



**RNSG 1327-101CL Transition to Professional Nursing  
Summer 2021, 10 Weeks  
0800 to 1200  
Tuesdays, Thursdays  
Online lecture & lecture labs**

**Course Facilitator: Benjamin “Jay” Ketcherside, II, MSN, RN  
[Bketcherside@com.edu](mailto:Bketcherside@com.edu) 409-933-8137  
Office Hours: Tues & Thurs 12:00-16:00 (please make appointment)**

**Course Instructors:  
Terri Davis MSN, RN, [tdavis9@com.edu](mailto:tdavis9@com.edu), (409) 933-8452  
Molly Gundermann, MSN-ED, RN, [mgundermann@com.edu](mailto:mgundermann@com.edu)  
(409) 933-8395  
Dr. Sandra Rondeau DNP, RN, [srondeau@com.edu](mailto:srondeau@com.edu) (409) 933-8460**

**Required textbooks:**

ATI: Achieve Modules \*\*\*

Claywell, L., (2018). *LPN to RN transitions, 4<sup>th</sup> edition*. St. Louis: Elsevier, Inc.\*

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

Harding, M., Kwong, J., Roberts, D., Hagler, D., Reinisch, C. (2019). *Medical-Surgical Nursing:*

*Assessment and Management of Clinical Problems, 11<sup>th</sup> Edition.* St. Louis: Elsevier, Inc.

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

HESI, (2020). *HESI/Saunders Online Review for the NCLEX-RN Examination, 3<sup>d</sup> edition,* St. Louis: Elsevier, Inc.\*\*\*

Lewis S., et al. (2019) *Elsevier Adaptive Quizzing for Medical-surgical nursing: Assessment and management of clinical problems, 11<sup>th</sup> edition.* St. Louis: Elsevier, Inc.\*\*

Silvestri, L. (2017). *Saunders comprehensive review for the NCLEX-RN examination.* St. Louis: Elsevier.

Gulanick and Myers (2019). *Nursing Care Plans: Diagnoses, Interventions, and Outcomes, 10<sup>th</sup> Edition.*

**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.***

\*The Claywell textbook may be checked out from the student library on campus.

\*\* This product is an electronic or online application.

\*\*\*This application has been purchased on your behalf by a one-time grant.

**If there is a change in class format due to evolving information from the CDC and the Governor’s Office regarding the COVID-19 pandemic, these “Alternative Online Classroom requirements” will be enacted:**

- A desktop or laptop computer with the following specifications (PC or Mac):
  - 2 GB Free HDD space
  - 4 GB RAM Required, 8 GB recommended
  - CPU equivalent to Intel i3 2+GHz
  - Operating System:
    - MAC OS 10.13, 10.14, or 10.15 ONLY, or
    - Windows 10 (version 1809 or 1903) ONLY
- Webcam Required
- Microphone required (cannot be a headset)

Because of the restrictions of our testing applications, these requirements cannot be substituted with tablets or smartphones.

**Course Description: (The Catalog Description)**

(Credit 3: Lecture 2 / Lab 3) (10 Weeks. 80 Contact hours)

This bridging course provides the Licensed Vocational Nurse (LVN) an opportunity to enhance his/her theory base and develop skills essential for joining the generic ADN student for the second year of the program. Topics include health promotion, expanded assessment, analysis of data, nursing process, pharmacology, multidisciplinary teamwork, communication and applicable competencies in knowledge, judgment, skills and professional values within a legal/ethical framework throughout the life span.

