



**Nursing Department  
1200 Amburn Rd.  
Texas City, TX 77591**

**RNSG 1343-101CL**

**Complex Concepts of Adult Health**

**Spring 2022, 16 Weeks  
Wednesdays 1200 to 1600**

**Course Facilitator:**

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Office Hours: Mondays 0900 to 1300 and Thursdays 1100 to 1500

**Co-Facilitator:**

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**Required Textbook/Materials:**

Lewis, S., Bucher, L., Heitkemper, M., & Harding, M. (2020). Medical-Surgical Nursing: Assessment and Management of Clinical Problems, 11th Edition. St. Louis, Inc. Mulholland, J.M., & Turner, S.J.

Elsevier Adaptive Quizzing for Lewis Medical-Surgical Nursing - Classic Version, 11th Edition. COURSE ID 162670\_thentry337\_1001

Elsevier Adaptive Quizzing for the NCLEX-RN Exam (36-Month) Classic Version, 2nd Edition

COURSE ID 160224\_thentry337\_1001

HESI. (2017). HESI Comprehensive Review for the NCLEX-RN Examination, 6th edition. St. Louis: Elsevier, Inc.

Elsevier (2019). Sherpath for Pharmacology (Lilley version), 9th edition. St. Louis: Elsevier, Inc.\*

Course ID: 161968\_rboaz4\_1001

Silvestri, A. (2017). Saunders comprehensive review for the NCLEX-RN examination (8th ed). St. Louis, MO: Elsevier

Elsevier Clinical Skills” Essentials Collection  
Revised: January 2021

Texas Board of Nursing: Current Editions of Texas Nursing Practice Act & Nursing Peer Review Act. [http://www.bne.state.tx.us/laws\\_and\\_rules\\_nursing\\_practice\\_act.asp](http://www.bne.state.tx.us/laws_and_rules_nursing_practice_act.asp)  
[https://www.bon.texas.gov/faq\\_peer\\_review.asp](https://www.bon.texas.gov/faq_peer_review.asp)

**Recommended Textbooks:**

Mosby Nursing Drug Guide (current edition)  
All previously purchased books that were required.

**Course Description:**

Integration of previous knowledge and skills related to common adult health needs into the continued development of the professional nurse as a provider of patient-centered care, patient safety advocate, member of health care team, and member of the profession in the care of adult patients and families with complex medical-surgical health care needs associated with body systems. Emphasis on complex knowledge, judgments, skills, and professional values within a legal/ethical framework.

Prerequisite: See Catalog. (Credit 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 - Assesses knowledge of course content discussed in class, in reading assignments, and pharmacology modules. Exams will use multiple choice, multiple answer, and alternative style test questions as indicated to follow NCLEX-RN testing format. If a student receives a grade below 75% on any exam, he/she should schedule a counseling appointment with the instructor and remediation is required prior to taking the next exam.

Note: All students must take their Unit exams at the same time and day that is specified on the course calendar.

2. HESI Final exam - Assesses overall knowledge and understanding of medical-surgical nursing concepts. Exams will use multiple choice, multiple answer, and alternative style test questions as indicated to follow NCLEX-RN testing format. All students must take their final exam at the same time and day that is specified on the syllabus course calendar.
3. Poster Presentation- Grading will be based on the following: your group communication skills; audio and visual presentation; actual evidence-based content which includes the etiology and pathology, clinical manifestations, potential complications, diagnostic studies, labs & screening tools, medications- (Patient Teaching, Nursing Implications) interprofessional care, and nursing management and teaching points; resources used for presentation; and collaboration within group. Presentation will be compiled in APA format in a professional format. Content and video will be uploaded in Blackboard under “Group Presentation” tab. See Rubric, Appendix A.
4. Pharmacology Lesson Quizzes- Assesses knowledge and application of selected pharmacologic content. Students must complete each required lesson by the due date listed in the syllabus. You will have one attempt for each Pharmacology Lesson Quiz. Failure to submit a lesson will result in a grade of zero for that lesson. The scores for all required lessons will be averaged for your Pharmacology Lesson Quiz grade.

**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.

**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         |
| Unit Exam 2*  | 12         |
| Unit Exam 3*  | 12         |
| Unit Exam 4*  | 12         |
| Final HESI Exam*  | 12         |
| Exam<br>Total*  | 60         |
| Group Poster Presentation**   | 15         |
| Pharmacology Lessons Quizzes**  | 15         |
| Unit Quizzes**<br>Grading Scale for Mastery Quizzes<br>Mastery Level 3 = 100%<br>Mastery Level 2 = 75%<br>Mastery Level 1 = 70%<br>Less than Mastery Level 1 = Zero | 10         |
| <b>Total</b>  | <b>100</b> |
| <b>* ≥ 75% weighted exam average required to pass the course</b>  |            |

## **Methods of Instruction**

Case studies

Lecture

Group discussions

Quizzes

Concept maps

Role-play and demonstration

Audio-visual instructional aids

Discussion boards

Practice questions

Patient care plans

Sherpath pharmacology

Teach back methods including flipped classroom

## **Course Objectives/ Student Learning Outcomes Upon complete of this course, the student will:**

1. Examine the pathophysiology and clinical management of adult patients with complex health needs.
2. Apply the nursing process in the care of adult patients with complex health needs and their families in primary, secondary, and tertiary settings to achieve, improve, or maintain an optimal level of wellness.
3. Utilize the principles of critical thinking, problem solving and clinical judgment in the performance of evidence based, advanced nursing skills while caring for adult patients with complex health needs.
4. Examine pharmacokinetics, pharmacodynamics, therapeutic actions, side/adverse effects, contraindications, drug and dietary interactions, precautions, and routes of administration of relevant medications used in treatment of adult patients with complex health needs.
5. Examine the roles of the associate degree nurse in caring for adult patients with complex health needs and their families.
6. Utilize effective communication with culturally and spiritually diverse adult patients, their families, and members of the health care team.
7. Apply principles of patient care management in the care of adult patients with complex health needs.
8. Apply principles of patient safety in the care of adult patients with complex healthcare needs and their families.
9. Discuss appropriate principles of teaching and learning for culturally and spiritually diverse adult patients with complex health needs.
10. Utilize clinical data and current literature as a basis for decision making in the care of adult patients with complex health needs and their families.

