in the renal and urinary systems.

5. Examine the roles of the associate degree nurse in caring for adult patients with complex health needs related to disruptions in the renal and urinary systems and their families.
6. Utilize effective communication with culturally and spiritually diverse adult patients, their families, and members of the health care team.
7. Apply principles of patient care management in the care of adult patients with complex health needs related to disruptions in the renal and urinary systems.
8. Apply principles of patient safety in the care of adult patients with complex healthcare needs related to disruptions in the renal and urinary systems and their families.
9. Discuss appropriate principles of teaching and learning for culturally and spiritually diverse adult patients with complex health needs related to disruptions in the renal and urinary systems.
10. Utilize clinical data and current literature as a basis for decision-making in the care of adult patients with complex health needs related to disruptions in the renal and urinary systems and their families.

Learning Content

- I. Obstructive Uropathies
 - a. Urinary Tract Calculi
 - i. Etiology and pathophysiology
 - ii. Types of Urinary Stones
 - iii. Clinical Manifestations
 - iv. Diagnostic Studies
 - v. Interprofessional Care
 1. Endourologic Procedures
 2. Lithotripsy
 3. Surgical Therapy
 4. Nutritional Therapy
 - vi. Nursing Management: Urinary Tract Calculi
 - b. Strictures
 - c. Renal Trauma
- II. Renal Vascular Problems
 - a. Nephrosclerosis
 - b. Renal Artery Stenosis
 - c. Renal Vein Stenosis
- III. Urinary Tract Tumors
 - a. Kidney
 - b. Bladder
 - i. Nursing and Interprofessional Management: Bladder Cancer
- IV. Surgery of the Urinary Tract
 - a. Renal and Ureteral Surgery
 - b. Urinary Diversion
 - c. Nursing Management: Urinary Diversion

Learning Activities (see calendar):

- Read: Harding, et al. (2023): Chapters 49 and 50
- Sherpath for Harding
- In-class participation activities
- Elsevier. Clinical Skills: Essential Collection

Unit 6 : Cardiac and Vascular

Student Learning Outcomes

Upon completion of this unit, the student will:

1. Examine the pathophysiology and clinical management of adult patients with complex health needs related to disruptions of the cardiovascular and vascular systems.
2. Apply the nursing process in the care of adult patients with complex health needs related to disruptions of the cardiovascular and vascular systems and their families in primary, secondary and tertiary settings to achieve, improve, or maintain an optimal level of wellness.
3. Utilize the principles of critical thinking, problem solving and clinical judgment in the performance of evidence based, advanced nursing skills while caring for adult patients with complex health needs related to disruptions of the cardiovascular and vascular systems.
4. 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 patients with complex health needs related to disruptions of the cardiovascular and vascular systems.
5. Examine the roles of the associate degree nurse in caring for adult patients with complex health needs related to disruptions of the cardiovascular and vascular systems and their families.
6. Utilize effective communication with culturally and spiritually diverse adult patients, their families, and members of the health care team.
7. Apply principles of patient care management in the care of adult patients with complex health needs related to disruptions of the cardiovascular and vascular systems.
8. Apply principles of patient safety in the care of adult patients with complex healthcare needs related to disruptions of the cardiovascular and vascular systems and their families.
9. Discuss appropriate principles of teaching and learning for culturally and spiritually diverse adult patients with complex health needs related to disruptions of the cardiovascular and vascular systems.
10. Utilize clinical data and current literature as a basis for decision making in the care of adult patients with complex health needs related to disruptions of the cardiovascular and vascular systems and their families.

