



**RNSG 1443-203CL Complex Concepts of Adult Health Clinical**

**Fall 2021, 12 week course**

**Course Facilitator:**

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**Wednesdays 0800 – 1300 Room 238**

**Fridays 0800 – 1300 Room 238**

**Faculty Office Hours**

- Monday: 1200 – 1600
- Tuesday: 0900 – 1300

**Required Textbook/Materials:**

American Psychological Association. (2020). Concise guide to APA Style (7th ed). <https://doi.org/10.1037/0000173-000>

ATI Skills 3.0 Online (Previously required).

Bristol, T. J., Herrman, J. W., & Stephenson, W. (2019). NurseThink for students NCLEX-RN conceptual review guide. Waconia, MN: NurseTim, Inc.

Bristol, T. J., & Sherrill, K. J. (2019). NurseThink for students: The notebook (3<sup>rd</sup> Ed.). Waconia, NM: NurseTim, Inc.

Elsevier. F18\_COM\_ADN\_LEWIS/NCLEX and MEDSURG EAQ (previously required)

Harding, M., & Snyder, J. S. (2020). Clinical reasoning cases in nursing (7<sup>th</sup> Ed.). Elsevier. St. Louis, MO.

Harding, M. M., Hagler, D., Kwong, J., Reinisch, C., & Roberts, D. (2020). Lewis's Medical-surgical nursing: Assessment and management of clinical problems (11<sup>th</sup> Ed.). St. Louis: Elsevier. (Previously required)

Lilley, L., Rainforth., Collins, S., & Snyder, J. (2017). Pharmacology and the nursing process (9th Ed.). Elsevier, Inc.: St. Louis, MO. (Previously required)

Mulholland, J., & Turner, S. (2015). The nurse, the math, the meds: Drug calculations and dimensional analysis. 4th Ed. St Louis, MO: Mosby. (Previously required)

Texas Board of Nursing: Current Editions of Texas Nursing Practice Act & Nursing Peer Review Act.

[http://www.bne.state.tx.us/laws\\_and\\_rules\\_nursing\\_practice\\_act.asp](http://www.bne.state.tx.us/laws_and_rules_nursing_practice_act.asp)

[https://www.bon.texas.gov/faq\\_peer\\_review.asp](https://www.bon.texas.gov/faq_peer_review.asp)

Urden, L. D., Stacy, K. M., Lough, M. E. (2020). Priorities in critical care nursing (8<sup>th</sup> Ed.). St. Louis, MO: Elsevier, Inc.

**Recommended Textbooks:**

Mosby Nursing Drug Guide (current edition)

All previously purchased books that were required.

**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.**

**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 health care 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 4: Lecture 3, Lab 4) (12-week course, 112 contact hours)

**Course requirements:**

1. Unit exams - Assesses knowledge of course content discussed in class, in reading assignments, and pharmacology modules. Exams will use multiple choice, multiple answer, and alternative style test questions as indicated to follow NCLEX-RN testing format. If a student receives a grade below 75% on any exam, he/she should schedule a counseling appointment with the instructor and remediation is required prior to taking the next exam.  
All unit exams and the HESI Final will be face to face proctored on the college campus..
2. HESI Comprehensive Medical-Surgical Final exam - Assesses overall knowledge and understanding of medical-surgical nursing concepts. Exams will use multiple choice, multiple answer, and alternative style test questions as indicated to follow NCLEX-RN testing format.
3. Evidenced-Based Practice Presentation - Assesses knowledge of evidence-based practice guidelines of unit content and apply principles of change theory, quality improvement and outcome measures used in the healthcare setting. Poster presentation topics are assigned to groups during the first week of class. Presentations dates will be assigned in class. See Appendix 1 for grading rubric. Presentations that are to be presented will be recorded individually and both recordings and power point will be submitted via blackboard.
4. Nurse Think Notes – Assess for knowledge of the ability to pick up on cues for normal/abnormal findings for specified pathological processes. Assess for knowledge of application of treatment plans, evaluating effects of medications, treatments and possible complications and effectiveness of interventions. Students will complete the NurseThink Form for each designated condition.
5. Mastery Level Elsevier Adaptive Quiz (EAQ) quizzes: Assesses knowledge and application of content integrated within the course. Students will complete quizzes as assigned in the syllabus. The quizzes are multiple choice, multiple answer, and alternative-style questions.
6. Class participation – As a class, complete case studies, medication cards, role play scenarios and class led discussions.

**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.

Assignments	%
Unit Exam 1*	10
Unit Exam 2*	10
Unit Exam 3*	10
Unit Exam 4*	10
Unit Exam 5*	10
Final Exam* HESI	20
Exam Total*	<b>70</b>
Evidenced-Based Practice Presentation**	10
Nurse Think Notes**	10
EAQ Mastery Level Quizzes** Mastery Level 3 = 100% Mastery Level 2 = 75% Mastery Level 1 = 70% Less than Mastery Level 1 = Zero	10
<b>Total</b>	<b>100</b>
* $\geq 75\%$ weighted exam average required to pass the course	
** Weighted assignments calculated only after 75% exam average met.	

### 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://build.com.edu/uploads/sitecontent/files/student-services/Student\\_Handbook\\_2020-2021\\_v2.pdf](https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2020-2021_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. [https://build.com.edu/uploads/sitecontent/files/student-services/Student\\_Handbook\\_2020-2021\\_v2.pdf](https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2020-2021_v2.pdf)

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

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

**Attendance Policy:**

See Attendance policy in the Nursing Student Handbook.

**Communicating with your instructor:** ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. (Faculty may add additional statement requiring monitoring and communication expectations via Blackboard or other LMS)

**Upon complete of this course, the student will:**

1. Examine the pathophysiology and clinical management of adult patients with complex health needs.
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.
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.
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.
5. Examine the roles of the associate degree nurse in caring for adult patients with complex 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.
8. Apply principles of patient safety in the care of adult patients with complex healthcare needs and their families.
9. Discuss appropriate principles of teaching and learning for culturally and spiritually diverse adult patients with complex health needs.
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.
11. Discuss ethical/legal issues related to the care of adult patients with complex health needs and their families.
12. Examine health care and financial resources available to assist culturally diverse adult patients with complex health needs and their families.

**WECM End-of-Course Outcomes: Prioritize the roles of the professional nurse in the provision of care for adult patients and families. Design and evaluate care for adult patients and families with advanced health care needs.**

**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.

**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 the Course Facilitator. If, after discussing your concern with the Course Facilitator, you still have questions, please email nursing@com.edu to request an appointment with the Director of Nursing. Please see the Student Concerns Policy in the Nursing Student Handbook for further instructions.

**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](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/txttrdg.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 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.

### **Course outline:**

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#### **Unit 1: Health Alterations Due to Infectious Diseases and Altered Immune Responses: Transplantation**

##### **Unit Student Learning Outcomes**

Upon completion of this unit, the student will:

1. Examine the pathophysiology and clinical management of adult patients with infectious diseases.
2. Apply the nursing process in the care of adult patients with infectious diseases 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 patient with infectious diseases.
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 infectious diseases.
5. Examine the roles of the associate degree nurse in caring for adult patients with infectious diseases 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 infectious diseases.
8. Apply principles of patient safety in the care of adult patients with complex healthcare needs and their families.
9. Utilize clinical data and current literature as a basis for decision making in the care of adult patients with infectious diseases and their families.