11. Discuss ethical/legal issues related to the care of adult patients with complex health needs and their families.
12. Examine health care and financial resources available to assist culturally diverse adult patients with complex health needs and their families.

**Blackboard / Syllabus Assignment Submission Statement:** It is the student’s responsibility to confirm your submission. When submitting an assignment in Blackboard, 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.

It is the student’s responsibility to submit all required documents to Blackboard to view before and after each submission to ensure that all files are attached. You will be only graded on the assignment (s) that is submitted to the Blackboard. 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 on-line 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 good professional character as defined in BON Rule 213.27 ([http://bon.texas.gov/rr\\_current/213-27.asp](http://bon.texas.gov/rr_current/213-27.asp)). See Behavior/Conduct in the Nursing Student Handbook.

**Success Tips for Students**

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

| <b>Course Difficulty</b> | <b>Study Hours Per Week Per Hour in Class</b> |
|--------------------------|---|
| High Difficulty Course   | 3 hours                                       |
| Medium Difficulty Course | 2 hours                                       |
| Low Difficulty Course    | 1 hour  |

[http://www.usu.edu/arc/StudySmart/pdf/estimating\\_study\\_hours.pdf](http://www.usu.edu/arc/StudySmart/pdf/estimating_study_hours.pdf)

2. Read assignments before class or clinical. Here are some strategies for getting the most out of your college textbooks:
  - 4 Steps to Reading a Textbook:

<http://www.studyright.net/blog/4-steps-to-reading-a-textbook-quickly-and-effectively/>

- Active Reading Strategies:  
<http://www.princeton.edu/mcgraw/library/for-students/remember-reading/>
- The Reading Cycle: Plan-Do-Review  
<http://www2.swccd.edu/~asc/lrnglinks/txttdg.html>
- How to Read Your Textbooks More Efficiently College Info Geek (video)  
<https://www.youtube.com/watch?v=tgVjmFSx7rg>
- 5 Active Reading Strategies for Textbook Assignments College Info Geek (video) [5 Active Reading Strategies for Textbook Assignments - College Info Geek](#)

### **ANA Scope and Standards of Practice**

Students are expected to adhere to established ANA Scope and Standards of Practice (2015).

(See Student Handbook and Clinical Evaluation Tool for detailed explanation of standards.)

### **Notice to Students Regarding Licensing**

*Effective September 1, 2017, HB 1508 amends the Texas Occupations Code Section 53 that 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](https://www.bon.texas.gov/licensure_eligibility.asp).

*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/licensure\\_endorsement.asp](https://www.bon.texas.gov/licensure_endorsement.asp). 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.

### **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.

### **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 Technical Vocational Building, Room 1306, 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 [com.mywconline.com](http://com.mywconline.com), or by clicking the SRWC icon on the COM website.

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

All course assignments are expected to be completed and submitted on the specified due date. See Late work, Make-Up and Extra Credit Policy in the Nursing Student Handbook.

### **Attendance Policy:**

See Attendance Policy in the Nursing Student Handbook.

### **Tardiness**

See Attendance Policy in the Nursing Student Handbook.

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

### **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 the appropriate discipline action. Also 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 me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please request an appointment with the Director of Nursing at [nursing@com.edu](mailto:nursing@com.edu). Please see the Student Concerns Policy in the Nursing Student Handbook for further instructions.



**Course outline:**

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**Unit 1: Cancer**

**Unit Student Learning Outcomes**

Upon completion of this unit, the student will:

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

- Read: Harding, et al. (2019): Chapter 15 (all)

**Unit 2: Disruptive Factors of the Hematologic System**

**Unit Student Learning Outcomes**

Upon completion of this unit, the student will:

1. Examine the pathophysiology and clinical management of adult patients with complex health needs related to disruptions in the hematologic system.
2. Apply the nursing process in the care of adult patients with complex health needs related to disruptions in the hematologic system and their families in primary, secondary and tertiary settings to achieve, improve, or maintain an optimal level of wellness.
3. Utilize the principles of critical thinking, problem solving and clinical judgment in the performance of evidence based, advanced nursing skills while caring for adult patients with complex health needs related to disruptions in the hematologic system.
4. Examine pharmacokinetics, pharmacodynamics, therapeutic actions, side/adverse effects, contraindications, drug and dietary interactions, precautions, and routes of

- administration of relevant medications used in treatment of adult patients with complex health needs related to disruptions in the hematologic system.
5. Examine the roles of the associate degree nurse in caring for adult patients with complex health needs related to disruptions in the hematologic system and their families.
  6. Utilize effective communication with culturally and spiritually diverse adult patients, their families, and members of the health care team.
  7. Apply principles of patient care management in the care of adult patients with complex health needs related to disruptions in the hematologic system.
  8. Apply principles of patient safety in the care of adult patients with complex health needs related to disruptions in the hematologic system and their families.
  9. Discuss appropriate principles of teaching and learning for culturally and spiritually diverse adult patients with complex health needs related to disruptions in the hematologic system.
  10. Utilize clinical data and current literature as a basis for decision making in the care of adult patients with complex health needs related to disruptions in the hematologic system and their families.

