



**RNSG 2332-101C3-FA2025**

**Enhanced Concepts of Adult Health**

**Fall 2025, 12 Weeks**

**Thursday 0800-1200 and Friday 0900 – 1200**

**Room 102**

**Instructor Information:**

**Course Facilitator**

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**Office hours and location:**

Please email to schedule a time between these time frames:

Mondays: (TEAMS appointments available)

Tuesdays: 1400-1600

Wednesdays: 1300-1600

Thursdays: 1300-1500

**Required Textbook/Materials:**

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

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.

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

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

Elsevier Adaptive Quizzing for Lewis Medical Surgical Nursing, 12<sup>th</sup> Edition.

Harding, M. M., Hagler, D., Kwong, J., Reinisch, C., & Roberts, D. (2023). Lewis's Medical-surgical nursing: Assessment and management of clinical problems (12<sup>th</sup> Ed.). St. Louis: Elsevier. (Previously required)

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

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)

### **Recommended Textbook:**

Urden, L. D., Stacy, K. M., Lough, M. E. (2024). Priorities in critical care nursing (9<sup>th</sup> Ed.). St. Louis, MO: Elsevier, Inc.

### **Course Description:**

#### **(LECTURE 2, LAB 3). CREDIT 3. WECM**

Enhanced concepts and skills for developing professional competencies in complicated nursing care situations involving adult patients/families with multiple body system problems. Emphasizes critical thinking, clinical reasoning, and determining legal/ethical values for optimization of patient care in intermediate and acute care settings. This course lends itself to a blocked approach. Prerequisites: [RNSG 1162](#), [RNSG 1343](#), [RNSG 1412](#) and [RNSG 2261](#) with a grade of "C" or better. Co-requisites: [RNSG 2262](#) and [RNSG 2230](#)

### **Course requirements:**

1. **Unit exams and comprehensive final** - Assesses knowledge of course content discussed in class, in reading assignments, and pharmacology modules. Exams will use next generation items, multiple choice, multiple answer, and alternative style test questions as indicated to follow NCLEX-RN testing format. The nursing curriculum is meant to build on knowledge learned in prior semesters. Exam content may include questions related to any previously learned content

from prior courses. For Example: this is Level 4 and therefore we can put anything from level 1 to the new content. New content after it has been tested over can be on remaining exams.

**\*\*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 (Please see remediation policy).**

1. **NGN Critical Care Standardized Assessment** - Assesses overall knowledge and understanding of medical-surgical nursing concepts. Exams will use next generation style items, multiple choice, multiple answer, and alternative style test questions as indicated to follow NCLEX-RN testing format. This is a HESI standardized exam and is not included in the 75% test average policy. Remediation is not required but recommended for those who score below 850.
2. **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. Grading rubric is in D2L under “Rubrics” tab. Presentations will be submitted via Brightspace, and voice recordings are used for presentation.
3. **Professionalism:**
  - a. Attendance – Student is present for class/clinical the day. Students may receive other sanctions for attendance/tardiness per clinical guidelines.
  - b. Timeliness – student is in class and ready exactly at class/clinical start time. Students may receive other sanctions for attendance/tardiness per clinical guidelines.
  - c. Participation and engagement – students participate in class/clinical and team activities in a meaningful and engaged way.
  - d. Preparedness – students have prepared themselves for the day’s classroom/clinical activities through reading assignments and pre-class assignments.
  - e. Professional Dress & demeanor – Student is wearing attire as prescribed in the student handbook with a visible student badge, presenting themselves in a professional manner throughout the classroom/clinical period.
  - f. Objectives Application – students will apply the objectives of this class/clinical to all classwork and assignments.
  - g. Professional communication – student communicates in a professional manner consistent with the classroom activity.
  - h. Teamwork – student participates in teams in a collaborative and professional manner.
  - i. Focus & Attention – student focuses on classroom/clinical and team activities throughout the classroom time. Students browsing internet or any phone activity will result in a loss of this point.
  - j. Courteousness & Respect – Student will be courteous and respectful of each faculty, staff, and student member throughout the classroom/clinical period.

