



**Course Number and Section VNSG 1432-501-CL**  
**Medical Surgical II**  
**Fall 2025**  
**Tuesdays & Wednesdays 0915-1145**

**Instructor Information:**

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STEM 225-19  
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**Required Textbook/Materials:** Elsevier/Evolve electronic book bundle for fall, 2025

**Course Description:** Continuation of Medical-Surgical Nursing I with application of the nursing process to the care of the adult patient experiencing medical-surgical conditions along the health-illness continuum in a variety of health care settings.  
**Prerequisites:** [VNSG 2331](#), [VNSG 1231](#), [VNSG 1236](#), [VNSG 1329](#) and [VNSG 1261](#) with a grade of "C" or better. **Co-requisites:** [VNSG 1234](#), [VNSG 1230](#) and [VNSG 1119](#).

**Course requirements:**

1. **Unit exams (4)** Assess knowledge and understanding of incremental course content. 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. Exams will use multiple choice, multiple answer, and alternative style test questions as indicated to follow NCLEX-PN testing format. If a student receives a grade below 75% on any exam, he/she should schedule a counseling appointment with the instructor.
2. **Comprehensive final exam** that will cover content and material learned over the course of the Medical Surgical II course.
3. **HESI** – A comprehensive assessment that will cover content and material learned over the course of Medical Surgical I and Medical Surgical II.
4. **HESI** – A pre-assessment that is an exit HESI that will help prepare for the NCLEX examination

5. **EAQ (Elsevier Adaptive Quiz) Quizzes & (5) lessons: (5).** Assist students in understanding concentrated units and course concepts necessary for application of the nursing process. Students are encouraged to complete workbook activities for each chapter/unit before attending class and mandatory tutoring to improve learning outcomes and critical thinking skills.
6. **Pre-assessment & modules (10)** – The HESI pre-assessment exit exam will be taken at the beginning of the semester and will identify areas for improvement. There will be 10 modules, due weekly. These are to prepare you for the NCLEX examination.

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

Grading Scale:

A = 90 - 100.00

B = 80 - 89.99

C = 75 - 79.99\*

D = 60 - 74.99

F = < 60

\*A minimum final grade of “C” is required to pass this course. Note: Grades are not rounded.

Assignment	%
Unit Exams 1	12.5%
Unit Exam 2	12.5%
Unit Exam 3	12.5%
Unit Exam 4	12.5%
Comprehensive Final Exam	10%
<b>*Exam Average (<i>must be above 75%</i>)</b>	<b>60%</b>
Sherpath Lessons, (5 @ 2% each)	10%
EAQ quizzes (5 @ 3 % each)	15%
HESI Pre-assessment (1)	2%
HESI modules (10 @ 0.8% each)	8%
HESI – Med Surgical comprehensive	5%
<b>***Other grades total</b>	<b>40%</b>
Weighted Grade Total	100%
<i>* ≥ 75% exam average required to pass the course</i>	
<i>***Weighted assignments calculated only after 75% exam average met</i>	

**Late Assignments:**

Any work that is submitted after the due date will receive an additional 10% reduction in score for each day that it is late.

**Attendance Policy:** See nursing student handbook. *“An absence is defined as missing half or more of a class period. Three or more absences in nursing theory courses will result in written counseling. An instructor-initiated withdrawal may occur if a student continues to be absent after the counseling is given.”* The student is expected to email the instructors if they are going to be absent or tardy for any reason.

**Communicating with your instructor:** ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means.

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. Apply the nursing process to care for patients with medical-surgical conditions.	EPSLO # 3	Case studies, Exams, quizzes
2. Apply clinical reasoning and evidence-based practice	EPSLO #5	Evaluate patient outcomes via quizzes and NCLEX style questions
3.Coordinate Care & Utilize resources	#6	Priority and care NCLEX style exam questions, quizzes

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

**Course outline:**

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**Chapter 8: Care of Patients with Cancer**

**Student Learning Outcomes:**

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

**Theory**

1. Identify the differences between normal cells and cancer cells.
2. Understand the process of cancer metastasis.
3. Understand the genetic, chemical, physical, and infectious processes associated with cancer

development.