### **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. Megaloblastic Anemias
    1. Cobalamin
  - C. Anemia of Chronic Disease
  - D. Aplastic Anemia
- V. Anemia Caused by Decreased Erythrocyte Production
  - A. Iron-Deficiency Anemia
- VI. Anemia Caused by Blood Loss

- A. Acute 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:**

- Read: Harding, et al. (2019): Chapter 29 (pp. 585-605); 30 (pp. 606-615, 619-626, 631-640, 645-652).23 (pp 407 -413); Chapter 30 (pp. 606-629, 632-640, 646-656) • Read: Bristol (2019): 185, 206-207, 210, 216-218

**Resources**

- Elsevier. Clinical Skills: Essential Collection: Initiating a Transfusion, Monitoring for Adverse Reactions to a Transfusion, and Preparing a Transfusion

**Unit 3: Disruptive Factors of the Respiratory System**

**Unit Student Learning Outcomes**

Upon completion of this unit, the student will:

1. Examine the pathophysiology and clinical management of adult patients with complex health needs related to disruptions in the respiratory system.
2. Apply the nursing process in the care of adult patients with complex health needs related to disruptions in the respiratory system and their families in primary, secondary and tertiary settings to achieve, improve, or maintain an optimal level of wellness.

3. Utilize the principles of critical thinking, problem solving and clinical judgment in the performance of evidence based, advanced nursing skills while caring for adult patients with complex health needs related to disruptions in the respiratory system.
4. Examine pharmacokinetics, pharmacodynamics, therapeutic actions, side/adverse effects, contraindications, drug and dietary interactions, precautions, and routes of administration of relevant medications used in treatment of adult patients with complex health needs related to disruptions in the respiratory system.
5. Examine the roles of the associate degree nurse in caring for adult patients with complex health needs related to disruptions in the respiratory system and their families.
6. Utilize effective communication with culturally and spiritually diverse adult patients, their families, and members of the health care team.
7. Apply principles of patient care management in the care of adult patients with complex health needs related to disruptions in the respiratory system.
8. Apply principles of patient safety in the care of adult patients with complex healthcare needs related to disruptions in the respiratory system and their families.
9. Discuss appropriate principles of teaching and learning for culturally and spiritually diverse adult patients with complex health needs related to disruptions in the respiratory system.
10. Utilize clinical data and current literature as a basis for decision making in the care of adult patients with complex health needs related to disruptions in the respiratory system and their families.

**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:**

- Read: Harding, et al. Chapter 26 (pp. 477-500); Chapter 27 (pp. 516-522, 532); Chapter 28 (pp. 580-582).
- Read: Bristol (2019): 211-213

**Resources:**

- Elsevier. Clinical Skills: Essential Collection: Providing Tracheostomy Care

**Unit 4 Cardiac and Vascular**

**Student Learning Outcomes**

Upon complete of this unit, the student will:

1. Examine the pathophysiology and clinical management of adult patients with complex health needs related to disruptions of the cardiovascular and vascular systems.
2. Apply the nursing process in the care of adult patients with complex health needs related to disruptions of the cardiovascular and vascular systems and their families in primary, secondary and tertiary settings to achieve, improve, or maintain an optimal level of wellness.
3. Utilize the principles of critical thinking, problem solving and clinical judgment in the performance of evidence based, advanced nursing skills while caring for adult patients with complex health needs related to disruptions of the cardiovascular and vascular systems.
4. Examine pharmacokinetics, pharmacodynamics, therapeutic actions, side/adverse effects, contraindications, drug and dietary interactions, precautions, and routes of administration of relevant medications used in treatment of adult patients with

complex health needs related to disruptions of the cardiovascular and vascular systems.

5. Examine the roles of the associate degree nurse in caring for adult patients with complex health needs related to disruptions of the cardiovascular and vascular systems and their families.
6. Utilize effective communication with culturally and spiritually diverse adult patients, their families, and members of the health care team.
7. Apply principles of patient care management in the care of adult patients with complex health needs related to disruptions of the cardiovascular and vascular systems.
8. Apply principles of patient safety in the care of adult patients with complex healthcare needs related to disruptions of the cardiovascular and vascular systems and their families.
9. Discuss appropriate principles of teaching and learning for culturally and spiritually diverse adult patients with complex health needs related to disruptions of the cardiovascular and vascular systems.
10. Utilize clinical data and current literature as a basis for decision making in the care of adult patients with complex health needs related to disruptions of the cardiovascular and vascular systems and their families.

### **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. Chronic Stable Angina
- III. Interprofessional and Nursing Care: Chronic Stable Angina
- IV. 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

- V. Vascular Disorders
  - A. Acute Arterial Ischemic Disorders
  - B. Thromboangiitis Obliterans
  - C. Raynaud's Phenomenon

**Learning Activities:**

- Read: Harding et al. (2019): Chapter 31 (pp. 665, 673, 675-676); Chapter 33 (pp. 710-717); Chapter 35 (pp. 754-762); Chapter 37 (pp. 805-807)
- Read: Bristol (2019): pp. 71, 74

**Unit 5: Disruptive Factors of the Gastrointestinal System**

**Unit Student Learning Outcomes**

Upon completion of this unit, the student will:

1. Examine the pathophysiology and clinical management of adult patients with complex needs related to disruptions in the gastrointestinal system.
2. Apply the nursing process in the care of adult patients with complex needs related to disruptions in the gastrointestinal system and their families in primary, secondary, and tertiary settings to achieve, improve, or maintain an optimal level of wellness.
3. Utilize the principles of critical thinking, problem solving and clinical judgment in the performance of evidence based, advanced nursing skills while caring for adult patients with complex needs related to disruptions in the gastrointestinal system.
4. Examine pharmacokinetics, pharmacodynamics, therapeutic actions, side/adverse effects, contraindications, drug and dietary interactions, precautions, and routes of administration of relevant medications used in treatment of adult patients with complex needs related to disruptions in the gastrointestinal system.
5. Examine the roles of the associate degree nurse in caring for adult patients with complex needs related to disruptions in the gastrointestinal system and their families.
6. Utilize effective communication with culturally and spiritually diverse adult patients, their families, and members of the health care team.
7. Apply principles of patient care management in the care of adult patients with complex needs related to disruptions in the gastrointestinal system.
8. Apply principles of patient safety in the care of adult patients with complex health needs related to disruptions in the gastrointestinal system and their families.
9. Discuss appropriate principles of teaching and learning for culturally and spiritually diverse adult patients with complex health needs related to disruptions in the gastrointestinal system.