##### **Learning Content:**

- I. Infections
  - A. Types of Pathogens
  - B. Emerging Infections
    1. Reemerging Infections
    2. Antimicrobial-Resistant Organisms
  - C. Health Care-Associated Infections
  - D. Infection Prevention and Control
- II. Organ Transplantation
- III. Graft-Versus-Host Disease

- IV. Inflammatory Conditions of the Brain
- A. Brain Abscess
  - B. Bacterial Meningitis
  - C. Nursing Management: Bacterial Meningitis
  - D. Viral Meningitis
  - E. Encephalitis
  - F. Nursing and Interprofessional Management: Encephalitis

**Learning Activities:**

- Transmission-based precautions Activity
- Evolve adaptive quizzing
- NurseThink Note taking
- Clinical Reasoning Case Studies

**Recommended Reading:**

- CDC Links(see Blackboard course)
- Read: Harding, M. M., Hagler, D., Kwong, J., Reinisch, C., & Roberts, D. , (2020): Lewis' Medical Surgical Nursing: Chapter 14, Chapter 56 (pp. 1324-1329)
- Bristol, Herrman & Stephenson (2019): Chapter 7 (pp. 93-99 and pp. 124-125)

**Unit 2: Overview of Cancer Care and Hematological Disorders**

**Unit Student Learning Outcomes**

Upon completion of this unit, the student will:

1. Examine the pathophysiology and clinical management of adult patients with hematologic and oncologic health alterations.
2. Apply the nursing process in the care of adult patients with hematologic and oncologic health alterations 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 hematologic and oncologic health alterations.
4. Examine pharmacokinetics, pharmacodynamics, therapeutic actions, side/adverse effects, contraindications, drug and dietary interactions, precautions, and routes of administration of relevant medications and chemotherapy used in treatment of adult patients with hematologic and oncologic health alterations.
5. Identify clinical practice guideline recommendations for red blood cell transfusions.
6. Examine the roles of the associate degree nurse in caring for adult patients with hematologic and oncologic health alterations and their families.
7. Utilize effective communication with culturally and spiritually diverse adult patients, their families, and members of the health care team.
8. Apply principles of patient care management in the care of adult patients with hematologic and oncologic health alterations.



9. Apply principles of patient safety in the care of adult patients with complex healthcare needs and their families.
10. Discuss appropriate principles of teaching and learning for culturally and spiritually diverse adult patient with hematologic and oncologic health alterations.
11. Utilize clinical data and current literature as a basis for decision making in the care of adult patients with hematologic and oncologic health alterations and their families.
12. Discuss ethical/legal issues related to the care of adult patients with hematologic and oncologic health alterations and their families.
13. Examine health care and financial resources available to assist culturally diverse adult patients with hematologic and oncologic health alterations and their families.

### **Learning Content**

- I. Anemia
  - A. Nursing and Interprofessional Management: Anemia
  - B. Iron-Deficiency Anemia
  - C. Nursing Management: Iron-Deficiency Anemia
  - D. Thalassemia
  - E. Megaloblastic Anemias
    1. Cobalamin Deficiency
    2. Folic Acid Deficiency
  - F. Nursing Management: Megaloblastic Anemia
  - G. Anemia of Chronic Disease
  - H. Aplastic Anemia
  - I. Nursing and Interprofessional Management: Aplastic Anemia
- II. Anemia Caused by Blood Loss
  - A. Acute Blood Loss and Nursing Management
- III. Anemia Caused by Increased Erythrocyte Destruction
  - A. Acquired Hemolytic Anemia
- IV. Other Red Blood Cell Disorders
  - A. Hemochromatosis
  - B. Polycythemia
  - C. Nursing Management: Polycythemia Vera
- V. Problems of Hemostasis
  - A. Thrombocytopenia
  - B. Nursing Management: Thrombocytopenia
  - C. Neutropenia
  - D. Nursing and Interprofessional Management: Neutropenia
- VI. Lymphomas
  - A. Multiple Myeloma
  - B. Nursing Management: Multiple Myeloma
  - C. Disorders of the Spleen
  - D. Blood Component Therapy
    1. Blood Products
    2. Blood Component Compatibilities

3. Ethical/Legal Dilemmas
  4. Blood Transfusions
  5. Acute Transfusion Reactions
  6. Delayed Transfusion Reactions
  7. Auto-transfusion
- VII. Cancer Interprofessional Care
- A. Surgical Therapy
  - B. Chemotherapy
  - C. Radiation Therapy
  - D. Nursing Management: Chemotherapy and Radiation Therapy
  - E. Late Effects of Radiation and Chemotherapy
  - F. Immunotherapy and Targeted Therapy
  - G. Nursing Management: Immunotherapy and Targeted Therapy
  - H. Hormone Therapy
  - I. Hematopoietic Growth Factors
  - J. Hematopoietic Stem Cell Transplantation
- VIII. Complications of Cancer
- A. Nutritional Problems
  - B. Infection
  - C. Oncologic Emergencies
  - D. Cancer Pain
  - E. Coping with Cancer and Treatment
  - F. Cancer Survivorship
- IX. Breast Cancer
- X. Mammoplasty
- XI. Nursing Management of Breast Augmentation and Reduction
- XII. Integumentary
- A. Health Promotion
  - B. Skin Cancer
    1. Nonmelanoma Skin Cancer
    2. Malignant Melanoma

**Learning Activities:**

- Evolve adaptive quizzing
- NurseThink Note taking
- Clinical Reasoning Case Studies

**Recommended Reading:**

- Read: Harding et al. (2020), Lewis' Medical Surgical Nursing:
- Blood administration safety and risk reduction
- Bristol, et al. (2019): pp. 204-213; p. 185; pp 216-18.

## **Resources**

- Mosby's Nursing Video Skills- Advanced: Transfusion of Blood and Blood Products

## **Unit 3: Gastrointestinal, Hepatic, and Biliary System Alterations**

### **Unit Student Learning Outcomes**

Upon completion of this unit, the student will:

1. Examine the pathophysiology and clinical management of adult patients with gastrointestinal, hepatic, and biliary health alterations.
2. Apply the nursing process in the care of adult patients with gastrointestinal, hepatic and biliary system health alterations 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 gastrointestinal, hepatic, and biliary system health alterations.
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 gastrointestinal, hepatic, and biliary health alterations.
5. Examine the roles of the associate degree nurse in caring for adult patients with gastrointestinal, hepatic, and biliary health alterations 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 gastrointestinal, hepatic, and biliary health alterations.
8. Apply principles of patient safety in the care of adult patients with complex healthcare needs and their families.
9. Discuss appropriate principles of teaching and learning for culturally and spiritually diverse adult patients with complex health needs.
10. Utilize clinical data and current literature as a basis for decision making in the care of adult patients with gastrointestinal, hepatic, and biliary health alterations and their families.

