



**VNSG 1429-1429-501C6**  
**Medical Surgical I**  
**Summer 2025**  
**Monday & Wednesday**  
**1:00 p.m. to 5:00 p.m.**

**Instructor Information:** Jalayne Henderson, MSN, RN [jhenderson11@com.edu](mailto:jhenderson11@com.edu) 409-933-8456

**Student hours and location:** Posted on D2L

**Required Textbook/Materials:**

**VN electronic package: Summer 2025 Elsevier 360 bundle**  
**VNSG 1429 Spring 2025 Sherpath for Stromberg Medical-Surgical Nursing 5<sup>th</sup> Edition by Elsevier.** ISBN: 9780323880183

**Notice to Students Regarding Licensing Effective September 1, 2017, HB 1508 amends the Texas Occupations Code Section 53 that requires education providers to notify potential or enrolled students that a criminal history may make them ineligible for an occupational license upon program completion. The following website provides links to information about the licensing process and requirements: [www.tdlr.texas.gov](http://www.tdlr.texas.gov).**

**Course Description:**

This course teaches the application of the nursing process to the care of adult patients experiencing medical-surgical conditions in the health-illness continuum. A variety of health care settings are utilized. (Lecture 3, Lab 2, Credit 4). Prerequisites: VNSG 1323 and VNSG 1260 with a grade of "C" or better. Co-requisites: VNSG 1231, VNSG 1236, VNSG 2331, VNSG 1261.

**Course Objectives/Student Learning Outcomes:**

Upon completion of this course, students will:

As outlined in the Texas Board of Nurse Examiners Differential Essential Competencies (DECs) for the vocational nurse. Upon completion of this course, the student is expected to utilize clinical reasoning skills as a Provider of Patient-Centered Care, Member of the Health Care Team, Patient Safety Advocate, and/or Member of the Profession:

1. Assist in the assessment of adult and older adult patients with intermediate health needs and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.

3. Assist in the development of the plan of care that identifies patient goals/outcomes and nursing interventions utilizing evidence-based practice and in collaboration with adult and older adult patients with intermediate health needs from diverse spiritual beliefs and cultural backgrounds, their families, and the health care team.
4. Implement the plan of care within legal and ethical parameters in accordance with the scope of practice to provide safe, compassionate, ethical nursing care for adult and older adult patients with intermediate health needs and their families.
5. Apply effective communication when implementing teaching plans for adult and older adult patients with intermediate health needs and their families.
6. Assists in the evaluation of effectiveness of patient goals and related nursing interventions and assists in modification of the plan of care in response to changing patient needs in adult and older adult patients with intermediate health needs and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned adult and older adult patients with intermediate health needs and their families.
8. Use standards of nursing practice including the Texas Nursing Practice Act (NPA), the Texas Board of Nursing, accreditation organizations, and rules mandated by the federal, state, and local governments to provide care to promote quality and a safe environment for adult and older adult patients with intermediate health needs, self, and others.
9. Collaborate and communicate with adult and older adult patients with intermediate health needs, their families, and the interdisciplinary health care team to assist in the planning, implementation, and coordination of patient-centered care.
10. Serve as a health care advocate in activities that focus on financial and community resources, improving the safety, quality, and health care of adult and older adult patients with intermediate health needs and their families.

#### **Course requirements:**

1. Unit exams (3) Assessment of knowledge and understanding of course content pertaining to chapter content. Exams will use multiple choice, multiple answers, and alternative style test questions as indicated to follow NCLEX-PN testing format. If a student receives a grade below 75% on any exam, the student will need to schedule a counseling appointment with the instructor. A remediation quiz will be assigned.
2. Unit quizzes (4) Assessment of knowledge and understanding of course content.
3. Lessons (3) Assessment of knowledge and understanding of course content.
4. Skills checkoffs – Wound care, ostomy care, Foley catheter insertion and care, IV set-up and insertion
5. Comprehensive final exam (1): Assesses overall knowledge and understanding of complete course content. The exam will use multiple choice, multiple answer, and alternative style test questions as indicated to follow NCLEX-PN next generation testing format.
6. Optional assignments, quizzes, and case studies - Assist students in understanding concentrated unit and course concepts necessary for application of the nursing process. Students are encouraged to complete any in-text activities for each chapter/unit before attending class and mandatory tutoring to improve learning outcomes and critical thinking skills.