10. Utilize clinical data and current literature as a basis for decision making in the care of adult patients with complex needs related to disruptions in the gastrointestinal system.

**Learning Content:**

- VI. Diagnostic Studies of GI System
- VII. Laboratory Studies
- VIII. Esophageal & Stomach Cancer
  - A. Etiology and Pathophysiology
  - B. Clinical Manifestations and Complications
  - C. Diagnostic Studies
  - D. Interprofessional Management
- IX. Nursing Management: Esophageal & Stomach Cancer
- X. Inflammatory Disorders
  - A. Peritonitis
  - B. Nursing Management: Peritonitis
  - C. Inflammatory Bowel Disease
    - 1. Ulcerative Colitis vs. Chron'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
- XI. Anorectal Problems
  - A. Anal Cancer

**Learning Activities:**

- Read: Harding et al. Chapter 38 (pp. 832-833, 841-848); Chapter 41 (pp. 901-902, pp. 911-14); Chapter 42 (pp. 938-957, 965-967)
- Read: Bristol (2019): pp. 104-105

**Resources:**

- Elsevier. Clinical Skills: Essential Collection: Pouching a Colostomy & Fecal Occult Blood Testing

**Unit 6: Disruptive Factors of the Hepatic and Biliary Systems**

**Unit Student Learning Outcomes**

Upon completion of this unit, the student will:

1. Examine the pathophysiology and clinical management of adult patients with complex health needs related to disruptions of the liver, biliary tract, and pancreas.
2. Apply the nursing process in the care of adult patients with complex health needs related to disruptions of the liver, biliary tract, and pancreas and their families in primary, secondary and tertiary settings to achieve, improve, or maintain an optimal level of wellness.
3. Utilize the principles of critical thinking, problem solving and clinical judgment in the performance of evidence based, advanced nursing skills while caring for adult patients with complex health needs related to disruptions of the liver, biliary tract, and pancreas.
4. Examine pharmacokinetics, pharmacodynamics, therapeutic actions, side/adverse effects, contraindications, drug and dietary interactions, precautions, and routes of administration of relevant medications used in treatment of adult patients with complex health needs related to disruptions of the liver, biliary tract, and pancreas.
5. Examine the roles of the associate degree nurse in caring for adult patients with complex health needs related to disruptions of the liver, biliary tract, and pancreas and their families.
6. Utilize effective communication with culturally and spiritually diverse adult patients, their families, and members of the health care team.
7. Apply principles of patient care management in the care of adult patients with complex health needs related to disruptions of the liver, biliary tract, and pancreas.
8. Apply principles of patient safety in the care of adult patients with complex health needs related to disruptions of the liver, biliary tract, and pancreas and their families.
9. Discuss appropriate principles of teaching and learning for culturally and spiritually diverse adult patients with complex health needs related to disruptions of the liver, biliary tract, and pancreas.
10. Utilize clinical data and current literature as a basis for decision making in the care of adult patients with complex health needs related to disruptions of the liver, biliary tract, and pancreas and their families.

## **Learning Content:**

- I. Disorders of the Liver
  - A. Hepatitis
    1. Viral Hepatitis
      - a) Hepatitis A Virus
      - b) Hepatitis B Virus
      - c) Hepatitis C Virus
      - d) Hepatitis D Virus
      - e) Hepatitis E Virus
    2. Pathophysiology
    3. Clinical Manifestations and Complications
      - a) Acute Hepatitis
      - b) Acute Liver Failure
      - c) Chronic Hepatitis
    4. Diagnostic Studies
    5. Interprofessional Care
      - a) Drug Therapy
  - B. Management: Viral Hepatitis
  - C. Drug and Chemical- Induced Liver Disease
  - D. Autoimmune, Genetic, and Metabolic Liver Diseases
    1. Autoimmune Hepatitis
    2. Wilson's Disease
    3. Hemochromatosis
    4. Primary Biliary Cholangitis
    5. Primary Sclerosing Cholangitis
    6. Nonalcoholic Fatty Liver Disease and Nonalcoholic Steatohepatitis
  - E. Cirrhosis
  - F. Nursing Management: Cirrhosis
  - G. Liver Cancer
- II. Disorders of the Pancreatitis
  - A. Chronic Pancreatitis
  - B. Pancreatic Cancer
- III. Disorders of the Biliary Tract
  - A. Cholelithiasis and Cholecystitis
  - B. Nursing Management: Gall Bladder Disease
  - C. Gallbladder Cancer

## **Learning Activities:**

- Read: Harding et al. (2019): Chapter 43 (pp. 968-991; 996-1005)

## **Unit 7: Disruptive Factors of the Renal and Urinary Systems**

### **Unit Student Learning Outcomes**

Upon completion of this unit, the student will:

1. Examine the pathophysiology and clinical management of adult patients with complex health needs related to disruptions in the renal and urinary systems.
2. Apply the nursing process in the care of adult patients with complex health needs related to disruptions in the renal and urinary systems and their families in primary, secondary and tertiary settings to achieve, improve, or maintain an optimal level of wellness.
3. Utilize the principles of critical thinking, problem solving and clinical judgment in the performance of evidence based, advanced nursing skills while caring for adult patients with complex health needs related to disruptions in the renal and urinary systems.
4. Examine pharmacokinetics, pharmacodynamics, therapeutic actions, side/adverse effects, contraindications, drug and dietary interactions, precautions, and routes of administration of relevant medications used in treatment of adult patients with complex health needs related to disruptions in the renal and urinary systems.
5. Examine the roles of the associate degree nurse in caring for adult patients with complex health needs related to disruptions in the renal and urinary systems and their families.
6. Utilize effective communication with culturally and spiritually diverse adult patients, their families, and members of the health care team.
7. Apply principles of patient care management in the care of adult patients with complex health needs related to disruptions in the renal and urinary systems.
8. Apply principles of patient safety in the care of adult patients with complex healthcare needs related to disruptions in the renal and urinary systems and their families.
9. Discuss appropriate principles of teaching and learning for culturally and spiritually diverse adult patients with complex health needs related to disruptions in the renal and urinary systems.
10. Utilize clinical data and current literature as a basis for decision making in the care of adult patients with complex health needs related to disruptions in the renal and urinary systems and their families.