4. Understand the implications of cultural and individual factors and race to cancer development.
5. Understand the various classifications of tumors and the TNM staging system.
6. Apply principles of cancer prevention in the care of well populations.
7. Understand the use of different tests in the diagnosis of cancer.
8. Apply knowledge of the stages of the grieving process experienced by a patient dying of cancer to the patient's coping level.

#### Clinical Practice

9. Devise an individualized plan of care for a patient receiving radiation or chemotherapy for cancer treatment.
10. Implement a teaching plan for a patient who has bone marrow suppression from cancer treatment.
11. Evaluate nursing interventions to help a patient cope with the common problems of cancer and its treatment.
12. Apply appropriate nursing interventions to help patients and families cope with the psychological and psychosocial effects of cancer and its treatment.
13. Apply nursing interventions to help cancer patients cope with death and dying.

Learning Activities:

Readings from required and recommended texts.

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

#### Quizzing

Case study reviews.

Critical thinking activities.

Lecture/Discussion

#### Clinical Reasoning Questions Study

Questions

Quizzing

### **Chapter 11: Care of Patients with Immune and Lymphatic Disorders Student Learner Outcomes:**

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

#### Theory

1. Discuss the key differences between primary and acquired immune deficiency disorders.
2. Summarize the ideal actions of therapeutic immunosuppressive drugs.
3. Discuss treatments for individuals who are HIV positive and how pre-exposure prophylaxis reduces the risk of contracting HIV.
4. Compare diagnostic tests for HIV and those used to monitor the immune status of individuals who are HIV positive.
5. Explain opportunistic infections (viral, bacterial, fungal, parasitic) that occur in

patients who are HIV positive.

6. Identify four common disorders or diseases that are caused by autoimmune dysfunction.
7. Compare and contrast the two types of lymphoma, including how they are diagnosed.
8. Explain why the process of diagnosis and treatment for fibromyalgia would be difficult or frustrating for the patient.
9. Construct how an allergic reaction occurs during an excessive immune response.
10. Relate the nurse's role in helping a patient to control allergies.

#### Clinical Practice

11. During a clinical rotation, review the facility's policy for exposure to blood or body fluids from a patient.
12. List nursing measures for the prevention of infection for an immunocompromised patient.
13. Perform data collection on a patient in whom an immune-suppressant disorder is suspected.
14. Review a nursing care plan for a patient who has low immunity.
15. Write nursing interventions for a patient with fibromyalgia.
16. List the usual measures for treating an anaphylactic reaction and locate the necessary emergency equipment on your clinical unit.

#### Learning Activities:

Readings from required and recommended texts.

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

#### Quizzing

Case study reviews. Critical thinking activities. Lecture/Discussion Clinical Reasoning Questions  
Study Questions

#### Chapter 14: Care of Patients with Disorders of the Lower Respiratory System Student Learning Objectives:

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

At the end of this unit:

#### Theory

1. Discuss appropriate nursing care for patients with bronchitis, influenza, pneumonia, empyema, and pleurisy.
2. Choose nursing interventions appropriate for the care of patients with the problem statements Alteration in airway clearance, altered breathing pattern, Altered gas exchange, and Fatigue due to hypoxia.
3. Explain ways a nurse can contribute to prevention and prompt treatment of tuberculosis.
4. Summarize the pathophysiologic changes that occur during an asthma attack.
5. Evaluate problems that occur with aging that may cause a restrictive pulmonary disorder.
6. Describe the specifics of nursing care for a patient who has had thoracic surgery and has chest

tubes in place.

#### Clinical Practice

7. Complete a nursing care plan, including home care, for a patient with chronic obstructive pulmonary disease.
8. Review nursing interventions for a patient with a tracheostomy who is receiving oxygen therapy.
9. Teach a patient how to use a peak flowmeter.
10. Observe a respiratory therapist (RT) who is responsible for a patient on a mechanical ventilator and identify how RTs and nurses work together to deliver safe care.

#### Learning Activities:

Readings from required and recommended texts.

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

#### Quizzing

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

### **Chapter 16: Care of Patients with Hematologic Disorders Student Learning**

#### **Objectives:**

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

#### Theory

1. Examine the causes of the various types of anemia.
2. Develop a plan of care for a patient with anemia.
3. Explain the pathophysiology and care of sickle cell disease.
4. Compare cell abnormalities of polycythemia vera with those of leukemia.
5. Formulate a teaching plan for a patient with leukemia.
6. Interpret laboratory values for patients experiencing coagulation disorders.
7. Summarize the problems and treatments that a patient with hemophilia faces.