### **Learning Content:**

- I. Oral Cancer
- II. Nursing Management: Oral Cancer
- III. Esophageal Cancer
- IV. Nursing Management: Esophageal Cancer
- V. Stomach Cancer
- VI. Nursing Management: Stomach Cancer
- VII. Upper Gastrointestinal Bleeding
- VIII. Nursing Management: Upper Gastrointestinal Bleeding
- IX. Abdominal Trauma

- X. Nursing and Interprofessional Management: Abdominal Trauma
- XI. Peritonitis
- XII. Nursing Management: Peritonitis
- XIII. Inflammatory Bowel Disease
  - A. Ulcerative Colitis
  - B. Crohn's Disease
- XIV. Nursing Management: Inflammatory Bowel Disease
- XV. Intestinal Obstruction
- XVI. Nursing Management: Intestinal Obstruction
- XVII. Colorectal Cancer
- XVIII. Nursing Management: Colorectal Cancer
- XIX. Ostomy Surgery
- XX. Nursing Management: Ostomy Surgery
  - A. Preoperative Care
  - B. Postoperative Care
  - C. Colostomy Care
  - D. Ileostomy Care
- XXI. Anal Cancer
- XXII. Disorders of the Liver
  - A. Hepatitis
    - 1. Hepatitis A Virus
    - 2. Hepatitis B Virus
    - 3. Hepatitis C Virus
    - 4. Hepatitis D Virus
    - 5. Hepatitis E Virus
    - 6. Acute Hepatitis
    - 7. Acute Liver Failure
    - 8. Chronic Hepatitis
- XXIII. Nursing Management: Viral Hepatitis
- XXIV. Drug and Chemical-Induced Liver Diseases
- XXV. Cirrhosis
  - A. Complications
    - 1. Portal Hypertension
    - 2. Esophageal Varices
    - 3. Peripheral Edema and Ascites
    - 4. Hepatic Encephalopathy
    - 5. Hepatorenal Syndrome
  - B. Diagnostic Studies
  - C. Interprofessional Care
    - 1. Paracentesis
    - 2. Shunting Procedures
- XXVI. Nursing Management: Cirrhosis
- XXVII. Acute Liver Failure
- XXVIII. Nursing and Interprofessional Management: Acute Liver Failure

- XXIX. Liver Cancer
- XXX. Nursing and Interprofessional Management: Liver Cancer
- XXXI. Liver Transplantation
- XXXII. Disorders of the Pancreas
  - A. Acute Pancreatitis
  - B. Nursing Management: Acute Pancreatitis
  - C. Chronic Pancreatitis
  - D. Nursing Management: Chronic Pancreatitis
  - E. Pancreatic Cancer
  - F. Nursing Management: Pancreatic Cancer
- XXXIII. Disorders of the Biliary Tract
  - A. Cholelithiasis and Cholecystitis
  - B. Nursing Management: Gallbladder Disease
  - C. Gallbladder Cancer

#### **Learning Activities:**

- Evolve adaptive quizzing
- NurseThink Note taking
- Clinical Reasoning Case Studies
- Paracentesis video
- Guest speaker – WOCN presentation on Ostomy Basics: Pre and Post op, Ostomy skills lab

#### **Recommended Reading:**

- Read: Harding et al. (2020), Lewis' Medical Surgical Nursing:

### **Unit 4: Urinary System Alterations**

#### **Unit Student Learning Outcomes**

Upon completion of this unit, the student will:

1. Examine the pathophysiology and clinical management of adult patients with urinary health alterations.
2. Apply the nursing process in the care of adult patients with urinary health alterations 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 urinary health alterations.
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 urinary health alterations.
5. Examine the roles of the associate degree nurse in caring for adult patients with urinary health alterations 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 urinary health alterations.
8. Apply principles of patient safety in the care of adult patients with complex healthcare needs and their families.
9. Utilize clinical data and current literature as a basis for decision making in the care of adult patients with urinary health alterations and their families.

### **Learning Content:**

- I. Obstructive Uropathies
  - A. Urinary Tract Calculi
  - B. Nursing Management: Urinary Tract Calculi
  - C. Strictures
  - D. Renal Trauma
- II. Urinary Tract Tumors
  - A. Kidney Cancer
  - B. Nursing and Interprofessional Management: Kidney Cancer
  - C. Bladder Cancer
  - D. Nursing and Interprofessional Management: Bladder
- III. Catheterization
  - A. Indications for and Complications of Catheterization
  - B. Catheter Construction
  - C. Types of Catheters
- IV. Surgery of Urinary Tract
  - A. Renal and Ureteral Surgery
  - B. Urinary Diversion
  - C. Nursing Management: Urinary Diversion
- V. Acute Kidney Injury
- VI. Nursing Management: Acute Kidney Injury
- VII. Chronic Kidney Injury
- VIII. Nursing Management: Chronic Kidney Injury
- IX. Dialysis
  - A. Peritoneal Dialysis
  - B. Hemodialysis
  - C. Continuous Renal Replacement Therapy
  - D. Kidney Transplantation
  - E. Nursing Management: Kidney Transplant Recipient

### **Learning Activities:**

- Evolve adaptive quizzing
- NurseThink Note taking
- Clinical Reasoning Case Studies

### **Recommended Reading:**

- Read: Harding et al. (2020), Lewis' Medical Surgical Nursing:
- Bristol, et al. (2019): pp 275 – 281.
- Mosby's Nursing Video Skills –Intermediate: Urinary Catheter Management and Collecting a Specimen

## **Unit 5: Acute and Chronic Alterations of the Cardiovascular System and Vascular Disorders**

### **Unit Student Learning Outcomes**

Upon completion of this unit, the student will:

1. Examine the pathophysiology and clinical management of adult patients with acute and chronic conditions of the cardiovascular system and vascular disorders.
2. Apply the nursing process in the care of adult patients with acute and chronic conditions of the cardiovascular system and vascular disorders 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 acute and chronic conditions of the cardiovascular system and vascular disorders.
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 acute and chronic conditions of the cardiovascular system and vascular disorders.
5. Examine the roles of the associate degree nurse in caring for adult patients with acute and chronic conditions of the cardiovascular system and vascular disorders 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 acute and chronic conditions of the cardiovascular system and vascular disorders.
8. Apply principles of patient safety in the care of adult patients with complex healthcare needs and their families.
9. Utilize clinical data and current literature as a basis for decision making in the care of adult patients with acute and chronic conditions of the cardiovascular system and vascular disorders and their families.