Learning Content:

- I. Assessment: Cardiovascular System
 - A. Assessment Abnormalities
 - B. Electrocardiography
 - C. Interventional and Invasive Studies

- 1) Cardiac Catheterization
- 2) Intravascular Ultrasound
- 3) Electrophysiology Study
- II. Rhythm Identification and Treatment
 - A. Conduction System
 - B. Nervous Control of the Heart
 - C. Electrocardiographic Monitoring
 - D. Electrophysiologic Mechanisms of Dysrhythmias
 - E. Evaluation of Dysrhythmias
 - F. Overview of Cardiac Rhythms
 - 1) Normal Cardiac Rhythms
 - G. Types of Dysrhythmias
 - 1) Sinus Bradycardia
 - 2) Sinus Tachycardia
- III. Inflammatory Heart Disorders
 - 1) Infective Endocarditis
 - 2) Myocarditis
- IV. Valvular Heart Disease
 - 1) Mitral Valve Stenosis
 - 2) Mitral Valve Regurgitation
 - 3) Mitral Valve Prolapse
 - 4) Aortic Valve Stenosis
 - 5) Aortic Valve Regurgitation
 - 6) Tricuspid Valve Stenosis
 - 7) Pulmonic Valve Stenosis
- V. Cardiomyopathy

Learning Activities (see calendar):

- Read: Harding et al. (2023): Chapters 35, 39, and 40.
- Nurse Think NCLEX Conceptual Review Guide
- Sherpath for Harding
- In-class participation activities

Unit 7: Disruptive Factors of the Hepatic and Biliary Systems

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

1. Examine the pathophysiology and clinical management of adult patients with complex health needs related to disruptions of the liver, biliary tract, and pancreas.
2. Apply the nursing process in the care of adult patients with complex health needs related to disruptions of

the liver, biliary tract, and pancreas and their families in primary, secondary and tertiary settings to achieve, improve, or maintain an optimal level of wellness.

3. Utilize the principles of critical thinking, problem-solving, and clinical judgment in the performance of evidence-based, advanced nursing skills while caring for adult patients with complex health needs related to disruptions of the liver, biliary tract, and pancreas.
4. Examine pharmacokinetics, pharmacodynamics, therapeutic actions, side/adverse effects, contraindications, drug and dietary interactions, precautions, and routes of administration of relevant medications used in the treatment of adult patients with complex health needs related to disruptions of the liver, biliary tract, and pancreas.
5. Examine the roles of the associate degree nurse in caring for adult patients with complex health needs related to disruptions of the liver, biliary tract, and pancreas and their families.
6. Utilize effective communication with culturally and spiritually diverse adult patients, their families, and members of the health care team.
7. Apply principles of patient care management in the care of adult patients with complex health needs related to disruptions of the liver, biliary tract, and pancreas.
8. Apply principles of patient safety in the care of adult patients with complex health needs related to disruptions of the liver, biliary tract, and pancreas and their families.
9. Discuss appropriate principles of teaching and learning for culturally and spiritually diverse adult patients with complex health needs related to disruptions of the liver, biliary tract, and pancreas.
10. Utilize clinical data and current literature as a basis for decision-making in the care of adult patients with complex health needs related to disruptions of the liver, biliary tract, and pancreas and their families

Learning Content:

- I. Disorders of the Liver
- II. Hepatitis
 - A. Viral Hepatitis
 1. Hepatitis A Virus
 2. Hepatitis B Virus
 3. Hepatitis C Virus
 4. Hepatitis D Virus
 5. Hepatitis E Virus
 - B. Pathophysiology
 - C. Clinical Manifestations and Complications
 1. Acute Hepatitis
 2. Acute Liver Failure
 3. Chronic Hepatitis
 - D. Diagnostic Studies
 - E. Interprofessional Care
 1. Drug Therapy
 2. Management: Viral Hepatitis
- III. Drug and Chemical- Induced Liver Disease
- IV. Autoimmune, Genetic, and Metabolic Liver Diseases