### **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
    - B. Nursing Management: Urinary Tract Calculi
    - C. Strictures
    - D. Renal Trauma
  - II. Renal Vascular Problems
    - A. Nephrosclerosis
    - B. Renal Artery Stenosis
    - C. Renal Vein Thrombosis
  - III. Urinary Tract Tumors
    - A. Kidney Cancer
    - B. Bladder Cancer
    - C. Nursing and Interprofessional Management: Bladder Cancer
  - IV. Bladder Dysfunction
    - A. Urinary Retention
    - B. Nursing Management: Urinary Retention
  - V. Catheterization
    - A. Indications for and Complications of Catheterization
    - B. Catheter Construction
    - C. Types of Catheters
  - VI. Surgery of the Urinary Tract
    - A. Renal and Ureteral Surgery
    - B. Urinary Diversion
    - C. Nursing Management: Urinary Diversion

**Learning Activities:**

- Read: Harding, et al. (2019): Chapter 45 (pp. 1035-1041, 1043-1045, 1050-1058)

**Resources:**

- Elsevier. Clinical Skills: Essential Collection:
  - o Caring for a Suprapubic Catheter;
  - o Irrigating a Urinary Catheter; and Pouching a Urostomy

## **Unit 8: Disruptive Factors of the Endocrine System**

### **Unit Student Learning Outcomes**

Upon completion of this unit, the student will:

1. Examine the pathophysiology and clinical management of adult patients with complex health needs related to disruptions in the endocrine system.
2. Apply the nursing process in the care of adult patients with complex health needs related to disruptions in the endocrine system and their families in primary, secondary and tertiary settings to achieve, improve, or maintain an optimal level of wellness.
3. Utilize the principles of critical thinking, problem solving and clinical judgment in the performance of evidence based, advanced nursing skills while caring for adult patients with complex health needs related to disruptions in the endocrine.
4. Examine pharmacokinetics, pharmacodynamics, therapeutic actions, side/adverse effects, contraindications, drug and dietary interactions, precautions, and routes of administration of relevant medications used in treatment of adult patients with complex health needs related to disruptions in the endocrine system.
5. Examine the roles of the associate degree nurse in caring for adult patients with complex health needs related to disruptions in the endocrine system and their families.
6. Utilize effective communication with culturally and spiritually diverse adult patients, their families, and members of the health care team.
7. Apply principles of patient care management in the care of adult patients with complex health needs related to disruptions in the endocrine system.
8. Apply principles of patient safety in the care of adult patients with complex healthcare needs related to disruptions in the endocrine system and their families.
9. Discuss appropriate principles of teaching and learning for culturally and spiritually diverse adult patients with complex health needs related to disruptions in the endocrine system.
10. Utilize clinical data and current literature as a basis for decision making in the care of adult patients with complex health needs related to disruptions in 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. 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
- VI. Disorders of Parathyroid Glands
  - A. Hyperparathyroidism
  - B. Nursing Management: Hyperparathyroidism
  - C. Hypoparathyroidism
- VII. Disorders of Adrenal Cortex
  - A. Cushing Syndrome
  - B. Nursing Management: Cushing Syndrome
  - C. Adrenocortical Insufficiency (Addison's Disease)
  - D. Corticosteroid Therapy
  - E. Hyperaldosteronism
- VIII. Disorders of Adrenal Medulla
  - A. Pheochromocytoma

### **Learning Activities:**

- Read: Harding, et al. (2019): Chapter 47 (pp. 1089-1107); Chapter 49 (pp. 1143-1146, 1149-1170).

## **Unit 9: Disruptive Factors of the Nervous System and Chronic Neurologic Disorders**

### **Unit Student Learning Outcomes**

Upon completion of this unit, the student will:

1. Examine the pathophysiology and clinical management of adult patients with complex health needs related to disruptions in the nervous system and chronic neurologic system.
2. Apply the nursing process in the care of adult patients with complex health needs related to disruptions in the nervous system and chronic neurologic system and their families in primary, secondary and tertiary settings to achieve, improve, or maintain an optimal level of wellness.
3. Utilize the principles of critical thinking, problem solving and clinical judgment in the performance of evidence based, advanced nursing skills while caring for adult patients with complex health needs related to disruptions in the nervous system and chronic neurologic system.
4. Examine pharmacokinetics, pharmacodynamics, therapeutic actions, side/adverse effects, contraindications, drug and dietary interactions, precautions, and routes of administration of relevant medications used in treatment of adult patients with complex health needs related to disruptions in the nervous system and chronic neurologic system.
5. Examine the roles of the associate degree nurse in caring for adult patients with complex health needs related to disruptions in the nervous system and chronic neurologic system and their families.
6. Utilize effective communication with culturally and spiritually diverse adult patients, their families, and members of the health care team.
7. Apply principles of patient care management in the care of adult patients with complex health needs related to disruptions in the nervous system and chronic neurologic system.
8. Apply principles of patient safety in the care of adult patients with complex health needs related to disruptions in the nervous system and chronic neurologic system and their families.
9. Discuss appropriate principles of teaching and learning for culturally and spiritually diverse adult patients with complex health needs related to disruptions in the nervous system and chronic neurologic system.