**Course Objectives/Student Learning Outcomes:**

Upon completion of this course, the student will:

1. Differentiate between the rights and responsibilities of the vocational nurse and the professional nurse in the roles of provider of patient-centered care, patient safety advocate, member of the healthcare team, and member of the profession in a variety of health care settings.
2. Examine nursing as a profession in relation to personal values, the Code of Ethics, standards of practice, and legal parameters throughout the lifespan.
3. Compare and contrast health care trends and legal/ethical issues that affect health care and the practice of nursing.
4. Examine the importance of principles of quality improvement and apply principles of patient safety in the care of patients and their families.
5. Examine how current health information technology and informatics enhance patient care while maintaining confidentiality and patient safety.
6. Utilize knowledge and principles from the humanities and the psychosocial, biological, and nursing sciences as the foundation for professional nursing practice.
7. Examine the pathophysiology and clinical management of adult patients and their families with health needs.
8. Examine the roles of the associate degree nurse in caring for adult patients and their families with health needs.
9. Examine fundamental principles of patient care management.
10. Apply the nursing process in the care of patients and their families in primary, secondary, and tertiary settings to achieve, improve, or maintain an optimal level of wellness.
11. Examine pharmacokinetics, pharmacodynamics, therapeutic actions, side/adverse effects, contraindications, drug and dietary interactions, precautions, and routes of administration of relevant medications used in treatment of medical diagnoses when caring for adult patients.
12. Utilize critical thinking skills to analyze clinical data and current literature as a basis for decision making to apply the nursing process in planning comprehensive care for adult patients and their families.
13. Select appropriate principles of teaching and learning for culturally and spiritually diverse patients, their families with and without health alterations, concerning health promotion, maintenance, and restoration in patients.
14. Utilize effective communication with culturally and spiritually diverse patients, their families, and members of the health care team.
15. Compare and contrast health care and financial resources available to assist culturally diverse

patients and their families.

**WECM End-of-Course Outcomes:**

Differentiate between roles of the professional nurse as provider of patient-centered care, patient safety advocate, member of the health care team, and member of the profession and other licensed health care providers in a variety of health care settings; utilize critical thinking skills and a systematic problem solving process in planning comprehensive care for patients and their families; demonstrate skills for safe basic professional nursing care.

**Attendance:**

See the Attendance policy in the Nursing Student Handbook.

**Tardiness:**

See Attendance policy in the Nursing Student Handbook.

**Withdrawal:**

See Admission, Progression, Dismissal, & Readmission policy in the Nursing Student Handbook.

**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.

**Early Academic Alert Program:**

The Counseling Center at College of the Mainland has implemented an Early Academic Alert Program. Students will be referred to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If referred to the Academic Alert Program, students will be contacted by someone in the Counseling Department. As student success and retention is very important to us, someone from the Counseling Department will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

**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. <http://www.com.edu/student-services/studenthandbook.php> . Students should act in a professional manner at all times. 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.

In addition to the Standards of Student Conduct found in the online COM Student Handbook (<http://www.com.edu/student-services/student-handbook.php>), nursing students are expected to demonstrate good professional character as defined in 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.

### **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. Any assignment containing plagiarized material will receive a **grade of zero** and the student will be referred to the Office of Student Conduct for the appropriate disciplinary action. Also see the Behavior/Conduct policy in the Nursing Student Handbook.

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

### **Course Requirements**

1. Unit exams (3): Assess knowledge and understanding of incremental course content. Time unit 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 to initiate the remediation process.
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 NCLEX-RN testing format. If a student receives a grade below 75% on any exam, or below an 850 HESI score, he/she should schedule a counseling appointment with the department remediation counselor.
3. **Elsevier Adaptive Quiz (EAQ) for Medical-Surgical Nursing quizzes:** Assesses knowledge and application of content integrated within the course. Students will complete quizzes as assigned, each due at midnight on the assigned deadline. The quizzes are multiple choice, multiple answer, and alternative-style questions. The student will have one attempt to complete each EAQ Med Surg quiz, which will be averaged for the EAQ grade.
4. **Pharmacology EAQ Quizzes (Sherpath):** Assesses knowledge and application of selected pharmacologic content. Lessons will be assigned to students, but performance in lesson quizzes will not be part of the official grade. Students will be assigned EAQ quizzes in Sherpath which must be completed by the due date. You will have **one attempt** for each Pharmacology EAQ Quiz, which will be recorded in the gradebook. Failure to complete a Pharmacology EAQ quiz will result in a grade of zero for that lesson. The scores for **all required quizzes** will be averaged for your Pharmacology EAQ Quiz grade.