4. **Discussion Board Assignments** - This will include students writing exam type questions, postings on ethical dilemmas in critical care, medication cards, laundry list learnings. and learning activities. Assesses students' understanding and knowledge of material covered in class and reinforces content.
5. **Elsevier Adaptive Quiz (EAQ) quizzes:** Assesses knowledge and application of content integrated within the course. Students will complete quizzes as assigned for each topic or chapter covered. The quizzes are multiple choice, multiple answer, and NGN alternative-style questions.
6. **NCLEX Prep activities:** UWORLD 25-question quizzes and pre-assessment exam to determine areas that need improvement. This will allow the students to prepare for HESI Finals and the NCLEX. Students will have access to their UWORLD a certain time frame after graduation.

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

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.

<b>Assignments</b>	<b>%</b>
Unit Exams*	50
Comprehensive Final	10
Exam Total*	60
Evidenced-Based Practice Presentation**	10
Discussion Board Postings**	10
Quizzes – EAQ/UWorld **	10
Standardized Assessment*	10
<b>Total</b>	<b>100</b>
<b>* ≥ 75% weighted exam average required to pass the course</b>	
<b>** Weighted assignments calculated only after 75% exam average met.</b>	

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

**Attendance Policy:** This is a face-to-face course. Attendance will be taken at the beginning of each class. If a student is late for class, it is the student's responsibility to notify the instructor they are present during a break. Attendance is vital to student engagement and learning. Nursing coursework requires active participation. If a student must be absent for any reason, it is the student's responsibility to reach out to the instructor for missed assignments. Per the College of the Mainland student handbook, if a student reaches 3 absences, counseling forms will be given, and the instructor has the right to drop student from course.

**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.

<b>Student Learner Outcome</b>	<b>Maps to Core Objective</b>	<b>Assessed via this Assignment</b>
Demonstrate safe, evidence-based clinical judgment and care management for adult patients with complex health needs through analysis of pathophysiology and prioritized nursing interventions.	<b>EPSLO # 1 and #4</b>	HESI ICU HESI – CJMM prioritize hypothesis  Unit exams and comprehensive final on complex and critical health needs  EAQs, Lessons, and Uworld assignments
Utilize the nursing process to plan, implement, and evaluate individualized, evidence-based care for adult patients and families across diverse healthcare settings to support optimal wellness and disease management.	<b>EPSLO #1 and #6</b>	Discussion board #1 topic on Clinical Judgement in High-acuity nursing care  HESI ICU HESI – CJMM take action  Unit exams and comprehensive final on complex and critical health needs  EAQs, Lessons, and Uworld assignments
Apply critical thinking, problem-solving, and clinical judgment to perform advanced nursing skills safely and	<b>EPSLO #1 and #4</b>	Discussion board #2 topic on Managing Complex Conditions with Clinical Judgment

effectively while managing complex adult health conditions.		<p>HESI ICU HESI – Client needs health promotion and maintenance</p> <p>Unit exams and comprehensive final on complex and critical health needs</p> <p>EAQs, Lessons, and Uworld assignments</p>
Integrate knowledge of pharmacokinetics, pharmacodynamics, and safe medication administration principles to ensure physiological integrity in the treatment of adult patients with complex health conditions.	<b>EPSLO #1 and #4</b>	<p>Pharmacology and medication administration engagement activities</p> <p>HESI ICU HESI – Nursing concepts clinical judgement-clinical decision-critical thinking</p> <p>Unit exams and comprehensive final on complex and critical health needs</p> <p>EAQs, Lessons, and Uworld assignments</p>
Demonstrate the role of the associate degree nurse in providing holistic care that addresses the psychosocial, emotional, and physical needs of adult patients with complex health conditions and their families.	<b>EPSLO #2 and #5</b>	<p>Discussion board #3 topic on the nursing profession and holistic measures to address self-care, resilience, AI use, and burn out.</p> <p>HESI ICU HESI – QSEN culture of Safety and Safety monitoring and Client needs Psychosocial integrity</p> <p>Unit exams and comprehensive final on complex and critical health needs</p>

		EAQs, Lessons, and Uworld assignments
Demonstrate effective, therapeutic communication and culturally respectful care when collaborating with diverse adult patients, families, and members of the healthcare team.	<b>EPSLO #2 and #3</b>	<p>All discussion boards reply to peers portion of rubric</p> <p>HESI ICU HESI – QSEN effective Communication</p> <p>Unit exams and comprehensive final on complex and critical health needs</p> <p>EAQs, Lessons, and Uworld assignments</p>

**Academic Dishonesty:** Please see College of the Mainland Student Handbook and the Nursing Student Handbook for Academic Integrity policies.

