



RNSG-1341-101CL-FA2024
Common Concepts of Adult Health
Fall 2024
Tuesdays 08:00-10:00 then 10:30-1:30pm
STEAM 120

Instructor Information:

Genevieve Onyirioha DNP, RN, CMSRN, gonyirioha@com.edu, 409-933-8279

Student hours and location:

Mondays 9:00am - 2:30pm - STEAM 225-5

Tuesday 2:00 – 4:00pm - STEAM 225-5

Thursday 10:00 - 12:00pm - STEAM 225-5

“Jay” Ketcherside, II, MSN, RN, bketcherside@com.edu, 409-933- 8137

Student hours and location:

Thursday 8:00am – 4:00pm STEAM 225-13

Required Textbook/Materials:

Bristol, T., Sherrill, K (2019). NurseThink for Students: The Notebook, 3rd (or latest) edition. Waconia: NurseTim, Inc. (Student Success Bundle)

Bristol, T., Sherrill, K (2019). NCLEX Conceptual Review Guide. Waconia: NurseTim, Inc. (Student Success Bundle)

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

CJSim – Next Gen NCLEX Sim. Waconia: NurseTim,

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

Elsevier (2017). HESI Comprehensive Review for the NCLEX-RN Examination, 5th edition. St. Louis: Elsevier, Inc.

Elsevier (2017). HESI RN Patient Review. 1st Edition. St. Louis: Elsevier, Inc.

Harding, M., et al. (2023) Sherpath Quizzing for Medical-surgical nursing: Assessment and management of clinical problems, 12th edition. St. Louis: Elsevier, Inc.*

Harding, M., Kwong, J., Roberts, D., Hagler, D., Reinisch, C. (2023). Medical-Surgical Nursing: Assessment and Management of Clinical Problems, 12th Edition. St. Louis: Elsevier, Inc. (This is included in Sherpath Med/Surg)

Recommended

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

Silvestri, A. (2017). Saunders comprehensive review for the NCLEX-RN examination (7th ed). St. Louis, MO: Elsevier.

*This product is an electronic or online application.

Course Description: Basic integration of the role of the professional nurse as a provider of patient-centered care, patient safety advocate, member of health care team, and member of the profession. Study of the common concepts of caring for adult patients and families with medical-surgical health care needs related to body systems, emphasizing knowledge, judgment, skills, and professional values within a legal/ethical framework. This course lends itself to a blocked approach. (Credit 3: Lecture 2, Lab 3) (16-week course, 80 contact hours)

Course requirements:

1. **Unit exams (4):** Assess knowledge and application of incremental course content. Timed unit exams will use 50 multiple choices, multiple answer, and alternative style (NextGen) test questions as indicated to follow NCLEX-RN testing format. If a student receives a grade below 75% on any exam, he/she should schedule a counseling appointment with the instructor to complete remediation. The Unit exam average (75% rule) will need to be 75% or greater in order to pass the class.

2. **Comprehensive Assessment exam (1):** Assesses overall knowledge and application of complete course content. The timed exam will use multiple choice, multiple answer, and alternative style (Next Gen) test questions as indicated to follow NCLEX-RN testing format. If a student receives a grade below 75% on that exam, he/she should schedule a counseling appointment with the department remediation counselor. This test is 10% of the final grade.

3. **Pharmacology Lessons (Sherpath):** Assesses knowledge and application of selected pharmacologic content integrated within the program. Students will complete lessons as assigned, each due at midnight on the assigned deadline. The lessons are multi-media, mixing quizzes and videos and other materials over a single drug class. Students will complete two a week until the pharmacology topics are exhausted for this semester. The grade of these lessons will be averaged and are 10% of the final grade.

4. **Professionalism:** Students will receive professionalism points each day that will result in 10% of their final grade. Students will receive one point each class day for the following ten priorities for the professional nurse:

a. – **Student** is present for class (if student is absent, they lose all ten points for that day). If a student is asked to leave the classroom for disruptive behavior, they will lose all ten points for the rest of the day. Students may receive other sanctions for attendance/tardiness per college and department guidelines.

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

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

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

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

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

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

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

I. **Focus & Attention** – student focuses on classroom and team activities throughout the classroom time. Students browsing internet or any phone activity 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 period.

Students are eligible for ten points per classroom/lab/testing day for a maximum of 310 points.

5. **Special/Group Project** – Professional Paper/Power Point Presentation: Students will complete a paper on professional nursing competencies and how they can affect a common health problem. This will account for 10% of the final grade. See appendix C. The presentation will be compiled in professional APA format. Student collaboration is very important, if a student did not participate or is absent on the presentation day, the student will lose **100%** of the project grade and **50%** of professionalism grade.

