



RNSG-1343-101C3 Complex Concepts of Adult Health Fall 2025
Wednesday 9am – 11am Lecture; 12:00pm – 2:00pm Lab - STEAM 120

*****Syllabus & Course calendar are subject to change with notice*****

Instructor Information:

Course Facilitator:

Benjamin “Jay” Ketcherside MSN, MSLHSC, RN, CHWC

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Office Hours: Tuesdays 9:00am to 3:30pm, Wednesdays 2:15pm – 3:15pm

Additional Instructors:

Karee Carter, MSN, RN, MEDSURG-BC, CRRN, WTA

Office: STEAM 225-17

Email: kcarter@com.edu

Dr. Rachel Fano, DNP, APRN, FNP-C

Office: STEAM 225-11

Email: rfano@com.edu

Required Textbook/Materials:

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.

Sherpath for Pharmacology (Lilley version), 10th edition. St. Louis: Elsevier, Inc. (see content for code)

Sherpath for Harding/Lewis, 12th edition. St. Louis: Elsevier, Inc. (see content for code)

Silvestri, A. (2023). *Saunders comprehensive review for the NCLEX-RN examination (9th ed)*. St. Louis, MO: Elsevier

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

Recommended Textbooks:

HESI. (2024). *HESI Comprehensive Review for the NCLEX-RN Examination, 7th edition*. St. Louis: Elsevier, Inc.

Mosby Nursing Drug Guide (current edition in library as an eBook).

All previously purchased books required for other semesters

Course Description:

Integration of previous knowledge and skills related to common adult health needs into the continued development of the professional nurse as a provider of patient-centered care, patient safety advocate,

member of the healthcare team, and member of the profession in the care of adult patients and families with complex medical-surgical health care needs associated with body systems. Emphasis on complex knowledge, judgments, skills, and professional values within a legal/ethical framework. Prerequisite: See Catalog. (Credit 3: Lecture 2, Lab 2) (16-week course, 64 contact hours)

WECM End-of-Course Outcomes:

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

Course requirements: (including description of any special projects or assignments)

1. **Unit exams (4):** Assess knowledge and application of incremental course content. Timed unit exams will use 55-60 multiple-choice, multiple-answer, and alternative-style test questions as indicated to follow NGN NCLEX-RN testing format. The nursing curriculum is meant to build on knowledge learned in prior semesters. Exam content may include questions related to any previously learned content. If a student receives a grade below 75% on any exam, he/she should schedule a remediation appointment with the instructor to complete remediation. See the Remediation Policy in SharePoint/Student Handbook for details.
2. **Comprehensive final exam (1):** Assesses overall knowledge and application of complete course content. The timed exam will use multiple-choice, multiple-answer, and alternative-style test questions as indicated to follow NGN NCLEX-RN testing format. If a student receives a grade below 75% on this exam, remediation will be required. See the Remediation Policy in SharePoint/Student Handbook for details.
3. **Pharmacology Lessons (Sherpath for Lilley):** Assesses knowledge and application of selected pharmacologic content integrated within the program. Lessons are multi-media, mixing quizzes, videos, and other materials over a single drug class. Due dates are posted in the calendar. Any lesson turned in after the posted due date will receive a zero for the lesson.
4. **Elsevier Adaptive Quizzes (Sherpath for Harding):** Prior to each unit examination, an EAQ will be assigned as an assessment of student learning. Due dates are posted in the calendar. Any quiz turned in after the posted due date will receive a zero for that quiz.
5. **Group poster presentation:** Each group will be assigned a topic for presentation. See Appendix A at the end of the syllabus and grading rubric in D2L for details. If a student is absent on the presentation day, the student will lose 50% of the project grade.
6. **Professionalism:** All students are expected to maintain professionalism throughout all classroom times. This includes (but not limited to): being on time for and attending entire class, preparing and participating in group work and instructor questions, dressing appropriately per the school uniform policy, engaging in respectful communication, and being courteous to instructors and fellow students.

Determination of Course Grade/Detailed Grading Formula:

Grading Scale

A = 90 – 100%
B = 80 – 89.99%
C = 75 – 79.99%*
D = 60 – 74.99%
F = <60%

*A minimum final grade of “C” is required to pass this course.

Grade Calculation

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

Assignment	%
Unit Exam 1*	12.5
Unit Exam 2*	12.5
Unit Exam 3*	12.5
Unit Exam 4*	12.5
Final Comprehensive Exam*	10
*Exam Average (must be above 75%)	Exam Total
	60
Group Project EBP Presentation**	15
EAQs **	12.5
Sherpath Pharmacology Lessons**	12.5
**Other grades total	40
Total	100
* $\geq 75\%$ weighted exam average required to pass the course	
** Weighted assignments calculated only after 75% exam average met.	

Late work, Make-up, Extra credit policy:

All course assignments are expected to be completed and submitted on the specified due date. Anything submitted after the due date on the calendar will be given a grade of zero.

Attendance Policy:

See Nursing Program Attendance 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.

Course Objectives/ Student Learning Outcomes: Upon completion of this course, the student will:

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
Use the Clinical Judgment Measurement Model to learn and perform evidence-based care in all levels of healthcare settings.	Provide Safe and Effective Physiological Care. Deliver safe, effective nursing care that maintains physiological integrity by performing accurate assessments, managing and coordinating care, implementing evidence-based interventions, and evaluating patient responses across healthcare settings.	Unit Exams, Comprehensive Assessment, Med Surg EAQ quizzes, pharmacology quizzes
Individualize care across the lifespan in a culturally competent and spiritually advised manner	Deliver Culturally and Spiritually Respectful Care. Demonstrate sensitivity to patients' cultural, ethnic, and spiritual preferences while providing individualized care across the lifespan.	Unit Exams, Comprehensive Assessment, Med Surg EAQ quizzes, pharmacology quizzes and group presentation
Use professional communication skills in therapeutic and health-care team collaborative communication to ensure evidence-based care delivery in a safe manner.	Communicate and Collaborate Professionally Utilize therapeutic communication, accurate documentation, and interprofessional collaboration to coordinate and manage care, promote continuity, and advocate for patient needs across the healthcare continuum.	Unit Exams, Comprehensive Assessment, Med Surg EAQ quizzes, pharmacology quizzes and group presentation

Prioritize care, make safe decisions, and appraise evidence in the care of individuals and in evaluating outcomes.	Apply Clinical Judgment and Evidence-Based Practice Use clinical reasoning, critical thinking, and current evidence to prioritize care, make safe decisions, and evaluate patient outcomes.	Unit Exams, Comprehensive Assessment, Med Surg EAQ quizzes, pharmacology quizzes
Recognize & respond to mental-health needs and coordinate resources in the care of patients and their families.	Promote Psychosocial and Emotional Well-Being Recognize and respond to the emotional and psychosocial needs of patients and families by implementing supportive interventions, managing care transitions, and coordinating mental health resources to promote overall well-being.	Unit Exams, Comprehensive Assessment, Med Surg EAQ quizzes, pharmacology quizzes
Educate & advocate to reduce risk and improve wellness in the care of clients, their families and communities.	Support Health Promotion and Disease Prevention Educate and advocate for individuals, families, and communities by promoting wellness, coordinating preventative care, and reducing health risks through evidence-based screening, education, and resource utilization.	Unit Exams, Comprehensive Assessment, Med Surg EAQ quizzes, pharmacology 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.