5. **Special project:** Students will complete a paper on professional nursing competencies and how they can affect a common health problem.
6. **ATI Achieve modules:** To instruct and assess on proper classroom behavior, test taking skills, and study skills for nursing school. The grade will be an average of the three module quizzes, and will account for 1% of the final grade.
7. **Class participation projects:** To encourage networking and team building among student groups, each student will respond to instructor questions in the discussion board about challenges and opportunities they had for the previous week, and each student will also respond to the original post of a student within their group. The original post will be worth half a point, and the response also half a point per posting request. The grade will be the number of posts/responses they participated in divided by the number of post/responses were requested.

### **Make-Up Policy/Late Assignments**

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

### **Grading Scale**

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

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

### **Grade Calculation**

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

<b>Assignment</b>	<b>%</b>
Unit Exams 1	15
Unit Exam 2	15
Unit Exam 3	15
Comprehensive Final HESI Exam	15
<b>Exam Total*</b>	<b>60%</b>
***Sherpath Pharmacology EAQ quizzes, averaged	14
***Med Surg EAQ quizzes, averaged	14
***Professional Nurse Competency Paper	10
ATI Achieve modules	1
Class participation projects	1

<b>Other Total</b>	<b>40%</b>
<b>Weighted Grade Total</b>	<b>100%</b>
* $\geq$ 75% exam average required to pass the course	
***Weighted assignments calculated only after 75% exam average met	

**Concerns/Questions Statement:**

If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact the Course Facilitator. If, after discussing your concern with the Course Facilitator, you still have questions, please contact Director of Nursing, Amanda Ordonez, at (409) 933-8425 [mordonez@com.edu](mailto:mordonez@com.edu).

**See the Student Concerns Policy in the Nursing Student Handbook.**

## Successful 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](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/txttrdg.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.)

## Student Handbooks

Students are expected to adhere to all policies outlined in the College and Nursing Program student handbooks.

## Syllabus Revisions

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

## The Speaking, Reading, and Writing Center

The Speaking, Reading and Writing 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.



## **Statement of Eligibility for an Occupational Licensure**

### *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.*

## **Course Outline (Include Calendar with Lecture Topics and Due Dates)**

### **Unit One**

#### **Role of the Registered Nurse**

##### **Unit Learning Outcomes:**

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

1. Discuss the concept of the role transition from the vocational nurse to the professional nurse.
2. Examine elements that are inherent to the scope of practice of the vocational nurse and the professional nurse.
3. Compare differences in role responsibilities of vocational and professional nurses.
4. Examine the role 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 a variety of settings.
5. Examine educational programs available for professional nurse education.
6. Examine career opportunities for nurses.
7. Examine how current health information technology and informatics enhance patient care while maintaining confidentiality and patient safety.
8. Discuss the following: Differentiated Essential Competencies (DEC'S) of Graduates of Texas Nursing Programs, NCSBN (National Council of State Boards of Nursing) – USA
9. Examine nursing as a profession in relation to personal values, the Code of Ethics, standards of practice, and legal parameters throughout the lifespan.
10. Compare and contrast health care trends and legal/ethical issues that affect health care and the practice of nursing.
11. Examine the importance of principles of quality improvement and apply principles of patient safety in the care of patients and their families.