- A. Autoimmune Hepatitis
 - B. Wilson's Disease
 - C. Hemochromatosis
 - D. Primary Biliary Cholangitis
 - E. Primary Sclerosing Cholangitis
 - F. Nonalcoholic Fatty Liver Disease and Nonalcoholic Steatohepatitis
- V. Cirrhosis
- A. Nursing Management: Cirrhosis
- VI. Acute Liver Failure
- VII. Liver Cancer
- VIII. Disorders of the Pancreatitis
- A. Acute Pancreatitis
 - B. Chronic Pancreatitis
 - C. Pancreatic Cancer
- IX. Disorders of the Biliary Tract
- A. Cholelithiasis and Cholecystitis
 - B. Nursing Management: Gall Bladder Disease
 - C. Gallbladder Cancer

Learning Activities (see calendar):

- Read: Harding et al. (2023): Chapter 48
- Nurse Think NCLEX Conceptual Review Guide
- Sherpath for Harding
- In-class participation activities

Unit 8: Disruptive Factors of the Endocrine System

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

1. Examine the pathophysiology and clinical management of adult patients with complex health needs related to disruptions in the endocrine system.
2. Apply the nursing process in the care of adult patients with complex health needs 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. Utilize the principles of critical thinking, problem-solving, and clinical judgment in the performance of evidence-based, advanced nursing skills while caring for adult patients with complex health needs related to disruptions in the endocrine.
4. Examine pharmacokinetics, pharmacodynamics, therapeutic actions, side/adverse effects, contraindications, drug and dietary interactions, precautions, and routes of administration of relevant medications used in the treatment of adult patients with complex health needs related to disruptions in the

endocrine system.

5. Examine the roles of the associate degree nurse in caring for adult patients with complex health needs related to disruptions in the endocrine system and their families.
6. Utilize effective communication with culturally and spiritually diverse adult patients, their families, and members of the health care team.
7. Apply principles of patient care management in the care of adult patients with complex health needs related to disruptions in the endocrine system.
8. Apply principles of patient safety in the care of adult patients with complex healthcare needs related to disruptions in the endocrine system and their families.
9. Discuss appropriate principles of teaching and learning for culturally and spiritually diverse adult patients with complex health needs related to disruptions in the endocrine system.
10. Utilize clinical data and current literature as a basis for decision-making in the care of adult patients with complex health needs related to disruptions in the endocrine system.

Learning Content

- I. Structures and Functions of Endocrine System
 - A. Glands
 - B. Hormones
 - C. Hypothalamus
 - D. Pituitary
 - E. Pineal Gland
 - F. Thyroid Gland
 - G. Parathyroid Glands
 - H. Adrenal Glands
 - I. Pancreas
 - J. Gerontologic Considerations: Effects of Aging on Endocrine System
- II. Assessment of Endocrine System
 - A. Subjective Data
 - B. Objective Data
 - C. Assessment Abnormalities
- III. Diagnostic Studies of Endocrine System
 - A. Serology and Urine Studies
 - B. Radiologic Studies
- IV. Disorders of Anterior Pituitary Gland
 - A. Acromegaly
 - B. Excesses of other Tropic Hormones
 - C. Hypofunction of Pituitary Gland
 - D. Pituitary Surgery
 - E. Nursing Management: Pituitary Surgery
- V. Syndrome of inappropriate antidiuretic hormone
- VI. Disorders of Thyroid Gland
 - A. Goiter

- B. Thyroiditis
 - C. Hyperthyroidism
 - D. Nursing Management: Hyperthyroidism
 - E. Hypothyroidism
 - F. Nursing Management: Hypothyroidism
 - G. Thyroid Nodules and Cancer
- VII. Disorders of Parathyroid Glands
- A. Hyperparathyroidism
 - B. Nursing Management: Hyperparathyroidism
 - C. Hypoparathyroidism
- VIII. Disorders of Adrenal Cortex
- A. Cushing Syndrome
 - B. Nursing Management: Cushing Syndrome
 - C. Adrenocortical Insufficiency (Addison's Disease)
 - D. Corticosteroid Therapy
 - E. Hyperaldosteronism
- IX. Disorders of Adrenal Medulla
- A. Pheochromocytoma