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. An assignment containing any plagiarized material will be referred to the Office of Student Conduct for appropriate disciplinary action. See the Behavior/Conduct policy in the Nursing Student Handbook. Avoiding Plagiarism: <http://www.plagiarism.org/>

Student Concerns: If you have any questions or concerns about any aspect of this course, please contact the faculty or facilitator using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact engage the chain of command (Instructor first > Course Facilitator > Program Coordinator > Program Director > Dean)

Success Tips for Students

1. Schedule time to study based on the difficulty of the content. Use this table as a guide:

Course Difficulty	Study Hours Per Week Per Hour in Class
High Difficulty Course	3 hours
Medium Difficulty Course	2 hours
Low Difficulty Course	1 hour

http://www.usu.edu/arc/StudySmart/pdf/estimating_study_hours.pdf

2. Read assignments before class or clinical. Here are some strategies for getting the most out of your college textbooks:
 - 4 Steps to Reading a Textbook: <http://www.studyright.net/blog/4-steps-to-reading-a-textbook-quickly-and-effectively/>
 - Active Reading Strategies: <http://www.princeton.edu/mcgraw/library/for-students/remember-reading/>
 - The Reading Cycle: Plan-Do-Review <http://www2.swccd.edu/~asc/lrnglinks/txtrdg.html>
 - How to Read Your Textbooks More Efficiently College Info Geek (video) <https://www.youtube.com/watch?v=tgVjmFSx7rg>
 - 5 Active Reading Strategies for Textbook Assignments College Info Geek (video) [5 Active Reading Strategies for Textbook Assignments - College Info Geek](#)

ANA Scope and Standards of Practice

Students are expected to adhere to established ANA Scope and Standards of Practice (2015). (See Student Handbook and Clinical Evaluation Tool for a detailed explanation of standards.)

Student Handbooks

Students are expected to adhere to all policies outlined in the College and Nursing Student Handbooks.

Syllabus Revisions

Faculty reserves the right to make changes to the syllabus as deemed necessary.

Syllabus Assignment Submission Statement: It is the student's responsibility to confirm your submission. When submitting an assignment in D2L, particularly ones that include file attachments, you should take the time to verify your submission. You should receive a confirmation message after you submit your assignment. You should confirm your submission manually. You will only be graded on the assignment (s) that is submitted to the D2L. There are no exceptions.

Classroom Conduct Policy/Student Conduct

Classroom Conduct Policy: College of the Mainland requires that students enrolled at COM be familiar with the Standards of Student Conduct, which can be found in the online Student Handbook. Students should always act in a professional manner. Disruptive students will be held accountable according to college policy. Any violations of the Code of Conduct will result in a referral to the Office for Student Conduct and may result in dismissal from this class according to the Standards of Student Conduct found in the online COM Student Handbook. Nursing students are expected to demonstrate courteous, professional character as defined in BON Rule 213.27 https://www.bon.texas.gov/rr_current/213-28.asp.html. See Behavior/Conduct in the Nursing Student Handbook

The Tutoring Center

The Tutoring Center provides free tutoring services to students, staff and faculty seeking assistance for writing, reading and oral presentations for academic and non-academic assignments/projects. Located in the Industrial Careers Building, the center provides face-to-face and online tutoring sessions in a welcoming environment. Appointments can be made in person, or on the center scheduler at <https://www.com.edu/tutoring/index.html>.

Notice to Students Regarding Licensing

Effective September 1, 2017, HB 1508 amends the Texas Occupations Code Section 53, which requires education providers to notify potential or enrolled students that a criminal history may make them ineligible for an occupational license upon program completion. The following website provides links to information about the licensing process and requirements: https://www.bon.texas.gov/licensure_eligibility.asp.html Should you wish to request a review of the impact of criminal history on your potential Registered Nurse License prior to or during your quest for a degree, you can visit this link and request a "Criminal History Evaluation": https://www.bon.texas.gov/rr_current/213-28.asp.html. This information is being provided to all persons who apply or enroll in the program, with notice of the requirements as described above, regardless of whether or not the person has been convicted of a criminal offense. Additionally, HB 1508 authorizes licensing agencies to require reimbursements when a student fails to receive the required notice.

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 1. The last date to withdraw from the 16-week session is November 14. The last date to withdraw for the 2nd 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 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.

Unit 1: Cancer

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

1. Provide Safe and Effective Physiological Care. Deliver safe, effective nursing care that maintains physiological integrity by performing accurate assessments, managing and coordinating care, implementing evidence-based interventions, and evaluating patient responses across healthcare settings as it relates to cancer.
2. Deliver Culturally and Spiritually Respectful Care. Demonstrate sensitivity to patients' cultural, ethnic, and spiritual preferences while providing individualized care across the lifespan as it relates to cancer.
3. Communicate and Collaborate Professionally Utilize therapeutic communication, accurate documentation, and interprofessional collaboration to coordinate and manage care, promote continuity, and advocate for patient needs across the healthcare continuum as it relates to cancer.
4. Apply Clinical Judgment and Evidence-Based Practice Use clinical reasoning, critical thinking, and current evidence to prioritize care, make safe decisions, and evaluate patient outcomes as it relates to cancer.
5. Promote Psychosocial and Emotional Well-Being Recognize and respond to the emotional and psychosocial needs of patients and families by implementing supportive interventions, managing care transitions, and coordinating mental health resources to promote overall well-being as it relates to cancer.
6. Support Health Promotion and Disease Prevention Educate and advocate for individuals, families, and communities by promoting wellness, coordinating preventative care, and reducing health risks through evidence-based screening, education, and resource utilization as it relates to cancer.