**Plagiarism:** See the Behavior/Conduct policy in the Nursing Student Handbook. *Use of AI products such as: ChatGPT, Otter AI, POE, Claude, Copilot, Grammarly, etc. should only be used for guidelines, explanations/studying, or correcting grammar errors. Any use other than what is said in this syllabus will result in disciplinary actions and zero on assignment. All assignments are put through Turnit In or Grammarly to assess AI use and plagiarism. A Turnit In score of less than 25% is required.*

**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 at rfano@com.edu

**Course outline:** Please see course calendar on D2L; Units are in Appendix A

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## Institutional Policies and Guidelines

**Grade Appeal Process: Concerns** about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook [https://www.com.edu/student-services/docs/Student\\_Handbook\\_2024-2025\\_v2.pdf](https://www.com.edu/student-services/docs/Student_Handbook_2024-2025_v2.pdf). *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.*

**Academic Success & Support Services:** College of the Mainland is committed to providing students 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> 8-week session is October 1. The last date to withdraw from the 16-week session is November 14. The last date to withdraw for the 2<sup>nd</sup> 8-week session is November 25.

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

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

### **Resources to Help with Stress:**

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at [deanofstudents@com.edu](mailto:deanofstudents@com.edu) or [communityresources@com.edu](mailto:communityresources@com.edu).



**Nondiscrimination Statement:**

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

## **Appendix A**

### **Unit 1: Shock, Sepsis, Systemic Inflammatory Response Syndrome (SIRS), & Multi-Organ Dysfunction Syndrome (MODS)**

#### **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

#### Learning Activities

- NurseThink notebook/note taking.
- Conceptual Clinical Cases

#### Recommended Reading / Activities

- Bristol, T. J., Herrman, J. W., & Stephenson, W. (2019). NurseThink for students NCLEX-RN conceptual review guide: Shock and DIC
- Bristol, T. J., & Sherrill, K. J. (2019). NurseThink for students: The notebook (3<sup>rd</sup> Ed.). **DIC –Cardiogenic Shock; Hypovolemic Shock; Septic Shock; Septicemia.**
- Harding, M., Kwong, J., Roberts, D., Hagler, D., Reinisch, C. (2023). Lewis's Medical-surgical nursing: Assessment and management of clinical problems (12th Ed.). St. Louis: Elsevier. (Previously required) **Chapter 42– Shock, Sepsis, and Multiple Organ Dysfunction syndrome; Chapter 34 – DIC (pp738)**
- Urden, L. D., Stacy, K. M., Lough, M. E. (2024). Priorities in critical care nursing (9<sup>th</sup> Ed.): **Chapter 26 – Shock, Sepsis, and Multiple Organ Dysfunction syndrome; Chapter 27 Hematologic Disorders**

## **Unit 2: Hemodynamic Monitoring and Circulatory Assistive Devices**

### **Unit Student Learning Outcomes**

Upon completion of this unit, the student will:

1. Examine the pathophysiology and clinical management of adult patients with hemodynamic monitoring and circulatory assistive devices.
2. Apply the nursing process in the care of adult patients with burns and malignant skin problems 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 hemodynamic monitoring and circulatory assistive devices.
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 hemodynamic monitoring and circulatory assistive devices.
5. Examine the roles of the associate degree nurse in caring for adult patients with hemodynamic monitoring and circulatory assistive devices 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 hemodynamic monitoring and circulatory assistive devices.
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 hemodynamic monitoring and circulatory assistive devices.

#### **Learning Content**

- I. Cardiac Cycle
  - A. Systole
  - B. Diastole
- II. Hemodynamic monitoring
  - A. Cardiac output normal
  - B. Cardiac index normal
  - C. Stroke Volume normal
  - D. Preload
  - E. Afterload
  - F. Contractility
- III. Devices Used for Hemodynamic Monitoring
  - A. Arterial BP
  - B. Central Venous Catheter
  - C. Pulmonary artery flow-directed catheter (Swan-Ganz)

- D. Nursing and Interprofessional Management: Arterial line and waveform
  - E. Nursing and Interprofessional Management: Central venous pressure and waveform
  - F. Nursing and Interprofessional Management: Swan-Ganz and waveform
  - G. Emotional Psychologic Needs of Patients and Caregivers
  - H. Special Needs of Nurses
- IV. The role of the nurse in quality and safety monitoring.