### **Learning Content**

- I. Acute Coronary Syndrome
  - A. Myocardial Infarction: ST-Elevation and Non-ST-Elevation
  - B. Diagnostic Studies: Acute Coronary Syndrome
  - C. Interprofessional Care: Acute Coronary Syndrome

- D. Nursing Management: Chronic Stable Angina and Acute Coronary Syndrome
- E. Sudden Cardiac Death
- F. Nursing and Interprofessional Management: Sudden Cardiac Death
- II. Heart Failure
  - A. Left sided Heart Failure
  - B. Right Sided Heart Failure
  - C. Nursing Management Heart Failure
  - D. Heart Transplantation
- III. Dysrhythmias
  - A. Rhythm Identification and Treatments
  - B. Telemetry Monitoring
  - C. Types of Dysrhythmias
  - D. Defibrillation
    - i. Synchronized Cardioversion
    - ii. Implantable Cardioverter-Defibrillator
    - iii. Pacemakers
  - E. Associated with Acute Coronary Syndrome
  - F. Syncope
- IV. Inflammatory Disorders of Heart
  - A. Infective Endocarditis
  - B. Nursing Management: Infective Endocarditis
  - C. Acute Pericarditis
  - D. Nursing Management: Acute Pericarditis
  - E. Chronic Constrictive: Pericarditis
  - F. Nursing and Interprofessional Management: Chronic Constrictive Pericarditis
  - G. Myocarditis
  - H. Nursing Management: Myocarditis
- V. Valvular Heart Disease
  - A. Mitral Valve Stenosis
  - B. Mitral Valve Regurgitation
  - C. Mitral Valve Prolapse
  - D. Aortic Valve Stenosis
  - E. Aortic Valve Regurgitation
  - F. Diagnostic Studies: Valvular Heart Disease
  - G. Interprofessional Care: Valvular Heart Disease
  - H. Nursing Management: Valvular Disorders
- VI. Cardiomyopathy
  - A. Dilated Cardiomyopathy
  - B. Nursing and Interprofessional Management: Dilated Cardiomyopathy
  - C. Hypertrophic Cardiomyopathy
  - D. Nursing and Interprofessional Management: Hypertrophic Cardiomyopathy
  - E. Restrictive Cardiomyopathy
  - F. Nursing and Interprofessional Management: Restrictive Cardiomyopathy
- VII. Aortic Aneurysms



- A. Nursing Management: Aortic Aneurysms
  - B. Aortic Dissection
  - C. Nursing Management: Aortic Dissection
- VIII. Hypertensive Crisis and Nursing and Interprofessional Management: Hypertensive Crisis

**Learning Activities:**

- Evolve adaptive quizzing
- NurseThink Note taking
- Clinical Reasoning Case Studies
- Evidence-based practice presentations
- ECG identification Activity

**Recommended Reading:**

- Read: Harding et al. (2020), Lewis' Medical Surgical Nursing:
- Bristol, et al (2019): Chapter 6 (pp 61-63, pp 68-72, p 78)
- Dubin: Chapter 1-6 (pp. 1-190).

**Unit 6: Connective Tissue, Musculoskeletal, and Integumentary System Alterations**

**Unit Student Learning Outcomes**

Upon completion of this unit, the student will:

1. Examine the pathophysiology and clinical management of adult patients with connective tissue, musculoskeletal, and integumentary system health alterations.
2. Apply the nursing process in the care of adult patients with connective tissue, musculoskeletal, and integumentary system health alterations 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 connective tissue, musculoskeletal, and integumentary system health alterations.
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 connective tissue, musculoskeletal, and integumentary system health alterations.
5. Examine the roles of the associate degree nurse in caring for adult patients with connective tissue, musculoskeletal, and integumentary system health alterations 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 connective tissue, musculoskeletal, and integumentary system health alterations.
8. Apply principles of patient safety in the care of adult patients with complex healthcare needs and their families.

9. Utilize clinical data and current literature as a basis for decision making in the care of adult patients with connective tissue, musculoskeletal, and integumentary system health alterations.

### **Learning Content**

- I. Osteomyelitis
- II. Nursing Management: Osteomyelitis
- III. Malignant Bone Tumors
- IV. Nursing Management: Bone Cancer
- V. Muscular Dystrophy
- VI. Arthritis
  - A. Osteoarthritis
  - B. Nursing Management: Osteoarthritis
    - 1. Joint Surgeries
    - 2. Nursing Management: Joint Surgery
  - C. Rheumatoid Arthritis
  - D. Nursing Management: Rheumatoid Arthritis
  - E. Gout
  - F. Nursing Management: Gout
  - G. Septic Arthritis
- VII. Systemic Lupus Erythematosus
- VIII. Nursing Management: System Lupus Erythematosus
- IX. Scleroderma
- X. Nursing Management: Scleroderma
- XI. Sjogren's Syndrome
- XII. Fibromyalgia
- XIII. Nursing Management: Fibromyalgia
- XIV. Amputation
- XV. Nursing Management: Amputation

### **Learning Activities:**

- Evolve adaptive quizzing
- NurseThink Note taking
- Clinical Reasoning Case Studies

### **Recommended Reading:**

- Read: Harding et al. (2020), Lewis' Medical Surgical Nursing:
- Bristol et al. (2019): pp. 110, 112, 349

## **Unit 7: Neurologic, Neurologic Trauma, & Nervous System Alterations**

### **Unit Student Learning Outcomes**

Upon completion of this unit, the student will:

1. Examine the pathophysiology and clinical management of adult patients with neurological and nervous system health alterations.
2. Apply the nursing process in the care of adult patients with neurological and nervous system health alterations 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 neurological and nervous system health alterations.
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 neurological and nervous system health alterations.
5. Examine the roles of the associate degree nurse in caring for adult patients with neurological and nervous system health alterations 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 neurological and nervous system health alterations.
8. Apply principles of patient safety in the care of adult patients with complex healthcare needs and their families.
9. Utilize clinical data and current literature as a basis for decision making in the care of adult patients with neurological and nervous system health alterations.
10. Discuss ethical/legal issues related to the care of adult patients with gastrointestinal, hepatic, and biliary health alterations and their families.
11. Examine health care and financial resources available to assist culturally diverse adult patients with gastrointestinal, hepatic, and biliary health alterations and their families.

### **Learning Content**

- I. Intracranial Pressure
- II. Increased Intracranial Pressure
- III. Nursing Management: Increased Intracranial Pressure
- IV. Head Injury
- V. Nursing Management: Head Injury
- VI. Brain Tumors
- VII. Nursing Management: Brain Tumors
- VIII. Cranial Surgery
- IX. Nursing Management: Cranial Surgery
- X. Stroke

- A. Interprofessional Care for Stroke
  - B. Nursing Management: Stroke
- XI. Chronic Neurologic Disorders
  - A. Epilepsy and Seizure Disorders
  - B. Nursing Management: Seizure Disorders and Epilepsy
- XII. Degenerative Neurologic Disorders
  - A. Multiple Sclerosis
  - B. Nursing Management: Multiple Sclerosis
  - C. Parkinson's Disease
  - D. Nursing Management: Parkinson's Disease
  - E. Myasthenia Gravis
  - F. Nursing Management: Myasthenia Gravis
  - G. Amyotrophic Lateral Sclerosis
- XIII. Spinal Cord Problems
  - A. Spinal Cord Injury
  - B. Nursing Management: Spinal Cord Injury
  - C. Spinal Cord Tumors
  - D. Nursing and Interprofessional Management: Spinal Cord Tumors
  - E. Trigeminal Neuralgia
  - F. Nursing Management: Trigeminal Neuralgia
  - G. Bell's Palsy
  - H. Nursing Management: Bell's Palsy
  - I. Guillain-Barre Syndrome
  - J. Nursing and Professional Management: Guillain-Barre Syndrome

**Learning Activities:**

- Evolve adaptive quizzing
- NurseThink Note taking
- Clinical Reasoning Case Studies
- Evidence-based practice presentations
- Discussion Board

**Recommended Reading:**

- Read: Harding et al. (2020), Lewis' Medical Surgical Nursing:
- Bristol et al. (2019): pp. 75-77; 110-113; 214; 358-365; 378-379.