#### Clinical Practice

8. Considering the goals of care, write expected outcomes for each of the appropriate problem statements for a patient with a blood disorder.
9. Prepare to provide preprocedural and post procedure care for the patient undergoing a bone marrow aspiration.
10. Perform an assessment on a patient with a suspected hematologic disorder.
11. Assist with the development of a plan of care for an adult with leukemia.
12. Assess for signs and symptoms of disseminated intravascular coagulation.

#### Learning Activities:

Readings from required and recommended texts.

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

#### Quizzing

Case study reviews.  
Critical thinking activities.  
Lecture/Discussion  
Clinical Reasoning Questions Study  
Questions

**Chapter 18: Care of Patients with Hypertension and Peripheral Vascular Disease Student Learning Objectives:**

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

**Theory**

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

**Clinical Practice**

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

**Learning Activities:**

Readings from required and recommended texts.

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

**Quizzing**

Case study reviews.  
Critical thinking activities.  
Lecture/Discussion  
Clinical Reasoning Questions Study  
Questions



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

### **Objectives:**

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

#### **Theory**

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

#### **Clinical Practice**

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

#### **Learning Activities:**

Readings from required and recommended texts.

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

#### **Quizzing**

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions Study

Questions

## **Chapter 20: Care of Patients with Coronary Artery Disease and Cardiac Surgery Student Learning**

### **Objectives:**

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

the following:

#### Theory

1. Examine the risk factors for coronary artery disease.
2. Illustrate the pathophysiology of coronary artery disease.
3. Outline nursing interventions to care for a patient experiencing angina, including medication administration and patient teaching regarding diagnostic procedures.
4. Explain the pathophysiology of myocardial infarction.
5. Compare and contrast the symptoms of and care for stable angina with those of STEMI.
6. Develop a nursing care plan for a patient experiencing a myocardial infarction.
7. Relate the nursing care of a patient undergoing cardiac surgery.
8. Discuss five complications of cardiac surgery.

#### Clinical Practice

9. Develop a teaching plan for a patient with coronary artery disease.
10. Identify signs and symptoms that indicate a patient may be experiencing a myocardial infarct.
11. Administer medications to patients experiencing cardiac disorders.
12. Collaborate with other health care providers to care for patients after cardiac surgery.
13. Contribute to discharge planning for a patient after cardiac surgery.

#### Learning Activities:

Readings from required and recommended texts.

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

#### Quizzing

Case study reviews.

Critical thinking activities.

Lecture/Discussion

#### Clinical Reasoning Questions Study

#### Question

### **Chapter 22: Care of Patients with Head and Spinal Cord**

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

#### Theory

1. Describe the types of injuries that result from head trauma.
2. Compare and contrast the signs and symptoms of subdural hematoma and epidural hematoma.
3. Explain why an epidural hematoma causes an emergency situation.
4. Determine appropriate nursing assessments for the patient with a subarachnoid hemorrhage or an intracerebral bleed.
5. Illustrate the pathophysiology of increasing intracranial pressure in a patient who has experienced brain injury.
6. Review the reasons why an older adult is more at risk for an intracranial bleed from a head injury.
7. Explain the possible ramifications of spinal cord injury.

8. Plan appropriate nursing interventions necessary to provide comprehensive care for a patient who has suffered a C5 spinal cord injury.

9. Analyze and review the symptoms of low back pain and correlate them with their causes.

Clinical Practice

10. Teach a family member how to properly assess and care for a patient who has suffered a concussion.

11. Perform a neurologic check on a patient who has suffered head trauma.

12. Participate in a collaborative care planning conference for a patient who has sustained a spinal cord injury.

13. Prepare a plan for teaching self-care measures to a patient who suffers from low back pain.

Learning Activities:

Readings from required and recommended texts.