#### **Learning Activities**

- NurseThink notebook/note taking.
- Conceptual Clinical Cases
- In class hands-on simulation/skills activities

#### **Recommended Reading / Activities**

- Bristol, T. J., Herrman, J. W., & Stephenson, W. (2019). NurseThink for students NCLEX-RN conceptual review guide: **Chapter 19: Role of the Nurse in Quality and Safety, pp. 521 – 525.**
- Bristol, T. J., & Sherrill, K. J. (2019). NurseThink for students: The notebook (3<sup>rd</sup> Ed.). **Safety: Central Line, (Pulmonary Artery Catheter as this is also a Central Line).**
- Harding, M., Kwong, J., Roberts, D., Hagler, D., Reinisch, C. (2023). Lewis's Medical-surgical nursing: Assessment and management of clinical problems (11<sup>th</sup> Ed.). St. Louis: Elsevier. (Previously required) **Chapter 35–Hemodynamic monitoring.**
- Urden, L. D., Stacy, K. M., Lough, M. E. (2024). Priorities in critical care nursing (9<sup>th</sup> Ed.): **Chapter 10 – Cardiovascular clinical assessment and diagnosis, and Ch 12 – Cardiovascular therapeutic management.**

## **Unit 3: Emergency and Disaster Nursing Environmental Emergencies: Family & Interpersonal Violence (IPV), Violence in the Workplace**

### **Unit Student Learning Outcomes**

Upon completion of this unit, the student will:

1. Examine the pathophysiology and clinical management of adult patients in emergency and disaster nursing, environmental emergencies, family and IPV.
2. Apply the nursing process in the care of adult patients in emergency and disaster nursing, environmental emergencies, family and IPV 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 in emergency and disaster nursing, environmental emergencies, family and IPV.
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 in emergency and disaster nursing, environmental emergencies, family and IPV.
5. Examine the roles of the associate degree nurse in caring for adult patients in emergency and disaster nursing, environmental emergencies, family and IPV.
6. Utilize effective communication with culturally and spiritually diverse adult patients, their families, and members of the health care team in emergency and disaster nursing, environmental emergencies, family and IPV.
7. Apply principles of patient care management in the care of adult patients in emergency and disaster nursing, environmental emergencies, family and IPV.
8. Apply principles of patient safety in the care of adult patients with complex healthcare needs and their families in emergency and disaster nursing, environmental emergencies, family and IPV.
9. Utilize clinical data and current literature as a basis for decision making in the care of adult patients in emergency and disaster nursing, environmental emergencies, family and IPV.
10. Examine the role of the nurse in recognizing and addressing workplace violence.

### **Learning Content**

- I. Violence – Nursing & Interprofessional Management
  - A. Abuse, Rape, and Sexual Assault
  - B. Workplace Violence
- II. Care of the Emergency Patient – Nursing & Interprofessional Management
  - A. Triage
  - B. Primary Survey
  - C. Secondary Survey
  - D. Acute Care & Evaluation
  - E. Cardiac Arrest
  - F. Death in the ER

- III. Environmental Emergencies – Nursing and Interprofessional Management
  - A. Heat related emergencies.
  - B. Cold related emergencies
  - C. Submersion injuries
  - D. Stings and bites
  - E. Poisoning
- IV. Mass Casualty Incidents / Terrorism – Nursing and Interprofessional Management

#### Learning Activities

- NurseThink notebook/note taking.
- Conceptual Clinical Cases

#### Recommended Reading / Activities

- Bristol, T. J., Herrman, J. W., & Stephenson, W. (2019). NurseThink for students NCLEX-RN conceptual review guide: **p. 430 – Trauma: Abuse, rape, and sexual assault. Crisis Management**
- Harding, M., Kwong, J., Roberts, D., Hagler, D., Reinisch, C. (2023). Lewis's Medical-surgical nursing: Assessment and management of clinical problems (11th Ed.). St. Louis: Elsevier. (Previously required) **Chapter 58 - Sexual Assault – pp 1431; Chapter 21 – Emergency and Disaster Nursing**

## Unit 4: Cardiac Dysrhythmias (Problems of Perfusion)

### Unit Student Learning Outcomes

Upon completion of this unit, the student will:

1. Examine the pathophysiology and clinical management of adult patients with dysrhythmias.
2. Apply the nursing process in the care of adult patients with dysrhythmias 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 dysrhythmias.
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 dysrhythmias.
5. Examine the roles of the associate degree nurse in caring for adult patients with dysrhythmias 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 dysrhythmias

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 dysrhythmias and their families.