**Unit 8: Endocrine System Alterations**

**Unit Student Learning Outcomes**

Upon completion of this unit, the student will:

1. Examine the pathophysiology and clinical management of adult patients with endocrine system

health alterations.

2. Apply the nursing process in the care of adult patients with endocrine system health alterations 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 endocrine system health alterations.
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 endocrine system health alterations.
5. Examine the roles of the associate degree nurse in caring for adult patients with endocrine system health alterations 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 endocrine system health alterations.
8. Apply principles of patient safety in the care of adult patients with complex healthcare needs and their families.
9. Utilize clinical data and current literature as a basis for decision making in the care of adult patients with endocrine system health alterations.

### **Learning Content**

- I. Endocrine Glands and Hormones
- II. Assessment of Endocrine System
- III. Endocrine Diagnostic Studies
- IV. Endocrine System Focused Assessment
- V. Disorders of Anterior Pituitary Gland
  - A. Acromegaly
  - B. Nursing and Interprofessional Management: Acromegaly
  - C. Hypofunction of Pituitary Gland
  - D. Nursing and Interprofessional Management: Hypopituitarism
  - E. Pituitary Surgery
  - F. Nursing Management: Pituitary Surgery
- VI. Disorders of Posterior Pituitary Gland
  - A. Syndrome of Inappropriate Antidiuretic Hormone (SIADH)
  - B. Nursing and Interprofessional Management: SIADH
  - C. Diabetes Insipidus
  - D. Nursing and Interprofessional Management: Diabetes Insipidus
- VII. Disorders of Thyroid Gland
  - A. Goiter
  - B. Thyroiditis
  - C. Hyperthyroidism

- D. Nursing Management: Hyperthyroidism
- E. Hypothyroidism
- F. Nursing Management: Hypothyroidism
- VIII. Disorders of Parathyroid Glands
  - A. Hyperparathyroidism
  - B. Nursing Management: Hyperparathyroidism
  - C. Hypoparathyroidism
  - D. Nursing and Interprofessional Management: Hypoparathyroidism
- IX. Disorders of Adrenal Cortex
  - A. Cushing Syndrome
  - B. Nursing Management: Cushing Syndrome
  - C. Adrenocortical Insufficiency
  - D. Nursing Management: Addison's Disease
  - E. Corticosteroid Therapy
  - F. Hyperaldosteronism
  - G. Nursing and Interprofessional Management: Primary Hyperaldosteronism
- X. Disorders of Adrenal Medulla
  - A. Pheochromocytoma
  - B. Nursing and Interprofessional Management: Pheochromocytoma
- XI. Acute Complications of Diabetes Mellitus
  - A. Diabetic Ketoacidosis
  - B. Hyperosmolar Hyperglycemic Syndrome

#### **Learning Activities:**

- Evolve adaptive quizzing
- NurseThink Note taking
- Clinical Reasoning Case Studies
- Evidence-based practice presentations

#### **Recommended Reading:**

- Read: Harding et al. (2020), Lewis' Medical Surgical Nursing:
- Bristol et al. (2019): pp. 294-297; 300-303; 306; 308; 310; 312; 314; 316; 318; 320; 322.

### **Unit 9: Respiratory System and Fluid and Electrolyte Alterations**

#### **Unit Student Learning Outcomes**

Upon completion of this unit, the student will:

1. Examine the pathophysiology and clinical management of adult patients with respiratory system and fluid and electrolytes health alterations.
2. Apply the nursing process in the care of adult patients with respiratory system and fluid and electrolytes health alterations 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 respiratory system and fluid and electrolytes health alterations.
  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 respiratory system and fluid and electrolyte health alterations.
  5. Examine the roles of the associate degree nurse in caring for adult patients with respiratory system and fluid and electrolyte health alterations 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 respiratory system and fluid and electrolyte health alterations.
  8. Apply principles of patient safety in the care of adult patients with complex healthcare needs and their families.
  9. Utilize clinical data and current literature as a basis for decision making in the care of adult patients with respiratory system and fluid and electrolyte health alterations.

### **Learning Content**

- I. Problems of Trachea and Larynx
  - A. Airway Obstruction
  - B. Tracheostomy
  - C. Nursing Management: Tracheostomy
  - D. Head and Neck Cancer
  - E. Nursing Management: Head and Neck Cancer
- II. Lung Cancer
  - A. Nursing Management: Lung Cancer
- III. Chest Trauma and Thoracic Injuries
  - A. Pneumothorax
  - B. Fractured Ribs
  - C. Flail Chest
  - D. Chest Tubes and Pleural Drainage
  - E. Nursing Management: Chest Drainage
  - F. Chest Surgery
- IV. Restrictive Respiratory Disorders
  - A. Pleural Effusion
    - i. Thoracentesis
  - B. Pleurisy
  - C. Atelectasis
- V. Interstitial Lung Diseases
  - A. Idiopathic Pulmonary Fibrosis
  - B. Sarcoidosis
- VI. Vascular Lung Disorders

- A. Pulmonary Embolism
- B. Nursing Management: Pulmonary Embolism
- VII. Pulmonary Hypertension
  - A. Idiopathic Pulmonary Arterial Hypertension
  - B. Nursing and Interprofessional Management: Pulmonary Hypertension
  - C. Secondary Pulmonary Arterial Hypertension
  - D. Cor Pulmonale
  - E. Nursing and Interprofessional Management: Cor Pulmonale
  - F. Lung Transplantation
- VIII. Artificial Airways
  - IX. Nursing and Interprofessional Management: Artificial Airway
  - X. Mechanical Ventilation
  - XI. Acute Respiratory Failure
  - XII. Nursing and Interprofessional Management: Acute Respiratory Failure
- XIII. Acute Respiratory Distress Syndrome
- XIV. Nursing and Interprofessional Management: Acute Respiratory Distress Syndrome
- XV. Fluid, Electrolyte and Acid-Base Imbalances
  - A. Fluid Volume Imbalances
  - B. Sodium Imbalances
  - C. Calcium Imbalances
  - D. Phosphate Imbalances
- XVI. Acid-Base Imbalances
  - A. pH and Hydrogen Ion Concentration
  - B. Acid-Base Regulation
  - C. Alterations in Acid-Base Balance
  - D. Clinical Manifestations of Acid-Base Imbalances
  - E. Assessment of Fluid, Electrolyte, and Acid-Base Imbalances
  - F. Oral Fluid and Electrolyte Replacement
  - G. IV Fluid and Electrolyte Replacement

**Learning Activities:**

- Evolve adaptive quizzing
- NurseThink Note taking
- Clinical Reasoning Case Studies
- Evidence-based practice presentations
- Mosby's Nursing Video Skills – Intermediate: Respiratory Care and Suctioning and Collecting a Specimen
- ABG identification
- Chest Tube dressing change and care lab



### **Recommended Reading:**

- Read: Harding et al. (2020), Lewis' Medical Surgical Nursing:
- Bristol et al. (2019): pp. 80; 144; 146; 150-155; 176; 178; 184.