Learning Activities (see calendar):

- Read: Harding, et al. (2023): Chapters 48, 52, and 54
- Nurse Think NCLEX Conceptual Review Guide
- Sherpath for Harding
- In-class participation activities

Unit 9: Disruptive Factors of the Nervous System and Chronic Neurologic Disorders

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

1. Examine the pathophysiology and clinical management of adult patients with complex health needs related to disruptions in the nervous system and chronic neurologic system.
2. Apply the nursing process in the care of adult patients with complex health needs related to disruptions in the nervous system and chronic neurologic system and their families in primary, secondary, and tertiary settings to achieve, improve, or maintain an optimal level of wellness.
3. Utilize the principles of critical thinking, problem-solving, and clinical judgment in the performance of evidence-based, advanced nursing skills while caring for adult patients with complex health needs related to disruptions in the nervous system and chronic neurologic system.
4. Examine pharmacokinetics, pharmacodynamics, therapeutic actions, side/adverse effects,

contraindications, drug and dietary interactions, precautions, and routes of administration of relevant medications used in the treatment of adult patients with complex health needs related to disruptions in the nervous system and chronic neurologic system.

5. Examine the roles of the associate degree nurse in caring for adult patients with complex health needs related to disruptions in the nervous system and chronic neurologic system and their families.
6. Utilize effective communication with culturally and spiritually diverse adult patients, their families, and members of the health care team.
7. Apply principles of patient care management in the care of adult patients with complex health needs related to disruptions in the nervous system and chronic neurologic system.
8. Apply principles of patient safety in the care of adult patients with complex health needs related to disruptions in the nervous system and chronic neurologic system and their families.
9. Discuss appropriate principles of teaching and learning for culturally and spiritually diverse adult patients with complex health needs related to disruptions in the nervous system and chronic neurologic system.
10. Utilize clinical data and current literature as a basis for decision-making in the care of adult patients with complex health needs related to disruptions in the nervous system and chronic neurologic system.

Learning Content

- I. Structures and Functions of Nervous System
 - A. Cells of Nervous System
 - B. Nerve Regeneration
 - C. Nerve Impulse
 - D. Central Nervous System
 - E. Peripheral Nervous System
 - F. Cerebral Circulation
 - G. Protective Structures
 - H. Gerontologic Considerations: Effects of Aging on Nervous System
- II. Assessment of Nervous System
 - A. Subjective Data
 - B. Objective Data
- III. Diagnostic Studies of Nervous System
 - A. Radiologic Studies
 - B. Electrographic Studies
- IV. Chronic Neurologic Disorders
 - A. Seizure Disorder
 - i. Etiology and Pathophysiology
 - ii. Genetic Link
 - iii. Clinical Manifestations
 1. Generalized-Onset Seizures
 2. Focal-Onset Seizures
 3. Psychogenic Nonepileptic Seizures
 - iv. Complications

- v. Diagnostic Studies
- vi. Interprofessional Care
- vii. Gerontologic Considerations: Drug Therapy for Seizure Disorder
- viii. Nursing Management: Seizure Disorder
- B. Restless Legs Syndrome
- C. Degenerative Neurologic Disorders
 - i. Multiple Sclerosis
 - 1. Nursing Management: Multiple Sclerosis
 - ii. Parkinson's Disease
 - 1. Nursing Management: Parkinson's Disease
 - iii. Myasthenia Gravis
 - 1. Nursing Management: Myasthenia Gravis
 - iv. Amyotrophic Lateral Sclerosis
 - 1. Nursing Management: Amyotrophic Lateral Sclerosis
 - v. Huntington's Disease
 - 1. Nursing Management: Huntington's Disease
- V. Peripheral Nerve Problems
 - A. Trigeminal Neuralgia
 - i. Nursing Management: Trigeminal Neuralgia
 - B. Bell's Palsy
 - i. Nursing Management: Bell's Palsy