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

Quizzing

Case study reviews. Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions Study

Question

### **Chapter 23: Care of Patients with Brain Disorders**

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

Theory

1. Choose the appropriate nursing actions and observations to be carried out for a patient experiencing a seizure.

2. Explain why seizure may be a consequence of a stroke, tumor, or infection in the brain.

3. Compare the subjective and objective findings of ischemic stroke and intracerebral bleed.

4. Devise a nursing care plan for a patient who has experienced a cerebrovascular accident (CVA, or stroke).

5. Write nursing actions to assist a patient who has developed a complication after a CVA.

6. Summarize subjective and objective findings indicative of a brain tumor.

7. Illustrate the pathophysiology behind the symptoms of a brain tumor.

8. Discuss the mechanism by which infection in the brain may cause increased intracranial pressure (ICP).

9. Compare and contrast symptoms of meningitis and encephalitis.

10. Distinguish the assessment data that differentiate migraine headaches from cluster headaches.

11. Compare the signs, symptoms, and treatment of trigeminal neuralgia and Bell palsy.

#### Clinical Practice

12. Identify appropriate Transmission-Based Precautions to be used with meningitis caused by bacteria and viruses.
13. Teach a teenage patient recently diagnosed with epilepsy what they need to know about the disorder and their care.
14. Perform neurologic checks on a patient who is admitted with a suspected CVA.
15. Assist with the care of a patient who has had intracranial surgery.
16. Devise a teaching plan for a patient who has experienced a CVA and has right-sided hemiplegia.

#### Learning Activities:

Readings from required and recommended texts.

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

Quizzing

Case study reviews. Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions Study

Question

#### **Chapter 24: Care of Patients with Peripheral Nerve and Degenerative Neurologic Disorders**

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient

Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and upon completion of this course the student will be able to perform the following:

#### Theory

1. Compare and contrast the pathophysiology of Parkinson disease and myasthenia gravis.
2. Examine treatments for Parkinson disease.
3. Discuss the nursing care needed for a patient with Parkinson disease.
4. Explain why multiple sclerosis might be difficult to diagnose.
5. Illustrate the differences between Huntington disease and amyotrophic lateral sclerosis.
6. Recognize the signs and symptoms of myasthenia gravis.
7. Compare and contrast the complications of Parkinson disease with those of myasthenia gravis.

#### Clinical Practice

8. Teach a newly diagnosed patient about the medications for Parkinson disease.
9. Teach a patient about the diagnostic tests that might be ordered if multiple sclerosis is suspected.
10. Write a nursing care plan for a patient with myasthenia gravis who is hospitalized with a respiratory infection.
11. Summarize a home care plan for a patient with multiple sclerosis.
12. Choose a nursing care plan for a patient with Guillain-Barré syndrome.

#### Learning Activities:

Readings from required and recommended texts.

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

Quizzing

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions Study

Questions

### **Chapter 25: The Sensory System: Eye**

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

Theory

1. Determine ways in which nurses can help patients preserve their sight.
2. Select nursing activities associated with assessing the eye.
3. Use the nursing process for patients with disorders of the eye.
4. Review errors of refraction and their treatment.
5. Devise nursing care for a patient who is undergoing a corneal transplant.
6. Compare measures used to provide assistance after a chemical eye burn with measures for an eye injury caused by a foreign object.
7. Summarize the signs and symptoms of selected disorders of the eye and appropriate medical treatment and nursing interventions for each.
8. Plan nursing interventions for a patient having a scleral buckle or a cataract extraction.

Clinical Practice

9. Provide teaching for a patient who is to undergo tests for a vision problem.
10. Perform focused assessments for disorders of the eyes.
11. Assist visually impaired patients to find resources to maximize their vision.
12. Provide appropriate preoperative care for a patient who is having eye surgery.
13. Properly administer eye medications to patients.

Learning Activities:

Readings from required and recommended texts.

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

Quizzing

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions Study

Questions

## **Chapter 26: The Sensory System: Ear**

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

### **Theory**

1. Explore the effects of hearing loss on an individual and their family.
2. Summarize the anatomy and physiology of hearing.
3. Identify ways of preventing hearing loss.
4. Describe the testing that is done to identify which part of the hearing process has been affected by disease or trauma.
5. Compare the testing and interventions for conductive and sensorineural hearing loss.
6. Explain the signs and symptoms of selected disorders of the ear, appropriate medical or surgical treatment, and nursing interventions for each.

### **Clinical Practice**

7. Teach a patient with tinnitus or vertigo measures that may decrease the symptoms.
8. Teach a patient to properly administer ear medication.
9. Provide appropriate care for a patient after ear surgery.
10. Instruct a spouse in ways to effectively communicate with a partner who is hearing impaired.