Content and PPP will be uploaded in D2L under “Group Presentation” tab. See Rubric.

6. **EAQs** - Assesses knowledge and application of content integrated within the course. Students will complete quizzes as assigned in the syllabus. No make for any assignment missed. The quizzes are multiple choice, multiple answer, and alternative-style questions.

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

Determination of Course Grade/Detailed Grading Formula:

Grading Scale

- A = 90 -100.00
- B = 80 -89.99
- C = 75 -79.99*
- D = 60 – 74.99
- F = <60

Grade Calculation

All assignments, including pass/fail, must be submitted to pass the course. The exam average must be at least 75% before non-examination assignment grades are calculated into the final course grade. See Grade Determination & Calculation in the Nursing Student Handbook.

Assignment	%
Unit Exam 1*	12.5%
Unit Exam 2*	12.5%
Unit Exam 3*	12.5%
Unit Exam 4*	12.5%
Comprehensive Assessment Exam 10%*	10%
Exam Subtotal* (75% Exam Rule Average)	60%
Sherpath Pharmacology lessons	10%
Group Project EBP Presentation	10%
EAQ	10%
Professionalism Grade	10%
Other Subtotal	40%
**Weighted Grade Total	100%
* ≥ 75% exam average required to pass the course **Weighted assignments calculated only after 75% exam average met	

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

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

Attendance Policy:

See the Attendance Policy in the Nursing Student Handbook.

Communicating with your instructor: ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. (Faculty may add additional statement requiring monitoring and communication expectations via D2L or other LMS)

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. Examine the pathophysiology and clinical management of patients with common health needs.	Outcome 1: Integrate critical thinking when incorporating knowledge from the sciences and humanities in the delivery of professional nursing care	Unit exams and final comprehensive exam Specialty Area topic Score Pathophysiology score Nursing Concepts topic Nursing, subcategory - Clinical Judgment- Clin Decision-Critical Thinking score
Apply the nursing process in the care of adult patients and their families in primary, secondary and tertiary settings to achieve, improve, or maintain an optimal level of wellness.	Outcome 2: Demonstrate principles of collaborative practice within the nursing and interdisciplinary teams fostering mutual respect and shared decision-making to achieve stated outcomes of care.	Unit exams and final comprehensive exams Nursing Process Assessment, Analysis, Interventions, and Evaluation scores topic scores

<p>3. Examine pharmacokinetics, pharmacodynamics, therapeutic actions, side/adverse effects, contraindications, drug and dietary interactions, precautions, and routes of administration of relevant medications used in treatment of patients with common health needs.</p>	<p>Outcome 3: Practice beginning leadership skills to include effective delegation; collaboration with the patient, family, and members of the health care team; coordination of safe, effective, caring, evidence-based, and therapeutic patient-centered care; and integration of knowledge from the humanities, nutrition, pharmacology, and the psychosocial, biological, and nursing sciences.</p>	<p>Unit exams and final comprehensive exams Physiological Integrity: Pharm & Parenteral Tx score Fundamentals: Med Administration score</p>
<p>4. Examine the roles of the associate degree nurse in caring for adult patients with common health needs and their families.</p>	<p>Outcome 3: Practice beginning leadership skills to include effective delegation; collaboration with the patient, family, and members of the health care team; coordination of safe, effective, caring, evidence-based, and therapeutic patient-centered care; and integration of knowledge from the humanities, nutrition, pharmacology, and the psychosocial, biological, and nursing sciences.</p>	<p>Unit exams and final comprehensive exams QSEN topics of Dimensions of Patient Care, Teamwork and Collaboration (Members of the team, Scope of practice and Systems/Team Functions)</p>

<p>5. Utilize effective communication with culturally and spiritually diverse adult patients, their families, and members of the health care team.</p>	<p>Outcome 5: Incorporate principles of effective communication and documentation using current nursing technology and informatics in providing patient-centered care.</p>	<p>Unit exams and final comprehensive exam communication scores</p>
<p>6. Identify fundamental principles of patient care management.</p>	<p>Outcome 4: Synthesize principles and techniques of interpersonal communication to implement therapeutic interactions with culturally diverse individuals, families, and groups in a variety of settings.</p>	<p>Unit exams and final comprehensive exams HESI final Collaboration/Managing Care scores</p>
<p>7. Apply principles of patient safety in the common health needs of patients and their families.</p>	<p>Outcome 4: Synthesize principles and techniques of interpersonal communication to implement therapeutic interactions with culturally diverse individuals, families, and groups in a variety of settings.</p>	<p>Unit exams and final comprehensive exam scores Basic Safety Design Principles score</p>
<p>8. Select appropriate principles of teaching and learning for culturally and spiritually diverse patients with common health needs.</p>	<p>Outcome 6: Integrate principles of teaching and learning to organize and plan the teaching of patients, family members, and other health care providers with socioeconomic, cultural, and spiritual diversity.</p>	<p>Unit exams and final comprehensive exam Teaching and Learning-Patient Education scores</p>