#### **Learning Content**

- I. 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
    - i. Myocardial Infarction: ST-Elevation and Non-ST-Elevation
    - ii. Sudden Cardiac Death
    - iii. Nursing and Interprofessional Management: Sudden Cardiac Death
  - F. Syncope
  - G. Nursing and Interprofessional Management: Restrictive Cardiomyopathy

#### **Learning Activities**

- NurseThink notebook/note taking.
- Conceptual Clinical Cases
- Guest lecture!! (Cath lab nurse)

#### **Recommended Reading / Activities**

- Bristol, T. J., & Sherrill, K. J. (2019). NurseThink for students: The notebook (3<sup>rd</sup> Ed.). **Blank pages 451 & 453: Label “Tachy Dysrhythmias” and “Brady Dysrhythmias”**
- Harding, M., Kwong, J., Roberts, D., Hagler, D., Reinisch, C. (2023). Lewis’s Medical-surgical nursing: Assessment and management of clinical problems (12th Ed.). St. Louis: Elsevier. (Previously required). **Chapter 37 (ST elevation & non-ST elevation Myocardial infarction, dysrhythmias); Chapter 39– Dysrhythmias**
- Lilley, L., Rainforth., Collins, S., & Snyder, J. (2017). Pharmacology and the nursing process (9th Ed.). Elsevier, Inc.: St. Louis, MO. (Previously required). **Chapter 25 – Antidysrhythmic Drugs**
- Urden, L. D., Stacy, K. M., Lough, M. E. (2024). Priorities in critical care nursing (9<sup>th</sup> Ed.): **Chapter 11 – Cardiovascular Diagnostic Procedures (Electrocardiography); Chapter 12 – Cardiovascular Therapeutic Management**



## **Unit 5: Lower Respiratory and Airway Problems**

### **Unit Student Learning Outcomes**

Upon completion of this unit, the student will:

1. Examine the pathophysiology and clinical management of adult patients with lower respiratory and airway problems.
2. Apply the nursing process in the care of adult patients with lower respiratory and airway problems, 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 lower respiratory and airway problems.
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 lower respiratory and airway problems.
5. Examine the roles of the associate degree nurse in caring for adult patients with lower respiratory and airway problems 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 adults with lower respiratory and airway problems.
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 lower respiratory and airway problems.

#### **Learning Content**

- I. Problems of Trachea and Larynx
  - A. Airway Obstruction
- II. 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
- III. Restrictive Respiratory Disorders
  - A. Pleural Effusion
    - i. Thoracentesis
  - B. Pleurisy
  - C. Atelectasis
- IV. Vascular Lung Disorders

- A. Pulmonary Embolism
  - B. Pulmonary Edema
  - C. Nursing Management: Pulmonary Embolism & Pulmonary Edema
- V. 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
- VI. Artificial Airways
- VII. Nursing and Interprofessional Management: Artificial Airway
- VIII. Mechanical Ventilation
  - A. Legal / Ethical Dilemmas
- IX. Acute Respiratory Failure
- X. Nursing and Interprofessional Management: Acute Respiratory Failure
- XI. Acute Respiratory Distress Syndrome
- XII. Nursing and Interprofessional Management: Acute Respiratory Distress Syndrome

#### Learning Activities

- NurseThink notebook/note taking.
- Conceptual Clinical Cases

#### Recommended Reading / Activities

- Bristol, T. J., Herrman, J. W., & Stephenson, W. (2019). NurseThink for students NCLEX-RN conceptual review guide: **p. 80 – Pulmonary Embolism; p. 176 – Chest trauma/pneumothorax; p. 178 – acute respiratory distress syndrome (ARDS); p. 184 – Pulmonary Hypertension**
- Bristol, T. J., & Sherrill, K. J. (2019). NurseThink for students: The notebook (3<sup>rd</sup> Ed.). **Chest Tubes; Oxygenation; pneumonia; pulmonary embolism; pulmonary hypertension; Concept Respiration / oxygenation / gas exchange; severe acute respiratory syndrome; tracheostomy**
- Harding, M., Kwong, J., Roberts, D., Hagler, D., Reinisch, C. (2023). Lewis's Medical-surgical nursing: Assessment and management of clinical problems (12th Ed.). St. Louis: Elsevier. (Previously required) **Chapter 28 – Mechanical ventilation and artificial airways; Chapter 30 – Lower Respiratory Problems (Read pages associated with Learning Content); Chapter 32– Acute Respiratory Failure and Acute Respiratory Distress Syndrome**