#### **Methods of Instruction:**

Lecture and discussion small group discussion.

Audiovisual instructional aids. Critical thinking exercises. Computer-assisted instruction Simulations and Case Scenarios Skills relating to unit content.

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

No late work is accepted, including assignments, papers, quizzes, or lessons. A grade of zero will result for late submissions. There is no extra credit.

### **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

**\*A final grade of “C” or higher is required to pass this course. Final grades are not rounded.**

#### **Grade calculation:**

All assignments, including pass/fail, must be submitted to pass the course. *The exam average must be at least 75%* to pass a nursing course before non-examination assignment grades are calculated into the final course grade.

<b>Computation of Grades</b>	<b>%</b>
4 Quizzes**	<b>15</b>
3 lessons**	<b>10</b>
Exam 1*	<b>16.67</b>
Exam 2*	<b>16.67</b>
Exam 3*	<b>16.67</b>
Final *	<b>10</b>
Skills	<b>15</b>
Total	<b>100%</b>
* ≥ 75% exam average required to pass the course **Weighted assignments calculated only after 75% exam average met	

### **Attendance Policy:**

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. See 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.

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1.		
2.		
3.		
4.		
5.		

**Academic Dishonesty:**

The Nursing Program follows the COM Student Handbook Standards of Student Conduct, Code of Ethics for Nurses (American Nurses Association (ANA) 2015), TBON, and affiliated clinical partner policies and procedures for impaired or disruptive behavior and discipline. The faculty reserves the right to ask a student who is disruptive and displays behavior inconsistent with professional standards to leave the classroom, lab, or clinical setting. See Nursing student handbook.

Failure to comply with standards of conduct will result in disciplinary action up to and including dismissal from the nursing program and/or college. A student dismissed because of disciplinary action may not be allowed to reapply to the Nursing Program.

**Honesty and Integrity:**

See COM Student Handbook and COM policy FLB—Student Rights and Responsibilities: Student Conduct Students are expected to abide by the ANA Code of Ethics for Nurses and FLB Local policies and procedures.

**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. Rachel Fano, [rfano@com.edu](mailto:rfano@com.edu).

**Course outline:** Course calendar is posted in D2L under Content. The course calendar is subject to change. Changes will be communicated to the students by the instructor.

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## **Chapter 3 Fluids, Electrolytes, Acid-Base Balance, and Intravenous Therapy**

### **Student Learning Outcomes:**

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession.  
At the end of this unit:

### **Theory**

1. Explain the various functions that fluid performs in the body.
2. Describe the body's mechanisms for fluid regulation.
3. List three ways in which body fluids are continually distributed among the body's fluid compartments.
4. Distinguish the signs and symptoms of various electrolyte imbalances.

5. Discuss why older adults have more problems with fluid and electrolyte imbalances.
6. Describe the disorders that cause specific fluid and electrolyte imbalances.
7. Compare the major causes of acid-base imbalances.
8. Apply interventions to correct an acid-base imbalance.
9. Discuss the steps in managing an intravenous infusion.
10. Explain the measures used to prevent complications of intravenous therapy.
11. Identify intravenous fluids that are isotonic and when they are used.
12. Interpret the principles of intravenous therapy.

### **Clinical Practice**

13. Assess patients for signs of dehydration.
14. Correctly assess for and identify edema and signs of overhydration.
15. Apply knowledge of normal laboratory values to recognize electrolyte imbalances.
16. Perform interventions to correct an electrolyte imbalance.
17. Determine whether a patient has an acid-base imbalance.
18. Implement measures to prevent the complications of intravenous therapy.
19. Compare interventions for the care of a patient receiving total parenteral nutrition with those for a patient undergoing intravenous therapy

### **Learning Activities:**

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Quizzing

Case study reviews. Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Quizzing

Skills check-off: set up, insertion and discontinuing an IV.