## **Unit 10: Burns and Malignant Skin Tumors**

### **Unit Student Learning Outcomes**

Upon completion of this unit, the student will:

1. Examine the pathophysiology and clinical management of adult patients with burns and malignant skin tumors.
2. Apply the nursing process in the care of adult patients with burns and malignant skin tumors 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 burns and malignant skin tumors.
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 burns and malignant skin tumors.
5. Examine the roles of the associate degree nurse in caring for adult patients with burns and malignant skin tumors and their families.
6. Synthesize 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 burns and malignant skin tumors.
8. Apply principles of patient safety in the care of adults with complex healthcare needs and their families.
9. Utilize clinical data and current literature as a basis for decision making in the care of adult patients with burns and malignant skin tumors.

### **Learning Content**

- I. Health Promotion
- II. Skin Cancer
  - A. Non-melanoma Skin Cancer
  - B. Malignant Melanoma
- III. Skin Grafts
- IV. Burns
  - A. Types of Burn Injury
  - B. Classification of Burn Injury
  - C. Prehospital and Emergency Care
  - D. Emergent Phase
  - E. Nursing and Interprofessional Management: Emergent Phase

- F. Acute Phase
- G. Nursing and Interprofessional Management: Acute Phase
- H. Rehabilitation Phase
- I. Nursing and Interprofessional Management: Rehabilitation Phase
- J. Emotional Psychologic Needs of Patients and Caregivers
- K. Special Needs of Nurses

#### **Learning Activities:**

- Evolve adaptive quizzing
- NurseThink Note taking
- Clinical Reasoning Case Studies
- Evidence-based practice presentations

#### **Recommended Reading**

- Read: Harding et al. (2020), Lewis' Medical Surgical Nursing:
- Bristol et al. (2019): pp 396-399; 407-413

### **Unit 11: Shock & Multi-System Organ Dysfunction**

#### **Unit Student Learning Outcomes**

Upon completion of this unit, the student will:

1. Examine the pathophysiology and clinical management of adult patients with shock and multi-system organ dysfunction.
2. Apply the nursing process in the care of adult patients with shock and multi-system organ dysfunction 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 shock and multi-system organ dysfunction.
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 shock and multi-system organ dysfunction.
5. Examine the roles of the associate degree nurse in caring for adult patients with shock and multi-system organ dysfunction 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 shock and multi-system organ dysfunction.
8. Apply principles of patient safety in the care of adult patients with complex healthcare needs and their families.

9. Utilize clinical data and current literature as a basis for decision making in the care of adult patients with shock and multi-system organ dysfunction.

### **Learning Content**

- I. Shock
  - a. Classification of Shock
    - i. Cardiogenic Shock
    - ii. Hypovolemic Shock
    - iii. Distributive Shock
      1. Neurogenic Shock
      2. Anaphylactic Shock
      3. Septic Shock
    - iv. Obstructive Shock
  - b. Stages of Shock
    - i. Initial Stage
    - ii. Compensatory Stage
    - iii. Progressive Stage
- II. Nursing Management: Shock
- III. Systemic Inflammatory Response Syndrome (SIRS) and Multiple Organ Dysfunction Syndrome (MODS)
- IV. Nursing and Interprofessional Management: SIRS and MODS
- V. Disseminated Intravascular Coagulation
- VI. Nursing Management: Disseminated Intravascular Coagulation
- VII. Hemodynamic Monitoring
- VIII. Circulatory Assist Devices
  - a. Intraaortic Balloon Pump
  - b. Ventricular Assist Devices
  - c. Implantable Artificial Heart

### **Learning Activities:**

- Evolve adaptive quizzing
- NurseThink Note taking
- Clinical Reasoning Case Studies
- Evidence-based practice presentations

### **Recommended Reading:**

- Read: Harding et al. (2020), Lewis' Medical Surgical Nursing:
- Bristol, et al.: pp 68, 72, 81, 104, 106, 117, 145, 251, 258, 379, 399.

## **Unit 12: Emergency, Disaster, & Pandemic Nursing**

### **Unit Student Learning Outcomes**

Upon completion of this unit, the student will:

1. Examine the pathophysiology and clinical management of adult patients involved in emergency nursing, trauma, and disaster management.
2. Apply the nursing process in the care of adult patients involved in emergency nursing, trauma, and disaster management 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 involved in emergency nursing, trauma, and disaster management.
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 involved in emergency nursing, trauma, and disaster management.
5. Examine the roles of the associate degree nurse in caring for adult patients involved in emergency nursing, trauma, and disaster management 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 involved in emergency nursing, trauma, and disaster management.
8. Apply principles of patient safety in the care of adult patients with complex healthcare needs and their families.
9. Utilize clinical data and current literature as a basis for decision making in the care of adult patients involved in emergency nursing, trauma, and disaster management.

### **Learning Content**

- I. Care of Emergency Patient
  - a. Triage
  - b. Primary Survey
  - c. Secondary Survey
  - d. Acute Care and Evaluation
  - e. Cardiac Arrest and Therapeutic Hypothermia
  - f. Death in the Emergency Department
- II. Environmental Emergencies
  - a. Heat-Related Emergencies
  - b. Cold-Related Emergencies
  - c. Submersion Injuries
  - d. Stings and bites
  - e. Poisonings
  - f. Violence
  - g. Agents of Terrorism

h. Emergency and Mass Casualty Incident Preparedness  
III. Sexual Assault

**Learning Activities:**

- Evolve adaptive quizzing
- NurseThink Note taking
- Clinical Reasoning Case Studies
- Evidence-based practice presentations

**Recommended Reading:**

- Read: Harding et al. (2020), Lewis' Medical Surgical Nursing:
- Bristol et al. (2019): pp. 430-433

### Detailed Course Calendar

Week	Unit	Assignment(s)	Due
<b>Week 1</b> <b>Orientation</b>  <b>8/23/21 to</b> <b>8/29/21</b>	<b>Monday 8/23/21 to Friday 8/27/21, Room 238:</b> <ul style="list-style-type: none"> <li>• Orientation (Review Syllabus, Blackboard (BB), and Due Date Process)</li> </ul> <b>Wednesday, 8/25/21 0800 to 1300 Room 238:</b> <ul style="list-style-type: none"> <li>• Unit 1a: Infectious Disease</li> <li>• Unit 1b: Infectious Disease</li> </ul> <p><i>Thursday, August 26, 0800 Room 345 Math Comp #1 (Must score 100%)</i></p> <b>Thursday 8/26/21, 0900- 1200, Room 240/244</b> <ul style="list-style-type: none"> <li>• Skills lab</li> <li>• Will cover blood administration</li> <li>• Other skills (peer to peer checkoff)</li> </ul> <b>Friday 8/27/21 No class (I have a meeting) Read, study, organize and plan to have a successful semester!</b>	<p><b>See RNSG 2262 for ATI assignments due</b></p>	
<b>Week 2</b> <b>BB</b> <b>Lecture</b>  <b>8/30/21 to</b> <b>9/5/21</b>	<b>Wednesday, 9/1/21, 0800-1300, Room 238</b> <ul style="list-style-type: none"> <li>• Unit 2a: Hematology, Cancers</li> <li>• Unit 2b: Hematology, Cancers</li> <li>• Unit 3a: GI, Hepatic, Biliary</li> <li>• Unit 3b: : GI, Hepatic, Biliary</li> </ul> <b>Friday, 9/3/21, 0800 – 1300, Room 238</b> <ul style="list-style-type: none"> <li>• Guest Speaker – Sara Wharmby, RN, WOCN <ul style="list-style-type: none"> <li>○ Ostomy care pre/post op</li> <li>○ Activity – Ostomy care</li> </ul> </li> <li>• Unit 4: Urinary Systems</li> <li>• <b>Test Review – Exam #1</b></li> </ul>	<p>NurseThink Notes See Assignment Content area in Blackboard – <b>MRSA/VRE and Cirrhosis</b></p>	<p><b>9/5/21 by 2359</b></p>
<b>Week 3 BB</b> <b>Lecture</b>  <b>9/6/21 to</b> <b>9/12/21</b>	<p><b><i>NO School 9/6/21 – Labor Day Holiday</i></b></p> <b>EAQ Due</b>	<p><b>EAQ</b></p>	<p><b>9/6/21 by 2359</b></p>
	<p><i>Wednesday, 9/8/21 - Live Proctored Exam #1: Units 1-3</i></p> <ul style="list-style-type: none"> <li>• 0800 – 0930 Room 345</li> </ul> <b>Wednesday, 9/8/21, 1000 – 1300, Room 238</b> <ul style="list-style-type: none"> <li>• Unit 5a: Cardiovascular <ul style="list-style-type: none"> <li>○ Acute Coronary Syndrome (ACS)</li> <li>○ Heart Failure (HF)</li> </ul> </li> </ul> <p><b>9/9/21 - Clinicals begin at MHSE</b></p> <b>Friday, 9/10/21, 1000 – 1300, Room 238</b> <ul style="list-style-type: none"> <li>• Unit 5b: Cardiovascular <ul style="list-style-type: none"> <li>○ Dysrhythmias</li> </ul> </li> </ul>	<p>NurseThink Notes</p>	<p><b>9/12/21 by 2359</b></p>