Learning Activities (see calendar):

- Read Harding, et al. (2023): Chapters 60, 61, and 63
- Nurse Think NCLEX Conceptual Review Guide
- Sherpath for Harding
- In-class participation activities

Unit 10: Disruptive Factors of the Breast and Female and Male Reproductive Systems

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

1. Examine the pathophysiology and clinical management of adult patients with complex health needs related to disruptions in the breast and female and male reproductive systems.
2. Apply the nursing process in the care of adult patients with complex health needs related to disruptions in the breast and female and male reproductive systems and their families in primary, secondary, and tertiary settings to achieve, improve, or maintain an optimal level of wellness.
3. Utilize the principles of critical thinking, problem-solving, and clinical judgment in the performance of evidence-based, advanced nursing skills while caring for adult patients with complex health needs related to disruptions in the breast and female and male reproductive systems.

4. Examine pharmacokinetics, pharmacodynamics, therapeutic actions, side/adverse effects, contraindications, drug and dietary interactions, precautions, and routes of administration of relevant medications used in the treatment of adult patients with complex health needs related to disruptions in the breast and female and male reproductive systems.
5. Examine the roles of the associate degree nurse in caring for adult patients with complex health needs related to disruptions in the breast and female and male reproductive systems and their families.
6. Utilize effective communication with culturally and spiritually diverse adult patients, their families, and members of the health care team.
7. Apply principles of patient care management in the care of adult patients with complex health needs related to disruptions in the breast and female and male reproductive systems.
8. Apply principles of patient safety in the care of adult patients with complex healthcare needs related to disruptions in the breast and female and male reproductive systems.
9. Discuss appropriate principles of teaching and learning for culturally and spiritually diverse adult patients with complex health needs related to disruptions in the breast and female and male reproductive systems.
10. Utilize clinical data and current literature as a basis for decision-making in the care of adult patients with complex health needs related to disruptions in the breast and female and male reproductive systems.

Learning Content

- I. Assessment of Breast Disorders
- II. Benign Breast Disorders
 - A. Mastalgia
 - B. Breast Infections
 - C. Fibrocystic Changes
 - D. Fibroadenoma
 - E. Nipple Discharge
 - F. Atypical Hyperplasia
 - G. Intraductal Papilloma
 - H. Ductal Ectasia
 - I. Male Gynecomastia
- III. Breast Cancer
 - A. Etiology and Risk Factors
 - B. Genetic Link
 - C. Pathophysiology
 - D. Types of Breast Cancer
 - E. Clinical Manifestations
 - F. Complications
 - G. Diagnostic Studies
 - H. Interprofessional Care
 - i. Staging
 - ii. Surgical Therapy
 - iii. External Radiation Therapy
 - iv. Brachytherapy

- v. Drug Therapy
 - vi. Culturally Competent Care
- IV. Nursing Management: Breast Cancer
- V. Mammoplasty
 - A. Breast Reconstruction
 - B. Breast Augmentation
 - C. Breast Reduction
- VI. Nursing Management: Breast Augmentation and Reduction
- VII. Infertility
- VIII. Problems Related to Menstruation
 - A. Premenstrual Syndrome
 - B. Nursing Management: Premenstrual Syndrome
 - C. Dysmenorrhea
 - D. Perimenopause and Postmenopausal
 - E. Nursing Management: Perimenopause and Postmenopausal
 - F. Infections of Lower Genital Tract
 - G. Nursing Management: Infections of Lower Genital Tract
 - H. Chronic Pelvic Pain
 - I. Endometriosis
- IX. Benign Tumors of the Female Reproductive System
 - A. Leiomyomas
 - B. Ovarian Cysts
 - C. Cervical Polyps
- X. Cancers of the Female Reproductive System
 - A. Cervical Cancer
 - B. Endometrial Cancer
 - C. Ovarian Cancer
 - D. Vaginal Cancer
 - E. Vulvar Cancer
 - F. Nursing and Interprofessional Management: Cancers of Female Reproductive System
- XI. Pelvic Organ Prolapse
 - A. Uterine Prolapse
 - B. Cystocele and Rectocele
 - C. Nursing and Interprofessional Management: Pelvic Organ Prolapse
 - D. Fistula
- XII. Prostate Cancer
- XIII. Nursing Management: Prostate Cancer
- XIV. Problems of the Penis
 - A. Cancer of Penis
- XV. Problems of Scrotum and Testes
 - A. Testicular Cancer