10. Utilize clinical data and current literature as a basis for decision making in the care of adult patients with complex health needs related to disruptions in the nervous system and chronic neurologic system.

### **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
  - B. Nursing Management: Seizure Disorder
  - C. Restless Legs Syndrome
- V. Degenerative Neurologic Disorders
  - A. Multiple Sclerosis
  - B. Nursing Management: Multiple Sclerosis
  - C. Parkinson's Disease
  - D. Nursing Management: Parkinson's Disease
  - E. Myasthenia Gravis
  - F. Nursing Management: Myasthenia Gravis

- G. Amyotrophic Lateral Sclerosis
- H. Huntington's Disease VI. Peripheral Nerve Problems
- A. Trigeminal Neuralgia
- B. Nursing Management: Trigeminal Neuralgia
- C. Bell's Palsy
- D. Nursing Management: Bell's Palsy

**Learning Activities:**

- Read Harding, et al. (2019): Chapter 55 (pp. 1279-1299); Chapter 58 (pp. 1365-1381); Chapter 60 (pp. 1421-1424)

**Unit 10: Arthritis, Connective Tissue, and Musculoskeletal**

**Unit Student Learning Outcomes**

Upon completion of this unit, the student will:

1. Examine the pathophysiology and clinical management of adult patients with complex health needs related to arthritis, connective tissue, and musculoskeletal systems.
2. Apply the nursing process in the care of adult patients with complex health needs related to arthritis, connective tissue, and musculoskeletal systems their families in primary, secondary and tertiary settings to achieve, improve, or maintain an optimal level of wellness.
3. Utilize the principles of critical thinking, problem solving and clinical judgment in the performance of evidence based, advanced nursing skills while caring for adult patients with complex health needs related to arthritis, connective tissue, and musculoskeletal systems.
4. Examine pharmacokinetics, pharmacodynamics, therapeutic actions, side/adverse effects, contraindications, drug and dietary interactions, precautions, and routes of administration of relevant medications used in treatment of adult patients with complex health needs related to arthritis, connective tissue, and musculoskeletal systems.
5. Examine the roles of the associate degree nurse in caring for adult patients with complex health needs related to arthritis, connective tissue, and musculoskeletal systems and their families.
6. Utilize effective communication with culturally and spiritually diverse adult patients, their families, and members of the health care team.
7. Apply principles of patient care management in the care of adult patients with complex health needs related to arthritis, connective tissue, and musculoskeletal systems.

8. Apply principles of patient safety in the care of adult patients with complex healthcare needs related to arthritis, connective tissue, and musculoskeletal systems.
9. Discuss appropriate principles of teaching and learning for culturally and spiritually diverse adult patients with complex health needs related to arthritis, connective tissue, and musculoskeletal systems.
10. Utilize clinical data and current literature as a basis for decision making in the care of adult patients with complex health needs related to arthritis, connective tissue, and musculoskeletal systems.

### **Learning Content**

- I. Autoimmunity
  - A. Autoimmune Diseases
  - B. Apheresis
- II. Immunodeficiency Disorders
  - A. Primary Immunodeficiency Disorders
  - B. Secondary Immunodeficiency Disorders
- III. Arthritis
  - A. Osteoarthritis
  - B. Nursing Management: Osteoarthritis
  - C. Rheumatoid Arthritis
  - D. Nursing Management: Rheumatoid Arthritis
    - i. Drug Therapy
  - E. Gout
  - F. Interprofessional and Nursing Management: Gout
  - G. Septic Arthritis
- IV. Spondyloarthropathies
  - A. Ankylosing Spondylitis
  - B. Psoriatic Arthritis
  - C. Reactive Arthritis
  - D. Systemic Lupus Erythematosus
  - E. Nursing Management: Systemic Lupus Erythematosus
  - F. Scleroderma
  - G. Nursing Management: Scleroderma
  - H. Polymyositis and Dermatomyositis
  - I. Sjogren's Syndrome
  - J. Myofascial Pain Syndrome
  - K. Fibromyalgia
  - L. Systemic Exertion Intolerance Disease
- V. Amputation
- VI. Nursing Management: Amputation
- VII. Common Joint Surgical Procedures

- A. Types of Joint Surgeries
  - i. Synovectomy
  - ii. Osteotomy
  - iii. Debridement iv. Arthroplasty
  - v. Arthrodesis
  - vi. Complications of Joint Surgery
- B. Nursing and Interprofessional Management: Joint Surgery
  - i. Preoperative Management ii. Postoperative Management
- VIII. Osteomyelitis
- IX. Nursing Management: Osteomyelitis
- X. Bone Tumors
  - A. Benign Bone Tumors
    - i. Osteochondroma
  - B. Malignant Bone Tumors
    - i. Osteosarcoma
    - ii. Metastatic Bone Cancer
  - C. Nursing Management: Bone Cancer XI. Healing Process
- XII. Nursing and Interprofessional Management: Wound Healing

**Learning Activities:**

- Read: Harding, et al. (2019): Chapter 13 (pp. 202-203); Chapter 64 (pp. 1499-1530); Chapter 63 (pp. 1478-1484); Chapter 62 (pp. 1469-1472); Chapter 11 (pp. 161-168)

**Unit 11: Disruptive Factors of the Breast and Female and Male Reproductive Systems**

**Unit Student Learning Outcomes**

Upon completion of this unit, the student will:

1. Examine the pathophysiology and clinical management of adult patients with complex health needs related to disruptions in the breast and female and male reproductive systems.
2. Apply the nursing process in the care of adult patients with complex health needs related to disruptions in the breast and female and male reproductive systems and their families in primary, secondary and tertiary settings to achieve, improve, or maintain an optimal level of wellness.
3. Utilize the principles of critical thinking, problem solving and clinical judgment in the performance of evidence based, advanced nursing skills while caring for adult

patients with complex health needs related to disruptions in the breast and female and male reproductive systems.