## **Chapter 37 Care of Patients with Diabetes and Hypoglycemia**

### **Student Learning Outcomes:**

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

### **Student Learning Outcomes:**

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

1. Assist in the assessment of developmental considerations in adult and older adult patients and their families using a structured data collection tool with primary and secondary sources of information.

2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies developmental considerations when formulating patient goals/outcomes and nursing interventions utilizing evidence-based practice and in collaboration with adult and older adult patients from diverse spiritual beliefs and cultural backgrounds Chapter 37, their families, and the health care team.
4. Implement the plan of care within legal and ethical parameters in accordance with the scope of practice and developmental considerations to provide safe, compassionate, ethical nursing care for adult and older adult patients with emergent conditions and their families.
5. Apply effective communication according to developmental considerations when implementing teaching plans for adult and older adult patients and their families.
6. Assists in the evaluation of effectiveness of patient goals and related nursing interventions and assists in modification of the plan of care in response to changing patient needs and developmental considerations in adult and older adult patients and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned adults and older adult patients and their families.
8. Use standards of nursing practice including the Texas Nursing Practice Act (NPA), the Texas Board of Nursing, accreditation organizations, and rules mandated by the federal, state, and local governments to provide care to promote quality and a safe environment for adult and older adult patients according to developmental considerations, self, and others.
9. Collaborate and communicate according to developmental considerations with adult and older adult patients with emergent conditions, their families, and the interdisciplinary health care team to assist in the planning, implementation, and coordination of patient-centered care.
10. Serve as a health care advocate in activities that focus on developmental considerations, financial and community resources, and improving the safety, quality, and health care of adult and older adult patients.

**Learning Activities:**

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Workbook exercises

**Chapter 34 Care of Patients with Disorders of the Urinary System Student****Learning Outcomes:**

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

**Student Learning Outcomes:**

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

1. Assist in the assessment of developmental considerations in adult and older adult patients and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies developmental considerations when formulating patient goals/outcomes and nursing interventions utilizing evidence-based practice and in collaboration with adult and older adult patients from diverse spiritual beliefs and cultural backgrounds, their families, and the health care team.
4. Implement the plan of care within legal and ethical parameters in accordance with the scope of practice and developmental considerations to provide safe, compassionate, ethical nursing care for adult and older adult patients with emergent conditions and their families.
5. Apply effective communication according to developmental considerations when implementing teaching plans for adult and older adult patients and their families.
6. Assists in the evaluation of effectiveness of patient goals and related nursing interventions and assists in modification of the plan of care in response to changing patient needs and developmental considerations in adult and older adult patients and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned adults and older adult patients with their families.
8. Use standards of nursing practice including the Texas Nursing Practice Act (NPA), the Texas Board of Nursing, accreditation organizations, and rules mandated by the federal, state, and local governments to provide care to promote quality and a safe environment for adult and older adult patients according to developmental considerations, self, and others.
9. Collaborate and communicate according to developmental considerations with adult and older adult patients with emergent conditions, their families, and the interdisciplinary health care team to assist in the planning, implementation, and coordination of patient-centered care.
10. Serve as a health care advocate in activities that focus on developmental considerations, financial and community resources, and improving the safety, quality, and health care of adult and older adult patients.

**Learning Content:**

Health, Wellness, and Illness

Nurses Role in Supporting and Promoting Wellness

**Learning Activities:**

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process. Case study reviews.

Critical thinking  
activities.

Lecture/Discussion

Clinical Reasoning

Questions Study

Questions

Foley catheter

insertion and

discontinuation



## **Chapter 13: Care of Patients with Disorders of the Upper Respiratory System**

### **Student Learning Objectives:**

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

### **Theory**

1. Recognize symptoms of disorders of the sinuses, pharynx, and larynx.
2. Describe the postoperative care for a patient undergoing a tracheostomy.
3. Prioritize emergency measures for a patient with an airway obstruction.
4. Present a nursing care plan for a patient who had a laryngectomy.
5. Analyze safety factors to be considered when caring for a patient with a tracheostomy.