##### **Learning Content:**

###### **Role Transition**

- I. Role Transition
  - i. Role Differences
  - ii. Clinical Reasoning Skills
  - iii. Healthcare & Funding
  - iv. Delegation
  - v. Patient Education
- II. Scope of Practice and Role Responsibilities
  - i. Vocational Nurse
  - ii. Professional Nurse
- III. Nursing as a Profession

- i. Science and Art of Nursing Practice
  - ii. ANA Standards of Nursing Practice.
  - iii. ANA Standards of Professional Performance
  - iv. Texas Nursing Practice Act
- IV. Roles of the Professional Nurse in a Variety of Settings
  - i. Provider of Patient-Centered Care
  - ii. Patient Safety Advocate
  - iii. Member of the Healthcare Team
  - iv. Member of the Profession
- V. DECS and NCSBN
- VI. Education opportunities for professional nurses
- VII. Career opportunities for professional nurses

### **Legal/Ethical**

- I. Professional Standards for Ethical Practice
  - 1. ANA Code of Ethics
  - 2. ANA Scope and Standards Process
  - 3. International Nursing Council Code of Ethics
- II. Ethical Theories – Basic Principles
  - 1. Beneficence
  - 2. Autonomy
  - 3. Justice
  - 4. Fidelity
  - 5. Nonmaleficence
  - 6. Veracity
  - 7. Confidentiality
  - 8. Common Good
  - 9. Sanctity of Life
- III. Ethical Theories
  - 1. Deontology
  - 2. Teleology
  - 3. Rights
- IV. Processing an Ethical Dilemma
- V. Ethical Decision-making

### **Trends in Nursing**

- I. Quality and safety education for nurses—QSEN
- II. Quality and Performance Improvement
  - i. Quality and Safety in Healthcare
  - ii. Risk Management
  - iii. The Emerging Patient Safety model of Quality and Risk Management
- III. Impact of Nursing on Politics and Health Policy
  - i. Accreditation
    - a. The Joint Commission

- b. Other accreditors
  - ii. CMS
    - a. HCAHPS
    - b. HACs
  - iii. Core Measures (CMS/TJC joint venture)
  - iv. TDSHS as an agent of CMS/TJC
  - v. Scorecards
    - a. Leapfrog
    - b. Consumer Reports
- IV. Emphasis on Population Wellness
- V. Issues in Health Care Delivery
  - i. Nursing Shortage
  - ii. Evidence-Based Practice
  - iii. Magnet Recognition Program
  - iv. Nursing Informatics and Technological Advancement
    - a. HIPAA
    - b. Health Information Technology Act
  - v. Globalization of Health Care
- VI. Health Care Settings and Services
  - i. Preventive and Primary Care
  - ii. Secondary and Tertiary Care
  - iii. Restorative Care
  - iv. Continuing Care
- VII. The Future of Health Care

**Learning Activities:**

Read:

- Harding, M (2019). Chapter 1
- Claywell (2018). Full book (focus on concepts listed in Learning Content).

Online:

- QSEN Competencies . <http://qsen.org/competencies/pre-licensure-ksas/>
- HCAHPS <https://www.cms.gov/Medicare/Quality-Initiatives-Patient-Assessment-Instruments/HospitalQualityInits/HospitalHCAHPS.html>
- HACs . [https://www.cms.gov/Medicare/Medicare-Fee-for-Service-Payment/HospitalAcqCond/Hospital-Acquired\\_Conditions.html](https://www.cms.gov/Medicare/Medicare-Fee-for-Service-Payment/HospitalAcqCond/Hospital-Acquired_Conditions.html)
- Core Measures . [https://www.jointcommission.org/core\\_measure\\_sets.aspx](https://www.jointcommission.org/core_measure_sets.aspx)
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## Unit Two The Nursing Process

### **Unit Learning Outcomes:**

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

1. Examine the advantages of utilizing an organizing framework for patient centered care.
2. Compare the nursing process to the scientific method of problem solving.
3. Examine the relationship between critical thinking and clinical reasoning.
4. Apply the nursing process in the care of patients and their families in primary, secondary, and tertiary settings to achieve, improve, or maintain an optimal level of wellness.