Learning Content:

- I. Biology of Cancer
- II. Benign Versus Malignant Neoplasms
- III. Classification of Cancer
- IV. Prevention and Early Detection of Cancer
- V. Treatment Goals
- VI. Personalized Cancer Medicine
- VII. Surgical Therapy
- VIII. Chemotherapy
- IX. Radiation Therapy
- X. Nursing Management: Chemotherapy and Radiation Therapy
 - A. Problems Caused by Chemotherapy and Radiation Therapy
- XI. Late Effects of Radiation and Chemotherapy
- XII. Immunotherapy and Targeted Therapy
- XIII. Nursing Management: Immunotherapy and Target Therapy
- XIV. Hormone Therapy
- XV. Hematopoietic Growth Factors

- XVI. Hematopoietic Stem Cell Transplantation
- XVII. Gene Therapy
- XVIII. Nutritional Problems
- XIX. Infection
- XX. Oncologic Emergencies
- XXI. Cancer Pain
- XXII. Coping with Cancer and Treatment
- XXIII. Cancer Survivorship

Learning Activities (see calendar):

1. Read:
 - a. Harding, et al. 12th ed. (2023): Chapter 16
 - b. Lilley, et al. 10th ed. (2023): including, but not limited to Chapter 45, 46
2. Study Concepts using CJMM and NCLEX Clients needs methodology (See Appendix B)
3. Complete Sherpath for Harding and Lilley assignments
4. In-class participation activities
5. Complete practice questions

Unit 2: Disruptive Factors of the Hematologic System

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

1. **Provide Safe and Effective Physiological Care.** Deliver safe, effective nursing care that maintains physiological integrity by performing accurate assessments, managing and coordinating care, implementing evidence-based interventions, and evaluating patient responses across healthcare settings as it relates to hematology.
2. **Deliver Culturally and Spiritually Respectful Care.** Demonstrate sensitivity to patients' cultural, ethnic, and spiritual preferences while providing individualized care across the lifespan as it relates to hematology.
3. **Communicate and Collaborate Professionally** Utilize therapeutic communication, accurate documentation, and interprofessional collaboration to coordinate and manage care, promote continuity, and advocate for patient needs across the healthcare continuum as it relates to hematology.
4. **Apply Clinical Judgment and Evidence-Based Practice** Use clinical reasoning, critical thinking, and current evidence to prioritize care, make safe decisions, and evaluate patient outcomes as it relates to hematology.
5. **Promote Psychosocial and Emotional Well-Being** Recognize and respond to the emotional and psychosocial needs of patients and families by implementing supportive interventions, managing care transitions, and coordinating mental health resources to promote overall well-being as it relates to hematology.
6. **Support Health Promotion and Disease Prevention** Educate and advocate for individuals, families, and communities by promoting wellness, coordinating preventative care, and reducing health risks through evidence-based screening, education, and resource utilization as it relates to hematology.

Learning Content

- I. Structures and Functions of Hematologic System
 - A. Bone Marrow
 - B. Blood
 - C. Normal Iron Metabolism
 - D. Normal Clotting Mechanisms
 - E. Spleen
 - F. Lymph System
 - G. Gerontologic Considerations: Effects of Aging on Hematologic System
- II. Assessment of Hematologic System A. Assessment Abnormalities
- III. Diagnostic Studies of Hematologic System
 - A. Laboratory Studies
 - B. Biopsies
 - C. Molecular Cytogenetics and Gene Analysis
- IV. Anemia
 - A. Nursing and Interprofessional Management: Anemia

- B. Anemia of Chronic Disease
 - C. Aplastic Anemia
- V. Anemia Caused by Decreased Erythrocyte Production
 - A. Thalassemia
 - B. Pernicious anemia (Vit B12)
 - C. Folic acid deficiency anemia
- VI. Anemia Caused by Blood Loss
 - A. Acute Blood Loss
 - B. Chronic blood loss
- VII. Other Red Blood Cell Disorders
 - A. Hemochromatosis
 - B. Polycythemia
- VIII. Problems of Hemostasis
 - A. Thrombocytopenia
 - B. Nursing Management: Thrombocytopenia
 - C. Neutropenia
 - D. Myelodysplastic Syndrome
 - E. Leukemia
 - F. Nursing Management: Leukemia
- IX. Multiple Myeloma
- X. Disorders of the Spleen XI. Blood Component Therapy
 - A. Administration Procedure
 - B. Common Blood Products
 - C. Blood Transfusion Reactions
 - D. Auto Transfusion

Learning Activities (see calendar):

1. Read:
 - a. Harding, et al. 12th ed. (2023): Chapters 33 and 34
 - b. Lilley, et al. 10th ed. (2023): including, but not limited to Chapter 54
2. Study Concepts using CJMM and NCLEX Clients needs methodology (See Appendix B)
3. Complete Sherpath for Harding and Lilley assignments
4. In-class participation activities
5. Complete practice questions

Unit 3: Disruptive Factors of the Respiratory System

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

1. **Provide Safe and Effective Physiological Care.** Deliver safe, effective nursing care that maintains physiological integrity by performing accurate assessments, managing and coordinating care, implementing evidence-based interventions, and evaluating patient responses across healthcare settings as it relates to respiratory diseases.
2. **Deliver Culturally and Spiritually Respectful Care.** Demonstrate sensitivity to patients' cultural, ethnic, and spiritual preferences while providing individualized care across the lifespan as it relates to respiratory diseases.
3. **Communicate and Collaborate Professionally** Utilize therapeutic communication, accurate documentation, and interprofessional collaboration to coordinate and manage care, promote continuity, and advocate for patient needs across the healthcare continuum as it relates to respiratory diseases.
4. **Apply Clinical Judgment and Evidence-Based Practice** Use clinical reasoning, critical thinking, and current evidence to prioritize care, make safe decisions, and evaluate patient outcomes as it relates to respiratory diseases.
5. **Promote Psychosocial and Emotional Well-Being** Recognize and respond to the emotional and psychosocial needs of patients and families by implementing supportive interventions, managing care transitions, and coordinating mental health resources to promote overall well-being as it relates to respiratory diseases.
6. **Support Health Promotion and Disease Prevention** Educate and advocate for individuals, families, and communities by promoting wellness, coordinating preventative care, and reducing health risks through evidence-based screening, education, and resource utilization as it relates to respiratory diseases.

Learning Content:

- I. Problems of Nose and Paranasal Sinuses
 - A. Deviated Septum
 - B. Nasal Fracture
 - C. Rhinoplasty
 - D. Nursing Management: Nasal Surgery
 - E. Epistaxis
 - F. Allergic Rhinitis
 - G. Sinusitis
 - H. Obstruction of Nose and Sinuses
- II. Problems of Trachea
 - A. Tracheostomy
 - B. Nursing Management: Tracheostomy
 1. Acute Care
 2. Chronic Care
 3. Swallowing Dysfunction

- 4. Speech with a Tracheostomy Tube
 - 5. Decannulation
 - C. Head and Neck Cancer
 - D. Nursing Management: Head and Neck Cancer
- III. Lower Respiratory Problems
 - A. Lung Cancer
 - B. Nursing Management: Lung Cancer
 - C. Other Types of Lung Tumors
- IV. Interstitial Lung Diseases
 - A. Idiopathic Pulmonary Fibrosis
 - B. Sarcoidosis
- V. Obstructive Pulmonary Disease
 - A. Bronchiectasis
 - B. Interprofessional and Nursing Management: Bronchiectasis

Learning Activities (see calendar):

- 1. Read:
 - A. Harding, et al. (2023) Chapters 27, 28, 29, 30, and 31
 - B. Lilley, et al. 10th ed. (2023): including, but not limited to Chapter 36, 37
- 2. Study Concepts using CJMM and NCLEX Clients needs methodology (See Appendix B)
- 3. Complete Sherpath for Harding and Lilley assignments
- 4. In-class participation activities
- 5. Complete practice questions