Week	Unit	Assignment(s)	Due
	<ul style="list-style-type: none"> <li>○ Inflammatory Disorders of Heart</li> <li>○ Valvular Heart Disease</li> </ul>	<b>Chronic kidney disease/ESRD</b>	
<b>Week 4 BB Lecture</b>  <b>9/13/21 to 9/19/21</b>	<p><i>Tuesday 9/16/21 0800 – 1600 (split in two groups – schedule to follow)</i>  <i>MEGA CODE Day in SIM Lab</i></p> <p><b>Wednesday, 9/15/21, 0800 – 1300, Room 238</b></p> <ul style="list-style-type: none"> <li>• Unit 5c: Continued <ul style="list-style-type: none"> <li>○ Cardiomyopathy</li> <li>○ Aortic Aneurysms</li> <li>○ Hypertensive Crisis</li> </ul> </li> </ul> <p><b>Friday, 9/17/21, 0800 – 1300, Room 238</b></p> <ul style="list-style-type: none"> <li>• Unit 6a Connective Tissue, Musculoskeletal Integumentary System Alterations</li> </ul>	NurseThink Notes <b>Acute Coronary Syndrome</b>	<b>9/19/21 by 2359</b>
<b>Week 5 BB Lecture</b>  <b>9/20/21 to 9/26/21</b>	<p><b>EAQ</b></p> <p><i>Wednesday 9/22/21 Live Proctored Exam #2: Units 4 &amp; 5 0800 – 0930</i></p> <p><b>Wednesday, 9/22/21, 1000 – 1300, Room 238</b></p> <ul style="list-style-type: none"> <li>• Unit 6b Connective Tissue, Musculoskeletal Integumentary System Alterations</li> <li>• Unit 7a: Neurological Alterations Guillain-Barre Syndrome</li> </ul> <p><b>Friday, 9/24/21 0800 – 1300, Room 238</b></p> <ul style="list-style-type: none"> <li>• Unit 7b: Neurological Alterations <ul style="list-style-type: none"> <li>○ Intracranial pressure (Concept Intracranial Regulation)</li> <li>○ Head Injury</li> <li>○ Brain Tumors</li> <li>○ Cranial Surgery</li> <li>○ Spinal Cord Problems</li> </ul> </li> </ul>	EAQ  NurseThink Notes <b>Systemic lupus erythematosus</b>	<b>9/20/21 2359</b>  <b>9/26/21 by 2359</b>
<b>Week 6 BB Lecture</b>  <b>9/27/21 to 10/3/21</b>	<p><i>SIM LAB: Tuesday 9/28/21 0800- 1530. (Two groups, times are split)</i></p> <p><b>Wednesday, 9/29/21, 0800 – 1300, Room 238</b></p> <ul style="list-style-type: none"> <li>• Unit 7c: Neurological Alterations <ul style="list-style-type: none"> <li>○ Stroke</li> <li>○ Chronic Neurologic Disorders</li> </ul> </li> </ul> <p><b>Friday, 10/1/21 0800 – 1300, Room 238</b></p> <ul style="list-style-type: none"> <li>• Unit 7b: Neurological Alterations <ul style="list-style-type: none"> <li>○ Intracranial pressure (Concept Intracranial Regulation)</li> <li>○ Head Injury</li> <li>○ Brain Tumors</li> <li>○ Cranial Surgery</li> <li>○ Spinal Cord Problems</li> </ul> </li> <li>• Unit 8a Endocrine System Alterations</li> </ul>	NurseThink Notes <b>Guillain-Barre Syndrome</b>	<b>10/3/21 by 2359</b>

Week	Unit	Assignment(s)	Due
	<ul style="list-style-type: none"> <li>Unit 8b Endocrine System Alterations</li> </ul>		
<b>Week 7 BB Lecture</b> 10/4/21 to 10/10/21	<b>EAQ</b> <i>Live Proctored Exam #3: Units 6 &amp; 7</i> <ul style="list-style-type: none"> <li>Wednesday, 10/6/21, 0800 – 0930</li> </ul> <b>Wednesday, 10/6/21, 1000 – 1300, Room 238</b> <ul style="list-style-type: none"> <li>Unit 9a: Fluid &amp; Electrolyte Alterations</li> </ul> <b>Friday, 10/8/21, 1215 – 1645, Room 238</b> <ul style="list-style-type: none"> <li>Unit 9b: Respiratory System Alterations</li> </ul>	<b>EAQ</b>  NurseThink Notes <b>Metabolic acidosis and Metabolic alkalosis</b>	<b>10/4/21 2359</b>  <b>10/10/21 by 2359</b>
<b>Week 8 BB Lecture</b> 10/11/21 to 10/17/21	<b>Wednesday, 10/13/21, 0800 – 1300, Room 238</b> <ul style="list-style-type: none"> <li>Unit 9c: Respiratory System Alterations</li> </ul> <b>Friday, 10/15/21</b> <ul style="list-style-type: none"> <li>Unit 10: Burns and Malignant Skin Tumors</li> <li>Guest speaker – Mr. Bullock</li> </ul>	NurseThink Notes <b>Respiratory acidosis and Respiratory alkalosis</b>	<b>10/17/21 by 2359</b>
<b>Week 9 BB Lecture</b> 10/18/2021 to 10/24/2021	<b>EAQ</b> <i>Live Proctored Exam #4: Units 8 &amp; 9</i> <ul style="list-style-type: none"> <li>Wednesday, 10/20/21, 0800 – 0930</li> </ul> <b>Wednesday, 10/20/21, 1000 – 1300, Room 238</b> <ul style="list-style-type: none"> <li>Unit 11a: Shock &amp; Multi System Organ Dysfunction</li> </ul> <b>Friday, 10/22/21, 1000 – 1300, Room 238</b> <ul style="list-style-type: none"> <li>Unit 11b: Shock &amp; Multi System Organ Dysfunction</li> </ul>	<b>EAQ</b>  NurseThink Notes <b>DIC</b>	<b>10/18/21 2359</b>  <b>10/24/21 by 2359</b>
<b>Week 10 BB Lecture</b> 10/25/21 to 10/31/21	<b>Wednesday, 10/27/21, 0800 – 1300, Room 238</b> <ul style="list-style-type: none"> <li>Unit 12: Emergency, Disaster, &amp; Pandemic Nursing</li> </ul> <b>Friday, 10/29/21, 0800 – 1300, Room 238</b> <ul style="list-style-type: none"> <li>HESI / Exam Registration</li> <li>TBA</li> </ul>	NurseThink Notes <b>Burns</b>	<b>10/31/21 by 2359</b>
<b>Week 11 BB Lecture</b>	<b>EAQ</b> <i>Live Proctored Exam #5: Units 10, 11, &amp; 12</i>	<b>EAQ</b>	<b>11/1/21 by 2359</b>