4. Examine pharmacokinetics, pharmacodynamics, therapeutic actions, side/adverse effects, contraindications, drug and dietary interactions, precautions, and routes of administration of relevant medications used in treatment of adult patients with complex health needs related to disruptions in the breast and female and male reproductive systems.
5. Examine the roles of the associate degree nurse in caring for adult patients with complex health needs related to disruptions in the breast and female and male reproductive systems and their families.
6. Utilize effective communication with culturally and spiritually diverse adult patients, their families, and members of the health care team.
7. Apply principles of patient care management in the care of adult patients with complex health needs related to disruptions in the breast and female and male reproductive systems.
8. Apply principles of patient safety in the care of adult patients with complex healthcare needs related to disruptions in the breast and female and male reproductive systems.
9. Discuss appropriate principles of teaching and learning for culturally and spiritually diverse adult patients with complex health needs related to disruptions in the breast and female and male reproductive systems.
10. Utilize clinical data and current literature as a basis for decision making in the care of adult patients with complex health needs related to disruptions in the breast and female and male 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. 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. Prostatitis
- XV. Problems of the Penis
  - A. Congenital Problems
  - B. Problems of Prepuce
  - C. Cancer of Penis
- XVI. Problems of Scrotum and Testes
  - A. Inflammatory and Infectious Problems
  - B. Congenital Problems
  - C. Acquired Problems
  - D. Testicular Cancer
- XVII. Sexual Function
  - A. Vasectomy
  - B. Hypogonadism
  - C. Infertility

**Learning Activities:**

- Read Harding, et al. (2019): Chapter 51 (pp. 1190-1211) Chapter 53 (pp. 1228-1237, 1238-1252); Chapter 54 (pp. 1262-1273)

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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://build.com.edu/uploads/sitecontent/files/student-services/Student\\_Handbook\\_2019-2020v5.pdf](https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf). *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.* [https://build.com.edu/uploads/sitecontent/files/student-services/Student\\_Handbook\\_2019-2020v5.pdf](https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf)

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

**ADA Statement:** Any student with a documented disability needing academic accommodations is requested to contact Holly Bankston at 409-933-8520 or [hbankston@com.edu](mailto:hbankston@com.edu). The Office of Services for Students with Disabilities is located in the Student Success Center.

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

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

**Withdrawal Policy:** Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1<sup>st</sup> 8-week session is March 2. The last date to withdraw from the 16-week session is April 25. The last date to withdraw for the 2<sup>nd</sup> 8-week session is May 4.

**F<sub>N</sub> Grading:** The F<sub>N</sub> grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The F<sub>N</sub> grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed



to withdraw. The issuing of the F<sub>N</sub> grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an F<sub>N</sub> grade.

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

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

## **Appendix A**

### **Disease Topic Online Poster Presentation Grading Rubric**

You will have **20 minutes** for your presentation. The audio should be recorded along with your Power Point file. Please refer to the grading rubric for required content. The presentation will at least 10 minutes by no longer that 20 minutes.

Be creative! You must apply all the required information into your content during the presentation. You may choose to present your presentation in a PowerPoint format.

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.

Final presentation material must be submitted by the due date as stated in the course calendar. Presentation will be uploaded in Blackboard under “Group Presentation” tab.

The group evaluation form is posted to Blackboard. Each individual student must complete a group evaluation form for the group to receive a presentation grade.

#### **Presentation Topics**

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

#### **APA**

Each student is responsible formatting their own references in APA format on the subject the student has researched. A reference page should be included according to APA format.

## Group Presentation Grading Rubric

|  |  |   |   |
|--|--|---|---|
| Evidence-based Content on topic presented.                   | 0-10 points:<br><br>Content topic not clearly stated, no aspects of discussion.  | 10.1- 15 points:<br><br>Content poorly stated/emphasized; described only 2-4 in each topic area.  | 15.1- 20 points:<br><br>Content topic clearly stated; 5 components of content in detail in each topic.  |
| Identify pharmacological treatments related to disease topic | 0-2 points:<br><br>Identified Less than 2 pharmacy treatment medication and/or did not discuss patient education and nursing implications. | 2.1- 6 points:<br><br>Identified 2-4 pharmacy medications but only gave some of the details about patient teaching and nursing implications.<br><br>Each medication has 1 teaching points on patient education and nursing implications | 6.1- 10 points:<br><br>Identified at least 5 patient medications well as detailed information patient teaching and nursing implications.<br><br>Each medication has 3 teaching points on patient education and nursing implications |
| Identify Patient Education                                   | 0-2 points:<br>less than 2 patient teaching points discussed on disease topics   | 2.1- 6 points:<br>Discussed on 2 -4 teaching points on disease topics   | 6.1- 10 points:<br>Discussed on at least 5 teaching points on disease topics  |
| Resources in APA format                                      | 0 - 2 points: Uses and sites 1 or less professional medical resources. <b>(Book, article, organization) using APA.</b>                     | 2.1 – 6 points: Uses and sites 2-3 professional medical resources. <b>(Book, article, organization) using APA.</b>  | 6.1- 10 points: Uses and sites 4 or more professional medical resources. <b>(Book, article, organization) using APA.</b>  |
| Collaboration  | 0 - 2 points: Participates with a score of less than 70 in group peer evaluation.  | 2.1 – 6 points: Participates with a score of 70-84.99% in group peer evaluation.  | 6.1 - 10 points: Participates with a score of 85 – 100% in group peer evaluation.   |