Unit 4: Disruptive Factors of the Gastrointestinal System

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

1. **Provide Safe and Effective Physiological Care.** Deliver safe, effective nursing care that maintains physiological integrity by performing accurate assessments, managing and coordinating care, implementing evidence-based interventions, and evaluating patient responses across healthcare settings as it relates to gastrointestinal concerns.
2. **Deliver Culturally and Spiritually Respectful Care.** Demonstrate sensitivity to patients' cultural, ethnic, and spiritual preferences while providing individualized care across the lifespan as it relates to gastrointestinal concerns.
3. **Communicate and Collaborate Professionally** Utilize therapeutic communication, accurate documentation, and interprofessional collaboration to coordinate and manage care, promote continuity, and advocate for patient needs across the healthcare continuum as it relates to gastrointestinal concerns.
4. **Apply Clinical Judgment and Evidence-Based Practice** Use clinical reasoning, critical thinking, and current evidence to prioritize care, make safe decisions, and evaluate patient outcomes as it relates to gastrointestinal concerns.
5. **Promote Psychosocial and Emotional Well-Being** Recognize and respond to the emotional and psychosocial needs of patients and families by implementing supportive interventions, managing care transitions, and coordinating mental health resources to promote overall well-being as it relates to gastrointestinal concerns.
6. **Support Health Promotion and Disease Prevention** Educate and advocate for individuals, families, and communities by promoting wellness, coordinating preventative care, and reducing health risks through evidence-based screening, education, and resource utilization as it relates to gastrointestinal concerns.

Learning Content:

- I. Diagnostic Studies of GI System
- II. Laboratory Studies
- III. Oral Cancer
- IV. Esophageal & Stomach Cancer
 - A. Etiology and Pathophysiology
 - B. Clinical Manifestations and Complications
 - C. Diagnostic Studies
 - D. Interprofessional Management
- V. Nursing Management: Esophageal & Stomach Cancer
- VI. Inflammatory Disorders
 - A. Peritonitis
 - B. Nursing Management: Peritonitis
 - C. Inflammatory Bowel Disease
 1. Ulcerative Colitis vs. Crohn's Disease

- D. Nursing Management: Inflammatory Bowel Disease
- E. Intestinal Obstruction
- F. Nursing Management: Intestinal Obstruction
- G. Polyps of Large Intestine
- H. Colorectal Cancer
- I. Nursing Management: Colorectal Cancer
- J. Bowel Resection and Ostomy Surgery
- K. Nursing Management: Bowel Resection
 - 1. Preoperative Care
 - 2. Postoperative Care
 - 3. Colostomy Care
 - 4. Ileostomy Care
 - 5. Psychologic Adaptation to an Ostomy
 - 6. Sexual Function
- VII. Anorectal Problems
 - A. Anal Cancer

Learning Activities (see calendar):

- 1. Read:
 - a. Harding et al. (2023) Chapters 20, 43, 46, and 47
 - b. Lilley, et al. 10th ed. (2023): including, but not limited to Chapters 37
- 2. Study Concepts using CJMM and NCLEX Clients needs methodology (See Appendix B)
- 3. Complete Sherpath for Harding and Lilley assignments
- 4. In-class participation activities
- 5. Complete practice questions

Unit 5: Disruptive Factors of the Endocrine System

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

1. **Provide Safe and Effective Physiological Care.** Deliver safe, effective nursing care that maintains physiological integrity by performing accurate assessments, managing and coordinating care, implementing evidence-based interventions, and evaluating patient responses across healthcare settings as it relates to disorders of the endocrine system.
2. **Deliver Culturally and Spiritually Respectful Care.** Demonstrate sensitivity to patients' cultural, ethnic, and spiritual preferences while providing individualized care across the lifespan as it relates to disorders of the endocrine system.
3. **Communicate and Collaborate Professionally** Utilize therapeutic communication, accurate documentation, and interprofessional collaboration to coordinate and manage care, promote continuity, and advocate for patient needs across the healthcare continuum as it relates to disorders of the endocrine system.
4. **Apply Clinical Judgment and Evidence-Based Practice** Use clinical reasoning, critical thinking, and current evidence to prioritize care, make safe decisions, and evaluate patient outcomes as it relates to disorders of the endocrine system.
5. **Promote Psychosocial and Emotional Well-Being** Recognize and respond to the emotional and psychosocial needs of patients and families by implementing supportive interventions, managing care transitions, and coordinating mental health resources to promote overall well-being as it relates to disorders of the endocrine system.
6. **Support Health Promotion and Disease Prevention** Educate and advocate for individuals, families, and communities by promoting wellness, coordinating preventative care, and reducing health risks through evidence-based screening, education, and resource utilization as it relates to disorders of the endocrine system.

Learning Content

- I. Structures and Functions of Endocrine System
 - A. Glands
 - B. Hormones
 - C. Hypothalamus
 - D. Pituitary
 - E. Pineal Gland
 - F. Thyroid Gland
 - G. Parathyroid Glands
 - H. Adrenal Glands
 - I. Pancreas
 - J. Gerontologic Considerations: Effects of Aging on Endocrine System
- II. Assessment of Endocrine System
 - A. Subjective Data
 - B. Objective Data
 - C. Assessment Abnormalities

- III. Diagnostic Studies of Endocrine System
 - A. Serology and Urine Studies
 - B. Radiologic Studies
- IV. Disorders of Anterior Pituitary Gland
 - A. Acromegaly
 - B. Excesses of other Tropic Hormones
 - C. Hypofunction of Pituitary Gland
 - D. Pituitary Surgery
 - E. Nursing Management: Pituitary Surgery
- V. Syndrome of inappropriate antidiuretic hormone
- VI. Disorders of Thyroid Gland
 - A. Goiter
 - B. Thyroiditis
 - C. Hyperthyroidism
 - D. Nursing Management: Hyperthyroidism
 - E. Hypothyroidism
 - F. Nursing Management: Hypothyroidism
 - G. Thyroid Nodules and Cancer
- VII. Disorders of Parathyroid Glands
 - A. Hyperparathyroidism
 - B. Nursing Management: Hyperparathyroidism
 - C. Hypoparathyroidism
- VIII. Disorders of Adrenal Cortex
 - A. Cushing Syndrome
 - B. Nursing Management: Cushing Syndrome
 - C. Adrenocortical Insufficiency (Addison's Disease)
 - D. Corticosteroid Therapy
 - E. Hyperaldosteronism
- IX. Disorders of Adrenal Medulla
 - A. Pheochromocytoma

Learning Activities (see calendar):

1. Read:
 - a. Harding, et al. (2023): Chapters 48, 52, and 54
 - b. Lilley, et al. 10th ed. (2023): including, but not limited to Chapters 30 - 33
2. Study Concepts using CJMM and NCLEX Clients needs methodology (See Appendix B)
3. Complete Sherpath for Harding and Lilley assignments
4. In-class participation activities
5. Complete practice questions