- Urden, L. D., Stacy, K. M., Lough, M. E. (2024). Priorities in critical care nursing (9<sup>th</sup> Ed.): **Chapter 14 – Pulmonary Disorders; Chapter 15 – Pulmonary Therapeutic Management**

## **Unit 6: Acute Alterations of the Vascular Circulation / Perfusion / Clotting**

### **Unit Student Learning Outcomes**

Upon completion of this unit, the student will:

1. Examine the pathophysiology and clinical management of adult patients with Acute Alterations of the Vascular Circulation / Perfusion / Clotting / Inflammatory and Structural Heart Disorders
2. Apply the nursing process in the care of adult patients with Acute Alterations of the Vascular Circulation / Perfusion / Clotting / Inflammatory and Structural Heart Disorders
3. , including their families in primary, secondary and tertiary settings to achieve, improve, or maintain an optimal level of wellness.
4. 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 Alterations of the Vascular Circulation / Perfusion / Clotting/ Inflammatory and Structural Heart Disorders
5. 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 Alterations of the Vascular Circulation / Perfusion / Clotting/ Inflammatory and Structural Heart Disorders
6. Examine the roles of the associate degree nurse in caring for adult patients Acute Alterations of the Vascular Circulation / Perfusion / Clotting/ Inflammatory and Structural Heart Disorders including their families.
7. Synthesize 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 with Acute Alterations of the Vascular Circulation / Perfusion / Clotting/ Inflammatory and Structural Heart Disorders
9. Apply principles of patient safety in the care of adults with complex healthcare needs and their families.
10. Utilize clinical data and current literature as a basis for decision making in the care of adult patients with lower Acute Alterations of the Vascular Circulation / Perfusion / Clotting/ Inflammatory and Structural Heart Disorders

#### **Learning Content**

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

- III. Acute Pericarditis
  - A. Nursing Management: Acute Pericarditis
- IV. Stroke
  - A. Acute Ischemic Stroke
  - B. Acute Hemorrhagic Stroke
  - C. Nursing Management: Acute Ischemic & Hemorrhagic Stroke

#### Learning Activities

- NurseThink notebook/note taking.
- Conceptual Clinical Cases

#### Recommended Reading / Activities

- Bristol, T. J., Herrman, J. W., & Stephenson, W. (2019). NurseThink for students NCLEX-RN conceptual review guide: **p. 76 – Stroke – Cerebrovascular Accident (CVA).**
- Bristol, T. J., & Sherrill, K. J. (2019). NurseThink for students: The notebook (3<sup>rd</sup> Ed.). **p. 451 (Blank Page) Aortic Aneurysm; Embolic (Ischemic) Stroke; Hemorrhagic Stroke.**
- Harding, M., Kwong, J., Roberts, D., Hagler, D., Reinisch, C. (2023). Lewis's Medical-surgical nursing: Assessment and management of clinical problems (12th Ed.). St. Louis: Elsevier. (Previously required) **Chapter 41 - Vascular Disorders: Aortic Aneurysms; Aortic Dissection; Chapter Acute Pericarditis-; Chapter 62 - Stroke**
- Lilley, L., Rainforth., Collins, S., & Snyder, J. (2017). Pharmacology and the nursing process (9th Ed.). Elsevier, Inc.: St. Louis, MO. (Previously required). **Chapter 26 – Coagulation Modifier Drugs**
- Urden, L. D., Stacy, K. M., Lough, M. E. (2024). Priorities in critical care nursing (9<sup>th</sup> Ed.): **Chapter 17.**

## Unit 7: Acute Intracranial Problems

### Unit Student Learning Outcomes

Upon completion of this unit, the student will:

1. Examine the pathophysiology and clinical management of adult patients with acute intracranial problems.
2. Apply the nursing process in the care of adult patients with acute intracranial 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 acute intracranial problems.
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 patient's acute intracranial problems.
5. Examine the roles of the associate degree nurse in caring for adult patients with acute intracranial problems 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 intracranial problems.
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 intracranial problems.
10. Discuss ethical/legal issues related to the care of adult patients with acute intracranial problems and their families.
11. Examine health care and financial resources available to assist culturally diverse adult patients with acute intracranial problems.