Learning Activities (see calendar):

- Read Harding et al. (2023): Chapters 55, 56, 58, and 59
- Nurse Think NCLEX Conceptual Review Guide
- Sherpath for Harding
- In-class participation activities

Unit 11: Arthritis, Connective Tissue, and Musculoskeletal

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

- Examine the pathophysiology and clinical management of adult patients with complex health needs related to arthritis, connective tissue, and musculoskeletal systems.
- Apply the nursing process in the care of adult patients with complex health needs related to arthritis, connective tissue, and musculoskeletal systems and their families in primary, secondary, and tertiary settings to achieve, improve, or maintain an optimal level of wellness.
- Utilize the principles of critical thinking, problem-solving, and clinical judgment in the performance of evidence-based, advanced nursing skills while caring for adult patients with complex health needs related to arthritis, connective tissue, and musculoskeletal systems.
- Examine pharmacokinetics, pharmacodynamics, therapeutic actions, side/adverse effects, contraindications, drug and dietary interactions, precautions, and routes of administration of relevant medications used in the treatment of adult patients with complex health needs related to arthritis, connective tissue, and musculoskeletal systems.
- Examine the roles of the associate degree nurse in caring for adult patients with complex health needs related to arthritis, connective tissue, and musculoskeletal systems and their families.
- Utilize effective communication with culturally and spiritually diverse adult patients, their families, and members of the health care team.
- Apply principles of patient care management in the care of adult patients with complex health needs related to arthritis, connective tissue, and musculoskeletal systems.
- Apply principles of patient safety in the care of adult patients with complex healthcare needs related to arthritis, connective tissue, and musculoskeletal systems.
- Discuss appropriate principles of teaching and learning for culturally and spiritually diverse adult patients with complex health needs related to arthritis, connective tissue, and musculoskeletal systems.
- Utilize clinical data and current literature as a basis for decision-making in the care of adult patients with complex health needs related to arthritis, connective tissue, and musculoskeletal systems.

Learning Content

- Autoimmunity
 - Autoimmune Diseases
 - Apheresis
- Immunodeficiency Disorders

- A. Primary Immunodeficiency Disorders
- B. Secondary Immunodeficiency Disorders
- III. Arthritis
 - A. Osteoarthritis
 - i. Nursing Management: Osteoarthritis
 - B. Rheumatoid Arthritis
 - C. Nursing Management: Rheumatoid Arthritis
 - i. Drug Therapy
- IV. Gout
 - A. Interprofessional and Nursing Management: Gout
- V. Septic Arthritis
- VI. Spondyloarthropathies
 - A. Ankylosing Spondylitis
- VII. Psoriatic Arthritis
 - A. Reactive Arthritis
- VIII. Systemic Lupus Erythematosus
 - A. Nursing Management: Systemic Lupus Erythematosus
- IX. Scleroderma
 - A. Nursing Management: Scleroderma
- X. Polymyositis and Dermatomyositis
- XI. Sjogren's Syndrome
- XII. Myofascial Pain Syndrome
- XIII. Fibromyalgia
- XIV. Systemic Exertion Intolerance Disease
- XV. Amputation
 - A. Nursing Management: Amputation
- XVI. Common Joint Surgical Procedures
 - A. Types of Joint Surgeries
 - i. Synovectomy
 - ii. Osteotomy
 - iii. Debridement
 - iv. Arthroplasty
 - v. Arthrodesis
 - vi. Complications of Joint Surgery
 - B. Nursing and Interprofessional Management: Joint Surgery
 - i. Preoperative Management
 - ii. Postoperative Management
- XVII. Osteomyelitis
 - A. Nursing Management: Osteomyelitis
- XVIII. Bone Tumors
 - A. Benign Bone Tumors
 - i. Osteochondroma
 - B. Malignant Bone Tumors