Unit 6: Disruptive Factors of the Renal and Urinary Systems

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

1. Provide Safe and Effective Physiological Care. Deliver safe, effective nursing care that maintains physiological integrity by performing accurate assessments, managing and coordinating care, implementing evidence-based interventions, and evaluating patient responses across healthcare settings as it relates to renal or urinary problems.
2. Deliver Culturally and Spiritually Respectful Care. Demonstrate sensitivity to patients' cultural, ethnic, and spiritual preferences while providing individualized care across the lifespan as it relates to renal or urinary problems.
3. Communicate and Collaborate Professionally Utilize therapeutic communication, accurate documentation, and interprofessional collaboration to coordinate and manage care, promote continuity, and advocate for patient needs across the healthcare continuum as it relates to renal or urinary problems.
4. Apply Clinical Judgment and Evidence-Based Practice Use clinical reasoning, critical thinking, and current evidence to prioritize care, make safe decisions, and evaluate patient outcomes as it relates to renal or urinary problems.
5. Promote Psychosocial and Emotional Well-Being Recognize and respond to the emotional and psychosocial needs of patients and families by implementing supportive interventions, managing care transitions, and coordinating mental health resources to promote overall well-being as it relates to renal or urinary problems.
6. Support Health Promotion and Disease Prevention Educate and advocate for individuals, families, and communities by promoting wellness, coordinating preventative care, and reducing health risks through evidence-based screening, education, and resource utilization as it relates to renal or urinary problems.

Learning Content

- I. Obstructive Uropathies
 - a. Urinary Tract Calculi
 - i. Etiology and pathophysiology
 - ii. Types of Urinary Stones
 - iii. Clinical Manifestations
 - iv. Diagnostic Studies
 - v. Interprofessional Care
 1. Endourologic Procedures
 2. Lithotripsy
 3. Surgical Therapy
 4. Nutritional Therapy
 - vi. Nursing Management: Urinary Tract Calculi
 - b. Strictures
 - c. Renal Trauma
- II. Renal Vascular Problems

- a. Nephrosclerosis
 - b. Renal Artery Stenosis
 - c. Renal Vein Stenosis
- III. Urinary Tract Tumors
 - a. Kidney
 - b. Bladder
 - i. Nursing and Interprofessional Management: Bladder Cancer
- IV. Surgery of the Urinary Tract
 - a. Renal and Ureteral Surgery
 - b. Urinary Diversion
 - c. Nursing Management: Urinary Diversion

Learning Activities (see calendar):

1. Read: Harding, et al. (2023): Chapters 49 and 50
2. Study Concepts using CJMM and NCLEX Clients needs methodology (See Appendix B)
3. Complete Sherpath for Harding and Lilley assignments
4. In-class participation activities
5. Complete practice questions

Unit 7: Disruptive Factors of the Hepatic and Biliary Systems

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

1. Provide Safe and Effective Physiological Care. Deliver safe, effective nursing care that maintains physiological integrity by performing accurate assessments, managing and coordinating care, implementing evidence-based interventions, and evaluating patient responses across healthcare settings as it relates to problems of the hepatic and biliary systems.
2. Deliver Culturally and Spiritually Respectful Care. Demonstrate sensitivity to patients' cultural, ethnic, and spiritual preferences while providing individualized care across the lifespan as it relates to problems of the hepatic and biliary systems.
3. Communicate and Collaborate Professionally Utilize therapeutic communication, accurate documentation, and interprofessional collaboration to coordinate and manage care, promote continuity, and advocate for patient needs across the healthcare continuum as it relates to problems of the hepatic and biliary systems.
4. Apply Clinical Judgment and Evidence-Based Practice Use clinical reasoning, critical thinking, and current evidence to prioritize care, make safe decisions, and evaluate patient outcomes as it relates to problems of the hepatic and biliary systems.
5. Promote Psychosocial and Emotional Well-Being Recognize and respond to the emotional and psychosocial needs of patients and families by implementing supportive interventions, managing care transitions, and coordinating mental health resources to promote overall well-being as it relates to problems of the hepatic and biliary systems.
6. Support Health Promotion and Disease Prevention Educate and advocate for individuals, families, and communities by promoting wellness, coordinating preventative care, and reducing health risks through evidence-based screening, education, and resource utilization as it relates to problems of the hepatic and biliary systems.

Learning Content:

- I. Disorders of the Liver
- II. Hepatitis
 - A. Viral Hepatitis
 1. Hepatitis A Virus
 2. Hepatitis B Virus
 3. Hepatitis C Virus
 4. Hepatitis D Virus
 5. Hepatitis E Virus
 - B. Pathophysiology
 - C. Clinical Manifestations and Complications
 1. Acute Hepatitis
 2. Acute Liver Failure
 3. Chronic Hepatitis
 - D. Diagnostic Studies

- E. Interprofessional Care
 - 1. Drug Therapy
 - 2. Management: Viral Hepatitis
- III. Drug and Chemical- Induced Liver Disease
- IV. Autoimmune, Genetic, and Metabolic Liver Diseases
 - A. Autoimmune Hepatitis
 - B. Wilson’s Disease
 - C. Hemochromatosis
 - D. Primary Biliary Cholangitis
 - E. Primary Sclerosing Cholangitis
 - F. Nonalcoholic Fatty Liver Disease and Nonalcoholic Steatohepatitis
- V. Cirrhosis
 - A. Nursing Management: Cirrhosis
- VI. Acute Liver Failure
- VII. Liver Cancer
- VIII. Disorders of the Pancreatitis
 - A. Acute Pancreatitis
 - B. Chronic Pancreatitis
 - C. Pancreatic Cancer
- IX. Disorders of the Biliary Tract
 - A. Cholelithiasis and Cholecystitis
 - B. Nursing Management: Gall Bladder Disease
 - C. Gallbladder Cancer

Learning Activities (see calendar):

- 1. Read: Harding et al. (2023): Chapter 48
- 2. Study Concepts using CJMM and NCLEX Clients needs methodology (See Appendix B)
- 3. Complete Sherpath for Harding and Lilley assignments
- 4. In-class participation activities
- 5. Complete practice questions

Unit 8: Disruptive Factors of the Nervous System and Chronic Neurologic Disorders

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

1. **Provide Safe and Effective Physiological Care.** Deliver safe, effective nursing care that maintains physiological integrity by performing accurate assessments, managing and coordinating care, implementing evidence-based interventions, and evaluating patient responses across healthcare settings as it relates to disorders of the nervous system, including chronic neurologic disorders.
2. **Deliver Culturally and Spiritually Respectful Care.** Demonstrate sensitivity to patients' cultural, ethnic, and spiritual preferences while providing individualized care across the lifespan as it relates to disorders of the nervous system, including chronic neurologic disorders.
3. **Communicate and Collaborate Professionally** Utilize therapeutic communication, accurate documentation, and interprofessional collaboration to coordinate and manage care, promote continuity, and advocate for patient needs across the healthcare continuum as it relates to disorders of the nervous system, including chronic neurologic disorders.
4. **Apply Clinical Judgment and Evidence-Based Practice** Use clinical reasoning, critical thinking, and current evidence to prioritize care, make safe decisions, and evaluate patient outcomes as it relates to disorders of the nervous system, including chronic neurologic disorders.
5. **Promote Psychosocial and Emotional Well-Being** Recognize and respond to the emotional and psychosocial needs of patients and families by implementing supportive interventions, managing care transitions, and coordinating mental health resources to promote overall well-being as it relates to disorders of the nervous system, including chronic neurologic disorders.
6. **Support Health Promotion and Disease Prevention** Educate and advocate for individuals, families, and communities by promoting wellness, coordinating preventative care, and reducing health risks through evidence-based screening, education, and resource utilization as it relates to disorders of the nervous system, including chronic neurologic disorders.