#### **Learning Content**

- I. Intracranial Regulation – Interprofessional Care, Pharmacologic and Nursing Management
  - A. Increased Intracranial Pressure
  - B. Head Injury
    - i. Traumatic Brain Injury
  - C. Brain Tumors
  - D. Cranial Surgery
- II. Inflammatory Conditions of the Brain – Interprofessional Care, Pharmacologic and Nursing Management
  - A. Bacterial meningitis
  - B. Viral Meningitis
  - C. Brain Abscess
  - D. Encephalitis

#### **Learning Activities**

- NurseThink notebook/note taking.
- Conceptual Clinical Cases

#### **Recommended Reading / Activities**

- Bristol, T. J., Herrman, J. W., & Stephenson, W. (2019). NurseThink for students NCLEX-RN conceptual review guide: **p. 76 – Stroke – Cerebrovascular Accident (CVA).**

- Bristol, T. J., & Sherrill, K. J. (2019). NurseThink for students: The notebook (3<sup>rd</sup> Ed.). **Embolic (Ischemic) Stroke; Hemorrhagic Stroke; Meningitis / Encephalitis; Increased Intracranial Pressure**
- Harding, M., Kwong, J., Roberts, D., Hagler, D., Reinisch, C. (2023). Lewis's Medical-surgical nursing: Assessment and management of clinical problems (12th Ed.). St. Louis: Elsevier. (Previously required)
- **Chapter 61 – Acute Intracranial Problems; Chapter 62- Stroke**
- Lilley, L., Rainforth., Collins, S., & Snyder, J. (2017). Pharmacology and the nursing process (9th Ed.). Elsevier, Inc.: St. Louis, MO. (Previously required). **Chapter 26 – Coagulation Modifier Drugs; Chapter 11 – pp.169 Moderate sedation drugs, pp. 172-176 Neuromuscular Blocking Drugs; Chapter 12 – Benzodiazepines and Miscellaneous hypnotic drugs**
- Urden, L. D., Stacy, K. M., Lough, M. E. (2024). Priorities in critical care nursing (9<sup>th</sup> Ed.): **Chapter 16: Neurologic Clinical Assessment & Diagnostic Procedures; Chapter 17: Neurologic Disorders and Therapeutic Management**

## **Unit 7a: Spinal Cord, Peripheral Nerve Problems**

### **Unit Student Learning Outcomes**

Upon completion of this unit, the student will:

1. Examine the pathophysiology and clinical management of adult patients with spinal cord and peripheral nerve problems.
2. Apply the nursing process in the care of adult patients with spinal cord, peripheral nerve problems, and seizure 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 spinal cord and peripheral nerve problems.
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 spinal cord, peripheral nerve problems.
5. Examine the roles of the associate degree nurse in caring for adult patients, and their families, with spinal cord, peripheral nerve problems.
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 spinal cord

and peripheral nerve problems.

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 spinal cord and peripheral nerve problems.
10. Discuss ethical/legal issues related to the care of adult patients, and their families with spinal cord, peripheral nerve problems.
11. Examine health care and financial resources available to assist culturally diverse adult patients with spinal cord and peripheral nerve problems.

#### Learning Content

- I. Spinal Cord & Peripheral Nerve Problems- Interprofessional Care, Pharmacologic and Nursing Management
  - a. Spinal Cord Injury
  - b. Spinal Cord Tumors
  - c. Polyneuropathies
    - i. Guillain-Barre Syndrome