- i. Osteosarcoma
- ii. Metastatic Bone Cancer

C. Nursing Management: Bone Cancer

XIX. Healing Process

A. Nursing and Interprofessional Management: Wound Healing

Learning Activities (see calendar):

- Read: Harding, et al. (2023): Chapters 66, 67, 68, 69
- Nurse Think NCLEX Conceptual Review Guide: p. 108-109, 110-111, 112-113, 211-213, 357
- Sherpath for Harding- see calendar
- In-class participation activities

Calendar/Due Dates:

RNSG 1343 COMPLEX CONCPETS OF ADULT HEALTH – Wednesdays Fall 2024 ***Syllabus & Course calendar subject to change***			
Date	Unit	Pre-class Reading	Assignments/ Notes
Week 1 8/21	Syllabus Review Unit 1 – Cancer	<ul style="list-style-type: none"> • Read: Harding Chapter 16 • Elsevier Sherpath for Harding 	
Week 2 8/28	Unit 2 – Hematology	<ul style="list-style-type: none"> • Read: Harding Chapters 33 and 34 • Nurse Think NCLEX Conceptual Review Guide: p. 108-109, 204-207, 216-217, 218, 248 • Elsevier Sherpath for Harding • Elsevier. Clinical Skills: Essential Collection: Initiating a Transfusion, Monitoring for Adverse Reactions to a Transfusion, and Preparing a Transfusion 	
8/30			Lilley Sherpath due 2359: <ul style="list-style-type: none"> • Antiplatelet • Thrombolytics
Week 3 9/4	Unit 3 - Respiratory	<ul style="list-style-type: none"> • Read: Harding Chapters 27, 28, 29, 30, and 31 • Nurse Think NCLEX Conceptual Review Guide: p. 211-213 • Elsevier Sherpath for Harding • Elsevier. Clinical Skills: Essential Collection: Providing Tracheostomy Care 	
9/5			Lilley Sherpath due 2359: <ul style="list-style-type: none"> • Antitubercular

9/7			EAQ #1 opens 0800
Week 4 9/10			EAQ #1 due 2359
9/11	Exam # 1 – unit 1, 2, & 3		NO CLASS after exam
Week 5 9/18	Unit 4- Gastrointestinal	<ul style="list-style-type: none"> • Read: Harding Chapters 20, 43, 46, and 47 • Nurse Think NCLEX Conceptual Review Guide: p. 236-241, 258, 262-263 • Elsevier Sherpath for Harding • Elsevier. Clinical Skills: Essential Collection: <ul style="list-style-type: none"> ○ Pouching a Colostomy & Fecal Occult Blood Testing 	
Week 6 9/25	Unit 5 – Renal	<ul style="list-style-type: none"> • Read: Harding Chapters 49 and 50 • Elsevier Sherpath for Harding • Elsevier. Clinical Skills: Essential Collection: <ul style="list-style-type: none"> ○ Caring for a Suprapubic Catheter. ○ Irrigating a Urinary Catheter; Pouching a Urostomy 	
Week 7 10/2	Unit 6 – Cardiac	<ul style="list-style-type: none"> • Read: Harding Chapters 35, 39, and 40. • Nurse Think NCLEX Conceptual Review Guide: p. 70, 78 • Elsevier Sherpath for Harding 	
10/4			Lilley Sherpath due 2359: <ul style="list-style-type: none"> • Antibiotics