### **Learning Activities:**

Readings from required and recommended texts.

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

### **Quizzing**

Case study reviews.

Critical thinking activities.

Lecture/Discussion

### **Clinical Reasoning Questions Study**

### **Questions**

## **Chapter 29: Care of Patients with Disorders of the Lower Gastrointestinal System**

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

### **Theory**

1. Discuss the characteristics of irritable bowel syndrome.
2. Explain how diverticulitis occurs.
3. Identify the causes and signs and symptoms of a strangulated (incarcerated) hernia.

4. Illustrate how two types of intestinal obstruction occur and their symptoms.
5. Describe the pathophysiology, methods of diagnosis, and treatment for ulcerative colitis and Crohn disease.
6. Differentiate the signs and symptoms of appendicitis from those of peritonitis.
7. Plan nursing interventions for a patient having surgery of the lower intestine and rectum.
8. Discuss ways to help a patient psychologically adjust to having an ostomy.
9. Compare the characteristics of hemorrhoids, pilonidal sinus (cyst), and anorectal fistula.

#### Clinical Practice

10. Choose nursing interventions for a patient with inflammatory bowel disease.
11. Assess for the signs and symptoms of appendicitis.
12. Identify types of patients who are at risk for peritonitis.
13. Create a teaching plan for the prevention of colorectal cancer.
14. Write a nursing care plan for a patient with cancer of the colon and intestinal obstruction.
15. Evaluate a nursing care plan for a patient undergoing colostomy, considering the type of stoma and the effluent it produces.
16. Observe the equipment and procedure for changing an ostomy appliance.

#### Learning Activities:

Readings from required and recommended texts.

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

#### Quizzing

Case study reviews.

Critical thinking activities.

Lecture/Discussion

#### Clinical Reasoning Questions Study

#### Questions

### **Chapter 30: Care of Patients with Disorders of the Gallbladder, Liver, and Pancreas**

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

#### Theory

1. Explain the plan of care for a patient with cholelithiasis.
2. Describe treatment for a patient with cholecystitis.
3. Compare the ways in which the various types of hepatitis can be transmitted.
4. Identify signs and symptoms of the various types of hepatitis.
5. Devise appropriate nursing interventions for a patient with cirrhosis and ascites.
6. Summarize potential causes of liver failure.
7. Differentiate the signs and symptoms of acute and chronic liver failure.
8. Discuss the criteria used for selection of liver transplantation recipients.
9. Devise a nursing care plan for a patient with cancer of the liver.

10. Prepare a plan for adequate pain control for a patient with pancreatitis.
11. Compare the treatment options for cancer of the pancreas.

#### Clinical Practice

12. Perform preoperative teaching for a patient who is to undergo laparoscopic cholecystectomy.
13. Evaluate a nursing care plan, including psychosocial concerns, for a patient who has hepatitis with jaundice.
14. Implement a discharge teaching plan for a patient who has been in the hospital with a flare-up of chronic pancreatitis.

#### Learning Activities:

Readings from required and recommended texts.

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

#### Quizzing

Case study reviews. Critical thinking activities.

#### Lecture/Discussion

Clinical Reasoning Questions Study

#### Questions

### **Chapter 32: Care of Patients with Musculoskeletal and Connective Tissue Disorders**

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

#### Theory

1. Compare the assessment findings of a connective tissue injury with those of a fracture.
2. Determine the rationale for the “dos and don’ts” of cast care.
3. Outline the potential complications related to fractures.
4. Discuss the pathophysiology and implications of the six Ps.
5. Contrast the preoperative and postoperative care of a patient with a total knee replacement with that of a patient with a total hip replacement.
6. Relate the special problems of patients with arthritis with specific nursing interventions that can be helpful.
7. Illustrate the process by which osteoporosis occurs, ways to slow the process, and how the disorder is treated.
8. Determine important postoperative observations and nursing interventions in the care of a patient who has undergone an amputation.

#### Clinical Practice

9. Gather data on a patient who has a connective tissue injury.
10. Instruct a patient going home with a cast about proper care of the cast and extremity.
11. Observe a physical therapist teaching quadriceps exercise and then assist the patient to practice.
12. Assess the skin of a patient who has a prosthetic device on an amputated limb.