### **Clinical Practice**

6. Institute measures to stop epistaxis.
7. Provide tracheostomy care.
8. Devise interventions for the psychosocial care of a patient who has undergone a laryngectomy.
9. Visit a patient who has a permanent tracheostomy and ask them to share some of their successful coping strategies.

### **Learning Activities:**

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Quizzing

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Quizzing

## **Chapter 18: Care of Patients with Hypertension and Peripheral Vascular Disease**

### **Student Learning Objectives:**

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and upon completion of this course the student will be able to perform the following:

### **Theory**

1. Explain the pathophysiology of hypertension.

2. Identify the complications that can occur from hypertension.
3. Briefly describe the treatment program for the various stages of hypertension.
4. Contrast the pathophysiology of arteriosclerosis with that of atherosclerosis.
5. List four factors that contribute to peripheral vascular disease.
6. Explain the signs, symptoms, and treatment of aneurysm.
7. Prepare a teaching plan for a patient with Raynaud syndrome.
8. Discuss etiology and care for thrombophlebitis and deep vein thrombosis.
9. Summarize how venous insufficiency may lead to a venous stasis ulcer.
10. Compare venous stasis ulcer with arterial leg ulcer.
11. List types of surgery performed for problems of the peripheral vascular system.

### **Clinical Practice**

12. Develop and implement a teaching plan for a patient who has hypertension.
13. Choose the points to be included in the teaching plan for a patient who has experienced thrombophlebitis.
14. Institute a teaching plan for a patient undergoing anticoagulant therapy.
15. Differentiate between venous and arterial insufficiency during a physical assessment.
16. Prepare a nursing care plan for a patient with arterial insufficiency.
17. Identify three problem statements for patients who have vascular disease and list the expected outcomes and appropriate nursing interventions for each.

### **Learning Activities:**

- Readings from required and recommended texts.
- Related topics and open skills labs to review system and the nursing process.
- Quizzing
- Case study reviews.
- Critical thinking activities.
- Lecture/Discussion
- Clinical Reasoning Questions
- Study Questions
- Quizzing

## **Chapter 19: Care of Patients with Cardiac Disorders**

### **Student Learning Objectives:**

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and upon completion of this course the student will be able to perform the following:

### **Theory**

1. Contrast left-sided and right-sided heart failure.
2. Discuss treatment of systolic and diastolic heart failure.

3. Apply the nursing assessment specific to a patient who is admitted with heart failure.
4. Identify life-threatening heart rhythms from a selection of cardiac rhythm strips.
5. Examine usual treatment for atrial fibrillation, third-degree heart block, and ventricular tachycardia.
6. Explain nursing responsibilities in the administration of cardiac drugs.
7. Determine under what circumstances cardiac surgery is appropriate treatment.
8. Analyze the nurse's role in caring for patients with heart disorders in a long-term care facility or in their home.
9. Develop a teaching plan with dietary recommendations for heart disease.

### **Clinical Practice**

10. Develop a plan of care for a patient who has heart failure.
11. Perform a basic physical assessment on a patient who has mitral valve stenosis and dysrhythmia.
12. Use the nursing process to care for assigned patients who have cardiovascular disorders.
13. Safely administer medications for patients with cardiac disorders.
14. Provide support to patients undergoing diagnostic testing and treatment for cardiac disorders.
15. Develop a teaching plan for patients with a newly implanted pacemaker or implantable cardioverter-defibrillator (ICD).

### **Learning Activities:**

Readings from required and recommended texts.  
Related topics and open skills labs to review system and the nursing process.  
Quizzing  
Case study reviews.  
Critical thinking activities.  
Lecture/Discussion  
Clinical Reasoning Questions  
Study Questions  
Quizzing