10/5			EAQ #2 opens 0800
Week 8 10/8			EAQ #2 due 2359
10/9	Exam # 2 – unit 4, 5, & 6		NO CLASS after exam
Week 9 10/16	Unit 7 – Hepatic	<ul style="list-style-type: none"> • Read: Harding Chapter 48 • Nurse Think NCLEX Conceptual Review Guide: p. 254-255, 264-265, 266-269 • Elsevier Sherpath for Harding 	
Week 10 10/23	Unit 8 – Endocrine	<ul style="list-style-type: none"> • Read: Harding Chapters 48, 52, and 54 • Nurse Think NCLEX Conceptual Review Guide: p. 308-311, 312-315, 316-317, 318-319, 320-321 • Elsevier Sherpath for Harding 	
10/25			Lilley Sherpath due 2359: <ul style="list-style-type: none"> • Adrenal cortex • Thyroid and parathyroid
10/26			EAQ #3 opens 0800
Week 11 10/29			EAQ #3 due 2359
10/30	Exam # 3 – unit 7 & 8		NO CLASS after exam

<p>Week 12 11/6</p>	<p>Unit 9 – Nervous System Unit 10 – Male Reproductive</p>	<p>UNIT 9: <ul style="list-style-type: none"> • Read Harding Chapters 60, 61, and 63 • Nurse Think NCLEX Conceptual Review Guide: p. 354-355, 358, 362-363, 364-365 • Elsevier Sherpath for Harding UNIT 10 <ul style="list-style-type: none"> • Read Harding Chapters 55, 56, 58, and 59 • Nurse Think NCLEX Conceptual Review Guide: p. 211-213, 272-274 • Elsevier Sherpath for Harding </p>	
<p>11/8</p>			<p>Lilley Sherpath due 2359:</p> <ul style="list-style-type: none"> • Pituitary • Specific Neurodegenerative Disorders • Cholinergic
<p>Week 13 10/13</p>	<p>Unit 10 – Female Reproductive Unit 11 – Connective Tissue</p>	<p>UNIT 10 <ul style="list-style-type: none"> • As above UNIT 11 <ul style="list-style-type: none"> • Read: Harding Chapters 66, 67, 68, 69 • Nurse Think NCLEX Conceptual Review Guide: p. 108-109, 110-111, 112-113, 211-213, 357 • Elsevier Sherpath for Harding </p>	
<p>10/16</p>			<p>EAQ #4 opens 0800</p>

Week 14 10/19			EAQ #4 due 2359
10/20	Exam # 4 – unit 9, 10, & 11		
Week 15 10/27	Group Poster Presentation		
Week 16 12/4	Comprehensive Final Exam		

Appendix A - Rubric

Disease Topic Group Poster Presentation Grading Rubric

Your group will be assigned a disease from this semester. Your job is to design a poster to be presented to your classmates at the end of the semester. Please refer to the grading rubric for required content but be as creative as you would like for the poster itself.

Additionally, your group will present your poster to your peers, Student and you will be assigned other groups to provide feedback on their posters.

Grading will be based on the following: your group communication skills; visual presentation; actual evidence-based content which includes the etiology and pathology, clinical manifestations, potential complications, diagnostic studies, labs & screening tools, medications - entails patient teaching & nursing implications, interprofessional care, and nursing management and teaching points; resources used for presentation; and collaboration within group.

There will be two “assignments” submitted to D2L. The first is the participation form- this is for the members of your own group. The second is the student evaluation form. This is your critique of the groups you are assigned to visit.

Presentation of Topics

Disease Topic are to be presented in the classroom. Groups are assigned and can be found on D2L. All group members are required to speak on the topic during presentation.

APA

A reference page should be included according to APA format. This can be printed out and placed at your assigned table or attached to your poster.