#### Learning Activities

- NurseThink notebook/note taking.
- Conceptual Clinical Cases

#### Recommended Reading / Activities

- Bristol, T. J., Herrman, J. W., & Stephenson, W. (2019). NurseThink for students NCLEX-RN conceptual review guide: **p. Guillain-Barre' Syndrome (GBS); p. 360 p.; p. 378 Spinal Cord Injury**
- Bristol, T. J., & Sherrill, K. J. (2019). NurseThink for students: The notebook (3<sup>rd</sup> Ed.); **Guillain-Barre' Syndrome; Myasthenia Gravis**
- Harding, M., Kwong, J., Roberts, D., Hagler, D., Reinisch, C. (2023). Lewis's Medical-surgical nursing: Assessment and management of clinical problems (12th Ed.). St. Louis: Elsevier. (Previously required)
- **Chapter 65, Spinal Cord and Peripheral Nerve Problems.**
- Urden, L. D., Stacy, K. M., Lough, M. E. (2024). Priorities in critical care nursing (9<sup>th</sup> Ed.): **Chapter 16: Neurologic Clinical Assessment & Diagnostic Procedures; Chapter 17: Neurologic Disorders and Therapeutic Management**

## **Unit 8: 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 patients 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
  - A. Lung Transplantation
  - B. Kidney Transplantation
  - C. Liver Transplantation
- III. Graft-Versus-Host Disease

### **Learning Activities**



- NurseThink notebook/note taking.
- Conceptual Clinical Cases
- Guest Speaker – liver and Kidney transplant patient.

#### **Recommended Reading / Activities**

- CDC Links (see Brightspace course)
- Bristol, T. J., Herrman, J. W., & Stephenson, W. (2019). NurseThink for students NCLEX-RN conceptual review guide: **Chapter 7 (pp. 93-99 and pp. 124-125)**
- Bristol, T. J., & Sherrill, K. J. (2019). NurseThink for students: The notebook (3<sup>rd</sup> Ed.). **Infection; Healthcare-Associated Infections); (MRSA); (VRE).**
- Harding, M., Kwong, J., Roberts, D., Hagler, D., Reinisch, C. (2023). Lewis's Medical-surgical nursing: Assessment and management of clinical problems (12th Ed.). St. Louis: Elsevier. **Chapter 14**
- Urden, L. D., Stacy, K. M., Lough, M. E. (2024). Priorities in critical care nursing (9<sup>th</sup> Ed.): **(c-reactive protein), (CLABSI)**

## **Unit 9: Integumentary Problems and Burns**

### **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 problems.
2. Apply the nursing process in the care of adult patients with burns and malignant skin problems 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 problems.
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 Problems.
5. Examine the roles of the associate degree nurse in caring for adult patients with burns and malignant skin Problems 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 Problems.

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 problems.

#### **Learning Content**

- I. Health Promotion
- II. Skin Grafts
- III. 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
- IV. Fluids and Electrolytes

#### **Learning Activities**

- NurseThink notebook/note taking.
- Conceptual Clinical Cases

#### **Recommended Reading / Activities**

- Bristol, T. J., Herrman, J. W., & Stephenson, W. (2019). NurseThink for students NCLEX-RN conceptual review guide: **Chapter 14 (pp. 396-403)**
- Bristol, T. J., & Sherrill, K. J. (2019). NurseThink for students: The notebook (3<sup>rd</sup> Ed.). **Acute Pain; Burns**
- Harding, M., Kwong, J., Roberts, D., Hagler, D., Reinisch, C. (2023). Lewis's Medical-surgical nursing: Assessment and management of clinical problems (12th Ed.). St. Louis: Elsevier. (Previously required) **Chapter 26 – Burns**
- Urden, L. D., Stacy, K. M., Lough, M. E. (2024). Priorities in critical care nursing (9<sup>th</sup> Ed.): **Chapter 25 – Burns**

## **Unit 10: 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. 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
- II. Acute Complications of Diabetes Mellitus
  - A. Diabetic Ketoacidosis
  - B. Hyperosmolar Hyperglycemic Syndrome

#### **Learning Activities**

- NurseThink notebook/note taking.
- Conceptual Clinical Cases

**Recommended Reading / Activities**

- Bristol, T. J., Herrman, J. W., & Stephenson, W. (2019). NurseThink for students NCLEX-RN conceptual review guide: **p. 296-297, 300, 306-307, 320-323 – DKA, HHS, SIADH, DI**
- Harding, M., Kwong, J., Roberts, D., Hagler, D., Reinisch, C. (2023). Lewis's Medical-surgical nursing: Assessment and management of clinical problems (11th Ed.). St. Louis: Elsevier. (Previously required) **Chapter 54 – SIADH and DI pp1326-1328; Chapter 53 – DKA and HHS**