Learning Content

- I. Structures and Functions of Nervous System
 - A. Cells of Nervous System
 - B. Nerve Regeneration
 - C. Nerve Impulse
 - D. Central Nervous System
 - E. Peripheral Nervous System
 - F. Cerebral Circulation
 - G. Protective Structures
 - H. Gerontologic Considerations: Effects of Aging on Nervous System
- II. Assessment of Nervous System
 - A. Subjective Data
 - B. Objective Data
- III. Diagnostic Studies of Nervous System

- A. Radiologic Studies
 - B. Electrographic Studies
- IV. Chronic Neurologic Disorders
 - A. Seizure Disorder
 - i. Etiology and Pathophysiology
 - ii. Genetic Link
 - iii. Clinical Manifestations
 - 1. Generalized-Onset Seizures
 - 2. Focal-Onset Seizures
 - 3. Psychogenic Nonepileptic Seizures
 - iv. Complications
 - v. Diagnostic Studies
 - vi. Interprofessional Care
 - vii. Gerontologic Considerations: Drug Therapy for Seizure Disorder
 - viii. Nursing Management: Seizure Disorder
 - B. Restless Legs Syndrome
 - C. Degenerative Neurologic Disorders
 - i. Multiple Sclerosis
 - 1. Nursing Management: Multiple Sclerosis
 - ii. Parkinson's Disease
 - 1. Nursing Management: Parkinson's Disease
 - iii. Myasthenia Gravis
 - 1. Nursing Management: Myasthenia Gravis
 - iv. Amyotrophic Lateral Sclerosis
 - 1. Nursing Management: Amyotrophic Lateral Sclerosis
 - v. Huntington's Disease
 - 1. Nursing Management: Huntington's Disease
- V. Peripheral Nerve Problems
 - A. Trigeminal Neuralgia
 - i. Nursing Management: Trigeminal Neuralgia
 - B. Bell's Palsy
 - i. Nursing Management: Bell's Palsy

Learning Activities (see calendar):

1. Read:
 - a. Harding, et al. (2023): Chapters 60, 61, and 63
 - b. Lilley, et al. 10th ed. (2023): including, but not limited to Chapters 12, 14, and 15
2. Study Concepts using CJMM and NCLEX Clients needs methodology (See Appendix B)
3. Complete Sherpath for Harding and Lilley assignments
4. In-class participation activities
5. Complete practice questions

Unit 9:

Unit 10: Disruptive Factors of the Breast and Female and Male Reproductive Systems

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

1. Provide Safe and Effective Physiological Care. Deliver safe, effective nursing care that maintains physiological integrity by performing accurate assessments, managing and coordinating care, implementing evidence-based interventions, and evaluating patient responses across healthcare settings as it relates to disorders of the breast and reproductive systems.
2. Deliver Culturally and Spiritually Respectful Care. Demonstrate sensitivity to patients' cultural, ethnic, and spiritual preferences while providing individualized care across the lifespan as it relates to disorders of the breast and reproductive systems.
3. Communicate and Collaborate Professionally Utilize therapeutic communication, accurate documentation, and interprofessional collaboration to coordinate and manage care, promote continuity, and advocate for patient needs across the healthcare continuum as it relates to disorders of the breast and reproductive systems.
4. Apply Clinical Judgment and Evidence-Based Practice Use clinical reasoning, critical thinking, and current evidence to prioritize care, make safe decisions, and evaluate patient outcomes as it relates to disorders of the breast and reproductive systems.
5. Promote Psychosocial and Emotional Well-Being Recognize and respond to the emotional and psychosocial needs of patients and families by implementing supportive interventions, managing care transitions, and coordinating mental health resources to promote overall well-being as it relates to disorders of the breast and reproductive systems.
6. Support Health Promotion and Disease Prevention Educate and advocate for individuals, families, and communities by promoting wellness, coordinating preventative care, and reducing health risks through evidence-based screening, education, and resource utilization as it relates to disorders of the breast and reproductive systems.

Learning Content

- I. Assessment of Breast Disorders
- II. Benign Breast Disorders
 - A. Mastalgia
 - B. Breast Infections
 - C. Fibrocystic Changes
 - D. Fibroadenoma
 - E. Nipple Discharge
 - F. Atypical Hyperplasia
 - G. Intraductal Papilloma
 - H. Ductal Ectasia
 - I. Male Gynecomastia
- III. Breast Cancer

- A. Etiology and Risk Factors
- B. Genetic Link
- C. Pathophysiology
- D. Types of Breast Cancer
- E. Clinical Manifestations
- F. Complications
- G. Diagnostic Studies
- H. Interprofessional Care
 - i. Staging
 - ii. Surgical Therapy
 - iii. External Radiation Therapy
 - iv. Brachytherapy
 - v. Drug Therapy
 - vi. Culturally Competent Care
- IV. Nursing Management: Breast Cancer
- V. Mammoplasty
 - A. Breast Reconstruction
 - B. Breast Augmentation
 - C. Breast Reduction
- VI. Nursing Management: Breast Augmentation and Reduction
- VII. Infertility
- VIII. Problems Related to Menstruation
 - A. Premenstrual Syndrome
 - B. Nursing Management: Premenstrual Syndrome
 - C. Dysmenorrhea
 - D. Perimenopause and Postmenopausal
 - E. Nursing Management: Perimenopause and Postmenopausal
 - F. Infections of Lower Genital Tract
 - G. Nursing Management: Infections of Lower Genital Tract
 - H. Chronic Pelvic Pain
 - I. Endometriosis
- IX. Benign Tumors of the Female Reproductive System
 - A. Leiomyomas
 - B. Ovarian Cysts
 - C. Cervical Polyps
- X. Cancers of the Female Reproductive System
 - A. Cervical Cancer
 - B. Endometrial Cancer
 - C. Ovarian Cancer
 - D. Vaginal Cancer
 - E. Vulvar Cancer

- F. Nursing and Interprofessional Management: Cancers of Female Reproductive System
- XI. Pelvic Organ Prolapse
 - A. Uterine Prolapse
 - B. Cystocele and Rectocele
 - C. Nursing and Interprofessional Management: Pelvic Organ Prolapse
 - D. Fistula
- XII. Prostate Cancer
- XIII. Nursing Management: Prostate Cancer
- XIV. Problems of the Penis
 - A. Cancer of Penis
- XV. Problems of Scrotum and Testes
 - A. Testicular Cancer