## Course Calendar

| Week  | Unit   | Assignment(s)                                       | Due                    |
|---|--|---|------------------------|
| <b>Week 1</b><br><b>Orientation</b><br><b>01/17/22 to</b><br><b>01/23/22</b>          | <p style="background-color: yellow;"><b>NO School 1/17/22 – MLK Day Holiday</b></p> <p><b>Wednesday, January 19, 2022 1200 to 1600, Room 102</b></p> <ul style="list-style-type: none"> <li>• Orientation (Review Syllabus, Blackboard (BB), and Due Date Process)</li> <li>• Unit 1 Cancer</li> </ul> |   |                        |
| <b>Week 2</b><br><b>BB</b><br><b>Lecture</b><br><b>01/24/22 to</b><br><b>01/30/22</b> | <p><b>Wednesday, January 26, 2022 1200 to 1600, Room 102</b></p> <ul style="list-style-type: none"> <li>• Unit 1 Cancer</li> <li>• Unit 2 Hematology</li> </ul>  |   |                        |
| <b>Week 3 BB</b><br><b>Lecture</b><br><b>01/31/22 to</b><br><b>2/6/22</b>             | <p><b>Wednesday, February 2, 2022 1200 to 1600, Room 102</b></p> <ul style="list-style-type: none"> <li>• Unit 2 Hematology</li> </ul>   |   |                        |
| <b>Week 4 BB</b><br><b>Lecture</b><br><b>02/7/22 to</b><br><b>2/13/22</b>             | <p><b>Wednesday, February 9, 2022 1200 to 1600, Room 102</b></p> <ul style="list-style-type: none"> <li>• Unit 3 Respiratory</li> <li>• Review</li> </ul>  |   |                        |
| <b>Week 5 BB</b><br><b>Lecture</b><br><b>02/14/22 to</b><br><b>2/20/22</b>            | <p><i><b>Exam #1: Units 1, 2, 3 - Wednesday, February 16, 1200-1330, Room 345</b></i></p> <p><b>Wednesday, February 16, 2022 1400 to 1600, Room 102</b></p> <ul style="list-style-type: none"> <li>• Unit 4 Vascular</li> </ul>  | <b>EAQ and Sherpath</b><br><b>Units 1, 2, 3 due</b> | <b>2/14/22 by 2359</b> |
| <b>Week 6 BB</b><br><b>Lecture</b><br><b>2/21/22 to</b><br><b>2/27/22</b>             | <p><b>Wednesday, February 23, 2022 1200 to 1600, Room 102</b></p> <ul style="list-style-type: none"> <li>• Unit 4 Cardiac</li> </ul>   |   |                        |
| <b>Week 7 BB</b><br><b>Lecture</b><br><b>2/28/22 to</b><br><b>3/6/22</b>              | <p><b>Wednesday, March 2, 2022 1200 to 1600, Room 102</b></p> <ul style="list-style-type: none"> <li>• Unit 5 Gastrointestinal</li> </ul>  |   |                        |
| <b>Week 8 BB</b><br><b>Lecture</b><br><b>3/7/22 to</b><br><b>3/13/22</b>              | <p><b>Wednesday, March 9, 2022 1200 to 1600, Room 102</b></p> <ul style="list-style-type: none"> <li>• Unit 6 Hepatic/Biliary</li> <li>• Review</li> </ul>   |   |                        |

| Week                                       | Unit   | Assignment(s)                        | Due             |
|--|--|--------------------------------------|-----------------|
| 3/14/22 to 3/20/22                         | Spring Break!!!  |                                      |                 |
| Week 9 BB<br>Lecture<br>3/21/22 to 3/27/22 | <i>Exam #2: Units 4, 5, 6 - Wednesday, March 23, Room 345 1200 - 1330</i><br><br>Wednesday, March 23 1400 to 1600 <ul style="list-style-type: none"> <li>Unit 7 Renal/Urinary</li> </ul>   | EAQ and Sherpath Units 4, 5, 6 Due   | 3/21/22 by 2359 |
| Week 10 BB<br>Lecture<br>3/28/22 to 4/3/22 | Wednesday, March 30, 1200 to 1600 <ul style="list-style-type: none"> <li>Unit 8 Endocrine</li> </ul>   |                                      |                 |
| Week 11 BB<br>Lecture<br>4/4/22 to 4/10/22 | Wednesday, April 6, 1200 to 1600 <ul style="list-style-type: none"> <li>Unit 8 Endocrine</li> <li>Review</li> </ul>  | Group Project Due                    | 4/9/22 by 2359  |
| Week 12 BB<br>4/11/22 to 4/17/22           | <i>Exam #3: Units 7 &amp; 8 - Wednesday, April 13, Room 345 1200 - 1330</i><br><br>Wednesday, April 13, 1400 to 1600 <ul style="list-style-type: none"> <li>Unit 9 Nervous</li> </ul>  | EAQ and Sherpath Units 7, 8 Due      | 4/11/22 by 2359 |
| Week 13 BB<br>4/18/22 to 4/24/22           | Wednesday, April 20, 1200 to 1600 <ul style="list-style-type: none"> <li>Unit 9 Nervous</li> <li>Unit 10 Connective Tissue</li> </ul> <p>“W” Date for 16-week courses is <span style="background-color: #FFFF00;">April 25, 2022</span> at end of day.</p> |                                      |                 |
| Week 14 BB<br>4/25/22 to 5/1/22            | Wednesday, April 27, 1400 to 1600 <ul style="list-style-type: none"> <li>Unit 11 Reproductive</li> <li>Review</li> </ul>   |                                      |                 |
| Week 15<br>5/2/22 to 5/8/22                | <i>Exam #4: Units 9, 10, 11 - Wednesday, May 4, Room 345 1200 - 1330</i>   | EAQ and Sherpath Units 9, 10, 11 Due | 5/3/22 by 2359  |
| Week 16<br>5/9/22 to 5/13/22               | <i>Hesi Exam- Wednesday, May 11, Room 345 0900 (note earlier time!)</i><br><br><i>Grades due in Webadvisor 5/13/22</i>   |                                      |                 |