#### Learning Activities:



Readings from required and recommended texts.

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

Quizzing

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions Study

Questions

### **Chapter 36: Care of Patients with Pituitary, Thyroid, Parathyroid, and Adrenal Disorders**

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient

Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and upon completion of this course the student will be able to perform the following:

Theory

1. Give examples of four major problems associated with hyposecretion of pituitary hormones and identify three nursing interventions appropriate for each problem.
2. Identify nursing problem statements and appropriate interventions for a patient with diabetes insipidus.
3. Plan appropriate nursing assessments and interventions for a patient who might experience complications of a thyroidectomy.
4. Compare and contrast the symptoms of hypoparathyroidism with those of hyperparathyroidism.
5. Identify six signs and symptoms of adrenocortical insufficiency (Addison disease).
6. Summarize four major causes of Cushing syndrome.

Clinical Practice

7. Individualize care for a patient with a pituitary disorder by choosing patient problem statements appropriate to the patient.
8. Select appropriate nursing interventions for a patient with adrenal insufficiency.
9. Implement patient teaching for a patient with hypothyroidism.
10. Plan postoperative assessment and nursing care for a patient who has had a hypophysectomy.
11. Evaluate the nursing care of a patient who has had a thyroidectomy.
12. Assist with the development of a teaching plan for a patient taking a corticosteroid.

Learning Activities:

Readings from required and recommended texts.

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

Quizzing

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions Study

Questions

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

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

Theory

1. Compare and contrast the two major types of diabetes mellitus.
2. Analyze the primary factors that influence the development of diabetes mellitus.
3. Explain the signs and symptoms of an insulin reaction (hypoglycemia) and discuss appropriate nursing interventions.
4. Summarize the acute and long-term complications of poorly controlled diabetes mellitus.
5. Identify sources of support and information for people with diabetes and their families.

Clinical Practice

6. Teach a person newly diagnosed with diabetes about the disease, treatment, and self-care.
7. Perform a focused nursing assessment and gather data for the management of type 1 and type 2 diabetes mellitus.
8. Interpret the results of laboratory tests used in the diagnosis and management of diabetes mellitus.
9. Assess for and gather data related to signs and symptoms that might indicate that a patient with diabetes is in early ketoacidosis.
10. Teach a patient how to recognize and self-treat hypoglycemia.

Learning Activities:

Readings from required and recommended texts.

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

Quizzing

Case study reviews. Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions Study

Questions

### **Chapter 39: Care of Women with Reproductive Disorders**

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

#### **Theory**

1. Discuss common menstrual disorders and nursing interventions for each.
2. Examine causes and treatment of infertility.
3. Describe changes associated with menopause, treatment options, and nursing interventions.
4. Articulate the role of robotic gynecologic surgery as an alternative to open surgery.
5. Compare benign and malignant disorders of the female reproductive system.

#### **Clinical Practice**

6. Use the nursing process in the care of a woman with a reproductive disorder.
7. Implement interventions for patients with common disorders of the female reproductive tract.

#### **Learning Activities:**

Readings from required and recommended texts.

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

#### **Quizzing**

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions Study

Questions

### **Chapter 40: Care of Men with Reproductive Disorders**

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

#### **Theory**

1. Discuss common disorders associated with the male reproductive system and nursing interventions for each.
2. Examine causes and treatment of male infertility.
3. Name the most common diagnostic tests and examinations associated with the male reproductive system.
4. Discuss surgical approaches to address male reproductive disorders.
5. Compare benign and malignant disorders of the male reproductive system.

#### **Clinical Practice**

6. Use the nursing process in the care of a male with a reproductive disorder.
7. Implement interventions for patients with common disorders of the male reproductive tract.

Learning Activities:

Readings from required and recommended texts.

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

Quizzing

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions Study

Questions

**Chapter 41: Care of Patients with Sexually Transmitted Diseases**

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

Theory

1. Differentiate prevention, signs and symptoms, treatment, and complications associated with common sexually transmitted infections (STIs) in male and female patients.
2. Explain the procedure for the various tests for STIs.
3. Illustrate the nurse's role in preventing, identifying, reporting, and treating common STIs.