Learning Activities (see calendar):

1. Read:
 - a. Harding et al. (2023): Chapters 55, 56, 58, and 59
 - b. Lilley, et al. 10th ed. (2023): including, but not limited to 34, 35
2. Study Concepts using CJMM and NCLEX Clients needs methodology (See Appendix B)
3. Complete Sherpath for Harding and Lilley assignments
4. In-class participation activities
5. Complete practice questions

Unit 10: Arthritis, Connective Tissue, and Musculoskeletal

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

1. Provide Safe and Effective Physiological Care. Deliver safe, effective nursing care that maintains physiological integrity by performing accurate assessments, managing and coordinating care, implementing evidence-based interventions, and evaluating patient responses across healthcare settings as it relates to disorders of the musculoskeletal system, including arthritis and other connective tissue disorders.
2. Deliver Culturally and Spiritually Respectful Care. Demonstrate sensitivity to patients' cultural, ethnic, and spiritual preferences while providing individualized care across the lifespan as it relates to disorders of the musculoskeletal system, including arthritis and other connective tissue disorders.
3. Communicate and Collaborate Professionally Utilize therapeutic communication, accurate documentation, and interprofessional collaboration to coordinate and manage care, promote continuity, and advocate for patient needs across the healthcare continuum as it relates to disorders of the musculoskeletal system, including arthritis and other connective tissue disorders.
4. Apply Clinical Judgment and Evidence-Based Practice Use clinical reasoning, critical thinking, and current evidence to prioritize care, make safe decisions, and evaluate patient outcomes as it relates to disorders of the musculoskeletal system, including arthritis and other connective tissue disorders.
5. Promote Psychosocial and Emotional Well-Being Recognize and respond to the emotional and psychosocial needs of patients and families by implementing supportive interventions, managing care transitions, and coordinating mental health resources to promote overall well-being as it relates to disorders of the musculoskeletal system, including arthritis and other connective tissue disorders.
6. Support Health Promotion and Disease Prevention Educate and advocate for individuals, families, and communities by promoting wellness, coordinating preventative care, and reducing health risks through evidence-based screening, education, and resource utilization as it relates to disorders of the musculoskeletal system, including arthritis and other connective tissue disorders.

Learning Content

- I. Autoimmunity
 - A. Autoimmune Diseases
 - B. Apheresis
- II. Immunodeficiency Disorders
 - A. Primary Immunodeficiency Disorders
 - B. Secondary Immunodeficiency Disorders
- III. Arthritis
 - A. Osteoarthritis
 - i. Nursing Management: Osteoarthritis
 - B. Rheumatoid Arthritis
 - C. Nursing Management: Rheumatoid Arthritis

- i. Drug Therapy
- IV. Gout
 - A. Interprofessional and Nursing Management: Gout
- V. Septic Arthritis
- VI. Spondyloarthropathies
 - A. Ankylosing Spondylitis
- VII. Psoriatic Arthritis
 - A. Reactive Arthritis
- VIII. Systemic Lupus Erythematosus
 - A. Nursing Management: Systemic Lupus Erythematosus
- IX. Scleroderma
 - A. Nursing Management: Scleroderma
- X. Polymyositis and Dermatomyositis
- XI. Sjogren's Syndrome
- XII. Myofascial Pain Syndrome
- XIII. Fibromyalgia
- XIV. Systemic Exertion Intolerance Disease
- XV. Amputation
 - A. Nursing Management: Amputation
- XVI. Common Joint Surgical Procedures
 - A. Types of Joint Surgeries
 - i. Synovectomy
 - ii. Osteotomy
 - iii. Debridement
 - iv. Arthroplasty
 - v. Arthrodesis
 - v. Complications of Joint Surgery
 - B. Nursing and Interprofessional Management: Joint Surgery
 - i. Preoperative Management
 - ii. Postoperative Management
- XVII. Osteomyelitis
 - A. Nursing Management: Osteomyelitis
- XVIII. Bone Tumors
 - A. Benign Bone Tumors
 - i. Osteochondroma
 - B. Malignant Bone Tumors
 - i. Osteosarcoma
 - ii. Metastatic Bone Cancer
 - C. Nursing Management: Bone Cancer
- XIX. Healing Process
 - A. Nursing and Interprofessional Management: Wound Healing

Learning Activities (see calendar):

1. Read:
 - a. Harding, et al. (2023): Chapters 66, 67, 68, 69
 - b. Lilley, et al. 10th ed. (2023): including, but not limited to Chapters 44, 48
2. Study Concepts using CJMM and NCLEX Clients needs methodology (See Appendix B)
3. Complete Sherpath for Harding and Lilley assignments
4. In-class participation activities
5. Complete practice questions

Unit 11: Cardiac and Vascular

Student Learning Outcomes

Upon completion of this unit, the student will:

1. Provide Safe and Effective Physiological Care. Deliver safe, effective nursing care that maintains physiological integrity by performing accurate assessments, managing and coordinating care, implementing evidence-based interventions, and evaluating patient responses across healthcare settings as it relates to problems of the cardiovascular system.
2. Deliver Culturally and Spiritually Respectful Care. Demonstrate sensitivity to patients' cultural, ethnic, and spiritual preferences while providing individualized care across the lifespan as it relates to problems of the cardiovascular system.
3. Communicate and Collaborate Professionally Utilize therapeutic communication, accurate documentation, and interprofessional collaboration to coordinate and manage care, promote continuity, and advocate for patient needs across the healthcare continuum as it relates to problems of the cardiovascular system.
4. Apply Clinical Judgment and Evidence-Based Practice Use clinical reasoning, critical thinking, and current evidence to prioritize care, make safe decisions, and evaluate patient outcomes as it relates to problems of the cardiovascular system.
5. Promote Psychosocial and Emotional Well-Being Recognize and respond to the emotional and psychosocial needs of patients and families by implementing supportive interventions, managing care transitions, and coordinating mental health resources to promote overall well-being as it relates to problems of the cardiovascular system.
6. Support Health Promotion and Disease Prevention Educate and advocate for individuals, families, and communities by promoting wellness, coordinating preventative care, and reducing health risks through evidence-based screening, education, and resource utilization as it relates to problems of the cardiovascular system.