## **Chapter 43 Care of Patients with Integumentary Disorders and Burns**

### **Student Learning Outcomes:**

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

### **Student Learning Outcomes:**

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

1. Assist in the assessment of developmental considerations in adult and older adult patients and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies developmental considerations when formulating patient goals/outcomes and nursing interventions utilizing evidence-based practice and in collaboration with adult and older adult patients from diverse spiritual beliefs and cultural backgrounds, their families, and the health care team.
4. Implement the plan of care within legal and ethical parameters in accordance with the scope of practice and developmental considerations to provide safe, compassionate, ethical nursing care for adult and older adult patients with emergent conditions and their families.
5. Apply effective communication according to developmental considerations when implementing teaching plans for adult and older adult patients and their families.
6. Assists in the evaluation of effectiveness of patient goals and related nursing interventions and assists in modification of the plan of care in response to changing patient needs and developmental considerations in adult and older adult patients and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned adults and older adult patients with their families.
8. Use standards of nursing practice including the Texas Nursing Practice Act (NPA), the Texas Board of Nursing, accreditation organizations, and rules mandated by the federal, state, and local governments to provide care to promote quality and a safe environment for adult and older adult patients according to developmental considerations, self, and others.
9. Collaborate and communicate according to developmental considerations with adult and older adult patients with emergent conditions, their families, and the interdisciplinary health care team to assist in the planning, implementation, and coordination of patient-centered care.
10. Serve as a health care advocate in activities that focus on developmental considerations, financial and community resources, and improving the safety, quality, and health care of adult and older adult patients.

**Learning Content:**

Health, Wellness, and Illness

Nurses Role in Supporting and Promoting Wellness

Developmental Stages

Young Adult

Middle Aged

Adult Older

Adult Chronic

Illness

Effects of Chronic

Illness Health

Promotion Nursing  
Care

**Learning Activities:**

Readings from required and recommended texts.  
Related topics and open skills labs to review system and the nursing process. Case study reviews.  
Critical thinking activities.  
Lecture/Discussion  
Clinical Reasoning  
Questions Study  
Questions  
Workbook exercises.

**Chapter 4: Care of Preoperative and Intraoperative Surgical Patients**

**Student Learning Outcomes:**

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

**Theory**

1. Discuss the advantages of current technological advances in surgery.
2. Explain the physical, emotional, and psychosocial preparation of patients for surgical procedures.
3. Identify the types of patients most at risk for surgical complications and state why each patient is at risk.
4. Plan and implement patient and family teaching to prevent postoperative complications.
5. Compare the roles of the scrub nurse and the circulating nurse.
6. Analyze the differences in the various types of anesthesia and list the advantages and disadvantages of each to the health care team and the patient.

**Clinical Practice**

1. Perform a thorough nursing assessment for a preoperative patient.
2. Teach a patient to do postoperative exercise during the preoperative period.
3. Prepare a patient for surgery using a preoperative checklist.
4. Document preoperative care and assessment data.
5. Observe during a patient's surgery.

**Learning Activities:**

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Quizzing

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Quizzing

## **Chapter 5: Care of Postoperative Surgical Patients**

### **Student Learning Outcomes:**

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

### **Theory**

1. Describe the care of a patient in the post anesthesia care unit (PACU).
2. Compare differences in the care of a patient undergoing general anesthesia and one having spinal anesthesia.
3. Formulate a complete plan of care for a postoperative patient returning from the PACU.
4. Discuss measures to prevent postoperative infection.
5. Prioritize measures to promote safety for postoperative patients.

### **Clinical Practice**

6. Identify how to promote adequate ventilation of the lungs during recovery from anesthesia in the PACU.
7. Perform an immediate postoperative assessment when a patient returns to the nursing unit.
8. Apply interventions to prevent postoperative complications.
9. Assess for postoperative pain, provide comfort measures, and pain relief.
10. Promote early ambulation and return to independence in activities of daily living.
11. Perform discharge teaching necessary for postoperative home self-care.

### **Learning Activities:**

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Quizzing

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Lessons

Wound care skills

Ostomy care skills

## **Chapter 7: Care of Patients with Pain**

### **Learning Outcomes:**

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

### **Theory**

1. Review the gate control theory of pain and its relationship to nursing care.
2. Discuss how the neuromatrix and central sensitivity theories help explain types of pain other than those arising from tissue injury.
3. Demonstrate an understanding of the current view of pain as a specific entity requiring appropriate intervention.
4. Compare nociceptive and neuropathic pain and nursing care for each.
5. Explain how pain perception is affected by personal situations and cultural backgrounds.
6. Analyze the major differences between acute and chronic pain and their management.
7. Give examples of the different pharmacologic approaches to pain that include the use of adjunctive measures.