9. Utilize clinical data and current literature as a basis for decision making in the care of adult patients with common health needs and their families.	Outcome 5: Incorporate principles of effective communication and documentation using current nursing technology and informatics in providing patient- centered care.	Unit exams and final comprehensive exam QSEN topics Evidence based practice, research and EBP score Safety topics, Nursing informatics score
10. Discuss ethical/legal issues related to the care of adult patients with common health needs and their families.	Outcome 8: Practice the delivery of safe and cost-effective nursing health care according to established evidence- based standards of practice and within legal/ethical standards.	Unit exams and final comprehensive exams QSEN topics Patient centered care topic, ethical legal score.
11. Compare and contrast health care and financial resources available to assist culturally diverse adult patients with common health needs and their families.	Outcome 8: Practice the delivery of safe and cost-effective nursing health care according to established evidence- based standards of practice and within legal/ethical standards.	Unit exams and final comprehensive exam Client needs topics Safe/Effective environment Management of Care

WECM End-of-Course Outcomes

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

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 [insert name and title of direct supervisor] at [phone number/email address].

Plagiarism

Plagiarism is using someone else's words or ideas and claiming them as your own. Plagiarism is a very serious offense. Plagiarism includes paraphrasing someone else's words without giving proper citation, copying directly from a website and pasting it into your paper, using someone else's words without quotation marks. Any assignment containing plagiarized material will receive a **grade of zero** and the

student will be referred to the Office of Student Conduct for the appropriate disciplinary action. Also see the Behavior/Conduct policy in the Nursing Student Handbook.

Avoiding Plagiarism: <http://www.plagiarism.org/>

Institutional Policies and Guidelines

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook [https://www.com.edu/student-services/docs/Student Handbook 2024-2025 v2.pdf](https://www.com.edu/student-services/docs/Student_Handbook_2024-2025_v2.pdf). *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.*

Academic Success & Support Services: College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

ADA Statement: Any student with a documented disability needing academic accommodations is requested to contact:

Kimberly Lachney, Student Accessibility Services Coordinator

Phone: 409-933-8919

Email: AccessibilityServices@com.edu

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 1st 8-week session is October 2. The last date to withdraw from the 16-week session is November 15. The last date to withdraw for the 2nd 8-week session is November 26.

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

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center

who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

Resources to Help with Stress:

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

Nondiscrimination Statement:

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

Course outline:

Unit 1: Fluids and Electrolytes Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

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

Learning Content:

I. Reading assignments

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

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

- A. Fluid Volume Excess

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

Unit 2: Disruptive Factors of the Genitourinary System
Part I: Renal Urinary System
Part II: Reproductive System

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

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

Learning Content:

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

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

Unit 3: Disruptive Factors of the Immune System

I. Inflammation

II. Immune responses

III. Integumentary

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

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

Learning content:

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

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

Unit 4: Nutrition and Disruptive Factors of the Gastrointestinal System
Part I – Nutrition & Malnutrition (including Obesity)
Part II – Gastrointestinal System

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

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

Learning Content

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

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

Unit 5: Disruptive Factors of the Circulatory System

Part I: Respiratory

Part II: Cardiac

Part III: Vascular

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

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

Learning Content

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

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

Unit 6: Disruptive Factors of the Endocrine System

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

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

Learning content:

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

Unit 7: Disruptive Factors related to Movement and Coordination (Neurosensory and Musculoskeletal Systems)

Part I: Neurological

Part II: Musculoskeletal

Part III: Pain

Part IV: Sensory

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

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

Learning Content

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

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

**Unit 8: The Perioperative Experience Part I: Pre-operative
Part II: Intraoperative (limited)
Part III: Post-operative**