Week	Unit	Assignment(s)	Due
<b>11/1/21 to 11/7/21</b>	<ul style="list-style-type: none"> <li>• <b>Wednesday, 11/3/2021, 0800 – 0930</b></li> </ul> <b>Wednesday, 11/03/21, 1000 – 1300, Room 238</b> <ul style="list-style-type: none"> <li>• HESI review <ul style="list-style-type: none"> <li>○ Medical Surgical Comprehensive (includes content from Common &amp; Complex Semesters)</li> </ul> </li> </ul>	<i>Must take exam at the specified time</i>	
<b>Week 12  11/8/21 to Friday, 11/12/21</b>	<p style="text-align: center;"><b>Finals Week</b></p> <p style="text-align: center;">HESI / Med-Surg Exam face to face on campus</p> <p style="text-align: center;"><b>Grades due in Web Advisor by noon, Friday, 11/12/2021</b></p>		

## 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://build.com.edu/uploads/sitecontent/files/student-services/Student\\_Handbook\\_2019-2020v5.pdf](https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.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.* [https://build.com.edu/uploads/sitecontent/files/student-services/Student\\_Handbook\\_2019-2020v5.pdf](https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf)

**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 Holly Bankston at 409-933-8520 or [hbankston@com.edu](mailto:hbankston@com.edu). The Office of Services for Students with Disabilities is located in the Student Success Center.

**Counseling Statement:** Any student needing counseling services is requested to please contact Holly Bankston in the student success center at 409-933-8520 or [hbankston@com.edu](mailto:hbankston@com.edu). Counseling services are available on campus in the student center for free and students can also email [counseling@com.edu](mailto:counseling@com.edu) to set up their appointment. Appointments are strongly encouraged; however, some concerns may be addressed on a walk-in basis.

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

**Withdrawal Policy:** Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1<sup>st</sup> 8-week session is October 6. The last date to withdraw from the 16-week session is November 19. The last date to withdraw for the 2<sup>nd</sup> 8-week session is December 2.

**FN Grading:** The F<sub>N</sub> grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The F<sub>N</sub> 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 F<sub>N</sub> grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an F<sub>N</sub> 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.

**COVID-19 Statement:** All students, faculty, and staff are expected to familiarize themselves with materials and information contained on the College of the Mainland's Coronavirus Information site at [www.com.edu/coronavirus](http://www.com.edu/coronavirus). In compliance with Governor Abbott's May 18 Executive Order, face coverings/masks will no longer be required on COM campus. Protocols and college signage are being updated. We will no longer enforce any COM protocol that requires face coverings. We continue to encourage all members of the COM community to distance when possible, use hygiene measures, and get vaccinated to protect against COVID-19. Please visit [com.edu/coronavirus](http://com.edu/coronavirus) for future updates.

**Surviving Active Shooter Event Reference and Training Videos**  
Run, Hide, Fight \* (Mandatory)

<https://www.youtube.com/watch?v=5VcSwejU2D0>

Last Resort ACTIVE SHOOTER SURVIVAL Measures by Alon Stivi <https://www.youtube.com/watch?v=r2tIeRUbRHw>  
Surviving an Active Shooter Event - Civilian Response to Active Shooter <https://www.youtube.com/watch?v=j0It68YxLQQ>  
Make the Call \* (Mandatory) <https://www.youtube.com/watch?v=AWaPp-8k2p0>

Discussion Questions:

1. What is your plan while in class to consider running, hiding, or fighting to survive?
2. How would you lock your classroom and/or barricade entry into the classroom?
3. What would you use to improvise weapons to take down the shooter / aggressor?
4. If you have to fight, would you COMMIT to the fight to save your life and others?
5. If you have a License to Carry and are concealed carrying, what guidelines would you follow?
6. Do you have the campus police emergency number and non-emergency number programmed into your phone?
  - a. COM Police Emergency number (409-933-8599)
  - b. COM Police Non-Emergency number (409-933-8403).
7. When the police arrive why would you have your hands up and follow all commands?
8. Why is it important to make the call to report any suspicious person or activity to campus police?

## Appendices

Appendix 1  
Evidence-Based Poster Presentation Rubric

	Needs Improvement	Satisfactory	Competent
Sources cited using Apa format	0-5 points: 0-1 citations not following criteria.	5.1 - 10 points: Cites 1 to 3 sources (from professional, peer-reviewed journal) Other citations must be from a professional or national recognized site.	10.1 –15 points: Cites at least 4 sources (minimum of 2 professional, peer-reviewed journals). Other citations must be from a professional or nationally recognized site.
Appearance (follows Power point template)	0 points: Did not follow the PPT template and presentation guidelines	1- 10 points: Modified the PPT template and/or exceeded the one poster page.	10.1 – 15 points: Followed the PPT template and kept presentation to the one poster page.
Grammar	0 – 3 points: Did not use APA format, spelling, and grammar with greater than 10 errors.	3.1 – 7 points: Use of APA format, spelling, and grammar with 3-9 errors.	7.1 – 10 points: Use of APA format, spelling, and grammar with fewer than 3 errors.
Nursing Roles and Responsibilities	0-10 points: Presented less than 2 roles and responsibilities of the nurse when implementing the EBP	10.1 – 20 points: Presented 2-3 roles and responsibilities of the nurse when implementing the EBP.	20.1 – 25 points: Presented at least 4 roles and responsibilities of the nurse when implementing the EBP
Expected patient outcomes from utilizing the EBP	0-3 points: Did not address patient centered outcomes.	3- 10 points: Presented 1 patient-centered outcome	10 – 20 points: Presented at least 2 patient centered outcomes
Presentation	0-5 points: Presentation less than 5 minutes; poor eye contact (read from notes consistently); group unprepared; could not hear presentation.	5.1 - 10 points: Presentation 5-7 minutes; Eye contact inconsistent (read from notes frequently); difficult to hear presentation.	10.1 – 15 points: Presentation 7 to 12 minutes; maintained eye contact; voice project so all could hear.
		Total Points	100