Learning Content:

- I. Assessment: Cardiovascular System
 - A. Assessment Abnormalities
 - B. Electrocardiography
 - C. Interventional and Invasive Studies
 - 1) Cardiac Catheterization
 - 2) Intravascular Ultrasound
 - 3) Electrophysiology Study
- II. Rhythm Identification and Treatment
 - A. Conduction System
 - B. Nervous Control of the Heart
 - C. Electrocardiographic Monitoring
 - D. Electrophysiologic Mechanisms of Dysrhythmias
 - E. Evaluation of Dysrhythmias
 - F. Overview of Cardiac Rhythms

- 1) Normal Cardiac Rhythms
 - G. Types of Dysrhythmias
 - 1) Sinus Bradycardia
 - 2) Sinus Tachycardia
- III. Inflammatory Heart Disorders
 - 1) Infective Endocarditis
 - 2) Myocarditis
- IV. Valvular Heart Disease
 - 1) Mitral Valve Stenosis
 - 2) Mitral Valve Regurgitation
 - 3) Mitral Valve Prolapse
 - 4) Aortic Valve Stenosis
 - 5) Aortic Valve Regurgitation
 - 6) Tricuspid Valve Stenosis
 - 7) Pulmonic Valve Stenosis
- V. Cardiomyopathy

Learning Activities (see calendar):

1. Read:
 - a. Harding et al. (2023): Chapters 35, 39, and 40.
 - b. Lilley, et al. 10th ed. (2023): including, but not limited to Chapters 22, 24 and 25
2. Study Concepts using CJMM and NCLEX Clients needs methodology (See Appendix B)
3. Complete Sherpath for Harding and Lilley assignments
4. In-class participation activities
5. Complete practice questions

Calendar/Due Dates:

W k	Date (Wed)	Lecture Focus	Lab Focus & Homework	Lecturer	Sherpath Med/Surg Due Sat	Sherpath Pharm Due Sat
1	20-Aug	0900-1100 - Syllabus review & Unit 1 – Cancer	12:00-2:00pm Lab - TBD	Jay Ketcherside		
2	27-Aug	0900-1100 - Unit 2 – Hematologic System	12:00-2:00pm Lab - TBD	Jay Ketcherside	Cancer Quiz, Hematology Quiz	Coagulation Modifier (Antiplatelet & Thrombolytics)
3	3-Sep	0900-1100 - Unit 3 – Respiratory System	12:00-2:00pm Lab - TBD / Exam Review	Jay Ketcherside	Respiratory Quiz	Antitubercular
4	10-Sep	0900-1100 Exam #1 (Units 1-3)	12:00-2:00pm Lab - TBD	Ketcherside / Carter		
5	17-Sep	0900-1100 - Unit 4 – Gastrointestinal System	12:00-2:00pm Lab - TBD	Karee Carter	GI Quiz	Antibiotics
6	24-Sep	0900-1100 - Unit 5 – Endocrine System	12:00-2:00pm Lab - TBD/ Exam Review	Karee Carter	Endocrine quiz	Adrenal cortex
7	1-Oct	0900-1100 - Exam #2 (Units 4-5)	12:00-2:00pm Lab - TBD	Ketcherside / Carter		
8	8-Oct	0900-1100 - Unit 6 – Renal & Urinary Systems	12:00-2:00pm Lab - TBD	Karee Carter	Renal and Urinary Quiz	
9	15-Oct	0900-1100 - Unit 7 – Hepatic & Biliary Systems	12:00-2:00pm Lab - TBD	Karee Carter	Hepatic and Biliary Quiz	Thyroid and parathyroid
10	22-Oct	0900-1100 - Unit 8 – Nervous / Chronic Neuro	12:00-2:00pm Lab - TBD	Karee Carter	Nervous / Chronic Neuro Quiz	Pituitary
11	29-Oct	0900-1100 Exam #3 (Units 7-8)	12:00-2:00pm Lab - TBD	Ketcherside / Carter		
12	5-Nov	0900-1100 - Unit 9 – Reproductive Systems/ Unit 10 – Arthritis / Connective & MSK	12:00-2:00pm Lab - TBD	Karee Carter	Reproductive/Arthri tis / Connective & MSK Quiz	Specific Neurodegenerative
13	12-Nov	0900-1100 - Unit 11 – Cardiac & Vascular Systems	Unit 11 – Arthritis / Connective & MSK / Exam 4 Review	Dr. Rachel Fano	Cardiac and Vascular Quiz	Cholinergic
14	19-Nov	Exam #4 (Units 9-11)	12:00-2:00pm Lab - Comprehensive Exam Review	Ketcherside / Carter		
15	26-Nov	09:00 - Group-poster set-up 10:30 - 12:00 - Group Poster Presentation		Ketcherside / Fano		
16	3-Dec	Comprehensive Final Exam	0900am	Ketcherside / Carter		

Appendix A - Rubric

Disease Topic Group Poster Presentation Grading Rubric

Your group will be assigned a disease from this semester. Your job is to design a poster to be presented to your classmates at the end of the semester. Please refer to the grading rubric for required content but be as creative as you would like for the poster itself. Additionally, your group will present your poster to your peers, Student and you will be assigned other groups to provide feedback on their posters.

Grading will be based on the following: your group communication skills; visual presentation; actual evidence-based content which includes the etiology and pathology, clinical manifestations, potential complications, diagnostic studies, labs & screening tools, medications - entails patient teaching & nursing implications, interprofessional care, and nursing management and teaching points; resources used for presentation; and collaboration within group.

There will be two “assignments” submitted to D2L. The first is the participation form- this is for the members of your own group. The second is the student evaluation form. This is your critique of the groups you are assigned to visit.

Presentation of Topics

Disease Topic are to be presented in the classroom. Groups are assigned and can be found on D2L. All group members are required to speak on the topic during presentation.

APA

A reference page should be included according to APA format. This can be printed out and placed at your assigned table or attached to your poster.

Appendix B

CJMM + NCLEX-Based Concept Map Template



Name of Disease/Condition: _____

1 Recognize Cues

(CJMM Step 1 — NCLEX: Physiological Integrity / Health Promotion)

- Subjective & Objective Data:

• Symptoms & Clinical Manifestations:

• Risk Factors (Modifiable / Non-Modifiable):

• Diagnostic Tests / Labs:

2 Analyze Cues

(CJMM Step 2 — NCLEX: Risk Reduction / Assessment)

- Pathophysiology Summary:

• Significant Abnormalities / Cues:

• Expected vs. Unexpected Findings:

3 Prioritize Hypotheses

(CJMM Step 3 — NCLEX: Prioritization / Safety)

Hypothesis / Nursing Problem	Supporting Cues	Priority Level (ABCs / Maslow)

4 Generate Solutions

(CJMM Step 4 — NCLEX: Planning / Intervention)

- SMART Goals:

• Nursing and Collaborative Interventions:

5 Take Action

(CJMM Step 5 — NCLEX: Implementation / Pharmacological & Non-Pharm)

- Medical Orders:

• Priority Medications (list by class and novel medications):

- Priority Nursing Interventions (ADLs, safety, psychosocial):

- Patient Education & Teaching Points:

Evaluate Outcomes


(CJMM Step 6 — NCLEX: Evaluation / Reassessment)

- Patient Response to Interventions:

- Complications Observed:

- Plan of Care Adjustments:

NCLEX Client Needs Checklist

Client Needs Category	Addressed? 
Safe and Effective Care Environment	<input type="checkbox"/>
Health Promotion and Maintenance	<input type="checkbox"/>
Psychosocial Integrity	<input type="checkbox"/>
Physiological Integrity (Basic & Complex)	<input type="checkbox"/>

Instructions:

- 1) Use one concept map per diagnosis/ condition/nursing problem
- 2) This concept map can be used to focus reading, studying and test prep