Unit Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Utilize knowledge and principles from the humanities and the psychosocial, biological, and nursing sciences as the foundation for professional nursing practice in care for adult patients and their families with perioperative health needs.
2. Examine the pathophysiology and clinical management of adult patients and their families with perioperative health needs.
3. Examine the roles of the associate degree nurse in caring for adult patients and their families with perioperative health needs.
4. Examine fundamental principles of patient care management in adult patients and their families with perioperative health needs.
5. Apply the nursing process in the care of patients and their families in primary, secondary, and tertiary settings to achieve, improve, or maintain an optimal level of wellness for adults' patients and their families with perioperative health needs.
6. Examine pharmacokinetics, pharmacodynamics, therapeutic actions, side/adverse effects, contraindications, drug and dietary interactions, precautions, and routes of administration of relevant medications used in treatment of medical diagnoses when caring for adult patients and their families with perioperative health needs.
7. Utilize critical thinking skills to analyze clinical data and current literature as a basis for decision making to apply the nursing process in planning comprehensive care for adult patients and their families with perioperative health needs.
8. Select appropriate principles of teaching and learning for culturally and spiritually diverse patients, their families with and without health alterations, concerning health promotion, maintenance, and restoration in adults' patients and their families with perioperative health needs.
9. Utilize effective communication with culturally and spiritually diverse patients, their families, and members of the health care team in adult patients and their families with perioperative needs.
10. Compare and contrast health care and financial resources available to assist culturally diverse adult patients and their families with perioperative health needs.

Learning content & Activities:

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

Appendix A – Course Calendar

	Wk of	Class - Tuesday 8 -10am & 10:30am – 1:30pm	Facilitators
1	8/20	Class Orientation – Onyirioha/Ketcherside Unit I – F & E, Acid Base, Fluid Balance & Fluid Resuscitation	Ketcherside
2	8/27	Unit 2 – GU system Part 1 & II	Onyirioha
3	9/3	Unit 3 – Immune System 1, II & III	Ketcherside
4	9/10	Exam 1 – Units 1, 2 & 3 Class Activities/Lab after exam	Onyirioha/Ketcherside
5	9/17	Unit 4 – GI system Part 1	Ketcherside
6	9/24	Unit 4 – GI system Part II	Ketcherside
7	10/1	Unit 5 – Circulatory System – Respiratory	Onyirioha
8	10/8	Exam 2 – Units 4 & 5- Respiratory Class Activities/Lab after exam	Onyirioha/Ketcherside
9	10/15	Unit 5 – Circulatory system - Cardiac & Vascular	Onyirioha
10	10/22	Unit 6 - Endocrine	Onyirioha
11	10/29	Unit 7 –Neuro	Ketcherside
12	11/5	Exam 3 – Unit 5, 6 & 7 Class Activities/Lab after exam	Onyirioha/ Ketcherside
13	11/12	Unit 7 – Musculoskeletal, Sensory, Pain	Ketcherside
14	11/19	Unit 8 - Operative Experience	Onyirioha
15	11/26	Exam 4 – Unit 7 & 8 Group Presentations	Onyirioha/ Ketcherside
16	12/3	Comprehensive Final Exam	Onyirioha/Ketcherside

APPENDIX B

Sherpath Weekly Lessons Due Dates

11B: Proton Pump Inhibitors	9/28
Drugs for asthma and COPD	10/5
5A - Diuretics	10/19
Oral anticoagulants	10/19
9A: Diabetic Drugs	10/26
Statins	11/2
5C: Beta Blockers	11/2
5D: Calcium Channel Blockers	11/9
Parenteral anticoagulants	11/16
8A: Nitrates	11/23
Analgesics	11/30
3I: Anti-inflammatory Drugs	11/30

EAQ Weekly Lessons Due Dates

F/E	9/29
GI	10/6
Resp	10/20
HF	10/27
DM	11/3
Neuro	11/10
Sensory	11/17
MS	11/24

APPENDIX C

Professional Nursing Competencies Presentation: **20 minutes**

Students will complete a group paper on the competencies a professional nurse must consider when providing care for a patient with a common health problem. The presentation will refer to a common health care problem discussed during this semester and approved by the clinical facilitator. In the first section, you will discuss how to approach this healthcare problem using evidence-based practice. In the second section, you will discuss legal/ethical issues related to care of the patient with the common health need. In the third section, you will compare and contrast healthcare and financial resources that may assist the patient and their families with this illness.

The presentation must be at least 10-12 slides and must be written in APA format. The presentation will be graded using the rubric below. This assignment is Due by midnight, November 22nd, 2024.

1. Discuss how to approach the care of a patient with a common health need using Evidence-based practice.	25
2. Discuss legal/ethical issues related to care of the patient with the common health need.	25
3. Compare and contrast healthcare and financial resources that may assist the patient and their families with this illness.	25
4. Student Collaboration/Presentation at class.	5
5. Use APA format	5
6. No more than 15 slides (including cover or reference)	5
7. Use minimum of 5 references that are within the last 5yrs	5
8. Presentation is error free (grammar, spelling, punctuation - subtract one point for every error made)	5
Grade	100%

The above information is subject to change without prior notice.

I acknowledge that I have received the syllabus/Course calendar and will be held accountable for its contents.