### **Clinical Practice**

8. Demonstrate the use of appropriate pain evaluation tools and measures for a variety of patients.
9. Recognize common side effects of analgesics and describe techniques for addressing them.
10. Employ nonpharmacologic approaches to pain management with a variety of patients.
11. Demonstrate the use of the nursing process when caring for patients experiencing pain.

### **Learning Activities:**

Readings from required and recommended texts.  
Related topics and open skills labs to review system and the nursing process.  
Quizzing  
Case study reviews.  
Critical thinking activities.  
Lecture/Discussion  
Clinical Reasoning Questions  
Study Questions  
Lessons

## **Chapter 28 Care of Patients with Disorders of the Upper Gastrointestinal System**

### **Student Learning Outcomes:**

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:



**Student Learning Outcomes:**

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

1. Assist in the assessment of developmental considerations in adult and older adult patients and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies developmental considerations when formulating patient goals/outcomes and nursing interventions utilizing evidence-based practice and in collaboration with adult and older adult patients from diverse spiritual beliefs and cultural backgrounds, their families, and the health care team.
4. Implement the plan of care within legal and ethical parameters in accordance with the scope of practice and developmental considerations to provide safe, compassionate, ethical nursing care for adult and older adult patients with emergent conditions and their families.
5. Apply effective communication according to developmental considerations when implementing teaching plans for adult and older adult patients and their families.
6. Assists in the evaluation of effectiveness of patient goals and related nursing interventions and assists in modification of the plan of care in response to changing patient needs and developmental considerations in adult and older adult patients and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned adults and older adult patients with their families.
8. Use standards of nursing practice including the Texas Nursing Practice Act (NPA), the Texas Board of Nursing, accreditation organizations, and rules mandated by the federal, state, and local governments to provide care to promote quality and a safe environment for adult and older adult patients according to developmental considerations, self, and others.
9. Collaborate and communicate according to developmental considerations with adult and older adult patients with emergent conditions, their families, and the interdisciplinary health care team to assist in the planning, implementation, and coordination of patient-centered care.

Serve as a health care advocate in activities that focus on developmental considerations, financial and community resources, and improving the safety, quality, and health care for adult and older adult patients.

**Learning Content:**

Health, Wellness, and Illness

Nurses Role in Supporting and Promoting Wellness

Developmental Stages

Young Adult

Middle Aged

Adult Older

Adult Chronic

Illness

Effects of Chronic  
Illness Health  
Promotion Nursing  
Care

**Learning Activities:**

Readings from required and recommended texts.  
Related topics and open skills labs to review system and the nursing process. Case study reviews.  
Critical thinking activities.  
Lecture/Discussion  
Clinical Reasoning  
Questions Study  
Questions  
Lessons  
Quizzes

**Chapter 6: Infection Prevention and Control****Learning Outcomes:**

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

**Theory**

1. Examine the factors that increase the risk of infection.
2. Discuss how the body uses its natural defensive mechanisms to protect against infection.
3. Explain how fever plays a role in the prevention of infection.
4. Describe the classic signs of infection.
5. Distinguish situations that require the use of Transmission-Based Precautions.
6. List the types of personal protective equipment and analyze situations for whether they should be used.
7. Describe factors that make older adults more susceptible to infections.
8. Analyze factors that may impair the process of healing and repairing damaged tissue.

**Clinical Practice**

9. Care for a patient whose condition requires Transmission-Based Precautions.
10. From a day's patient assignment, determine the risk factors for infection for each patient.

**Learning Activities:**

Readings from required and recommended texts.  
Related topics and open skills labs to review system and the nursing process.  
Quizzing

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Lessons

Case study reviews.

## 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 with 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 accommodation 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> 5-week session is June 30. The last date to withdraw from the 10-week session is **July 29**. The last date to withdraw for the 2<sup>nd</sup> 5-week session is August 1.

**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 especially 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.