Clinical Practice

4. Devise a teaching plan for a patient who has experienced a first incidence of genital herpes.
5. Instruct a female patient on ways to prevent contracting or transmitting human immunodeficiency virus (HIV).
6. Teach female and male patients ways to prevent STIs.

Learning Activities:

Readings from required and recommended texts.

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

Quizzing

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions Study

Questions

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

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

#### **Theory**

1. Describe the etiology of dermatitis.
2. Plan psychosocial interventions for a patient who has psoriasis.
3. Compare and contrast the treatment of fungal skin or nail disorders with the treatment of bacterial skin disorders.
4. Choose nursing interventions for a patient with herpesvirus infection.
5. Examine the types of acne and their treatment.
6. Present the characteristics of the various types of skin cancer.
7. Analyze the important points of caring for an immobile patient to prevent pressure ulcers.
8. Construct a care plan for each stage of a pressure ulcer.
9. Summarize important assessment points for a patient who has sustained a burn.
10. Illustrate the nurse's role in emergency burn care.
11. Explain the psychosocial needs and interventions for burn patients.
12. Relate the process of rehabilitation for a patient with a major burn.

#### **Clinical Practice**

13. Teach a family about care for a patient and home when scabies is present.
14. Assess the skin of family members for signs of skin cancer.
15. Provide care for a patient with a stage III or stage IV pressure ulcer.
16. Apply Standard Precautions and sterile technique for the care of a burn.
17. Visit a burn intensive care unit and observe the wound care of a patient who is in the acute stage of a major burn.

#### **Learning Activities:**

Readings from required and recommended texts.

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

Quizzing

Case study reviews. Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions Study

Questions

### **Chapter 44: Care of Patients in Disasters or Bioterrorism Attacks**

Upon completion of this unit, the student will be expected to utilize beginning critical

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

#### Theory

1. Analyze differences between an emergency situation and a disaster.
2. Discuss an emergency preparedness plan for a health care facility.
3. Compare the stages of psychological response that occur with a disaster.
4. Compare and contrast the parameters used in the triage system for victims after a disaster versus the routine triage that occurs in hospital emergency departments.
5. Identify responsibilities and duties of nurses in the care of disaster victims.
6. Explain safety measures to be used for a chemical emergency.
7. Demonstrate knowledge of measures to be taken in the event of a nuclear disaster.
8. Explain warning signs that suggest a bioterrorism attack has occurred.
9. Differentiate the signs and symptoms of the various agents that could be used for a terrorist attack.
10. Recognize the importance of debriefing of health care personnel after a disaster.

#### Clinical Practice

11. Participate in a disaster drill.
12. Gather supplies for a “bug out” or “go” bag and other disaster preparedness items.
13. Teach a group of adults how to prepare safe water after a disaster has disrupted the water supply.
14. Identify the measures you would take for your own safety when assisting others after a disaster has occurred.

#### Learning Activities:

Readings from required and recommended texts.

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

#### Quizzing

Case study reviews. Critical thinking activities.

#### Lecture/Discussion

Clinical Reasoning Questions Study

#### Questions

### **Chapter 45: Care of Patients with Emergent Conditions, Trauma, and Shock**

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

## Theory

1. Evaluate how your personal attitudes, experiences, beliefs, and values affect your ability to care for victims of abuse.
2. Explain the basic principles of first aid.
3. Summarize the importance of mechanism of injury and index of suspicion in caring for patients with traumatic injury.
4. State the key components of assessing a trauma patient.
5. Discuss prevention of injuries from extremes of heat and cold.
6. Determine specific interventions appropriate in the emergency care of accidental poisoning by ingestion and inhalation.
7. Describe emergency care of victims of insect stings, tick bites, and snakebites.
8. Review the appropriate nursing actions and care needed for a patient who has experienced a respiratory or cardiac arrest.
9. Identify signs and symptoms of shock.
10. Compare and contrast the treatment of cardiogenic, hypovolemic, and distributive shock. Clinical Practice
11. Role-play with fellow students, practicing techniques to calm a combative patient.
12. Observe how the triage nurse in the emergency department sets priorities for patient care.
13. Observe how the emergency team works together on a major accident victim.

## Learning Activities:

Readings from required and recommended texts.

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

Case study

reviews.

Critical  
thinking

activities.

Lecture/Discuss  
ion

Clinical Reasoning

Questions Study Questions

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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 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 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.