### **Content**

- I. Organizing framework
- II. Nursing process and the scientific method
- III. Critical thinking and the nursing process
- IV. Assessment
  - i. Subjective Data
  - ii. Objective Data
  - iii. Collection methods
    - a. Patient interview
    - b. Physical assessment
    - c. Documentation
- V. Analysis
  - i. Actual
  - ii. Risk
- VI. Planning
  - i. Goals and Outcomes
- VII. Implementation
  - a. Skilled nursing
  - b. Medication administration
  - c. Patient and family education
  - d. Documentation
- VIII. Evaluation
  - a. Focused assessments
  - b. Pain re-assessment
- IX. Concept mapping

Claywell (2018), Chapter 6, p. 91-107, Chapter 7, p.108-119

### **Learning resources:**

<https://www.nursingworld.org/practice-policy/workforce/what-is-nursing/the-nursing-process/>

## **Unit Three**

### **Grief, Loss, & Dying**

#### **Unit Learning Outcomes:**

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

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

#### **Content**

- I. Introduction to ethical issues for the patient facing imminent death
  - A. Ethical Dilemmas
    - i. Informed Consent
    - ii. DNR Directives
    - iii. Withdrawal of Fluids and Nutrition
    - iv. Organ/Tissue Donation
  - B. Ethical Decision Support

- i. Ethics Committees
  - ii. Advanced Directives
  - iii. Living Wills
- II. Care at the end of Life
  - A. Palliative Care
    - A. Structure and Process of Care
    - B. Physical Aspects of Care
    - C. Psychosocial and Psychiatric Aspects of Care
    - D. Social Aspects of Care
    - E. Spiritual, Religious, and Existential Aspects of Care
    - F. Cultural Aspects of Care
    - G. Care of the Imminently Dying
      - i. System management
      - ii. Family support
      - iii. Postmortem care
      - iv. Pharmacologic aspects of care
    - H. Ethical and Legal Aspects of Care
  - iv. Nursing Self Care

**Learning Activities:**

Read:

- Harding, M (2019). Chapter 9
- Standards of Practice for Palliative Care (handout)

## Unit Four

### Nutrition and Disruptive Factors of the Gastrointestinal System

#### **Unit Learning Outcomes:**

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

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

#### **Content**

- I. Health Promotion in Nutrition
  - i. Current Trends in Nutritional Therapies
  - ii. Healthy People 2020
  - iii. Psychosocial Aspects
  - iv. Cultural Aspects
- II. Nutritional Therapies
  - i. Diet Therapies—Hospital Diets
  - ii. Total Enteral Nutrition (Tube Feeding)
  - iii. Enteral Formulas



- iv. Operative Procedures
- III. Diagnostic Tests for Nutrition and the Gastrointestinal System
- IV. Nutrition in Older Adults
- V. Role of the Nurse in Nutrition
- VI. Anatomy & Physiology of the GI System (independent study)
- VII. Pharmacology
- VIII. Gastrointestinal Health Needs
  - 1. Hiatal Hernia
  - 2. GERD
  - 3. Gastritis
  - 4. Peptic Ulcer Disease
  - 5. Constipation
  - 6. Conditions of Malabsorption
  - 7. Appendicitis
  - 8. Diverticulosis
  - 9. Diverticulitis
  - 10. Obesity
    - A. Bariatric surgery and complications
    - B. Dumping Syndrome
- IX. Psychosocial, Cultural, Aging Aspects
- X. Primary, Secondary, & Tertiary Prevention

### Learning Activities:

- Harding, Kwong, Roberts, Hagler, Reinisch (2019):
  - Chapter 38 - Assessment - (except parts about liver or pancreas)
  - Chapter 39
  - Chapter 40
  - Chapter 41 (except parts about cancer)
  - Chapter 42 (except parts about cancer)
- Snyder, Collins & Lilley, 9<sup>th</sup> Edition (2020) *Sherpath ebook*:
  - Part 9, Chapters 50, 51, and 52
  -
- Healthy People 2020 at [www.healthypeople.gov](http://www.healthypeople.gov) ChooseMyPlate at <http://www.choosemyplate.gov/>
- World Health Organization (2018). Malnutrition. Retrieved from <https://www.who.int/news-room/fact-sheets/detail/malnutrition>
- Sherpath:
  - 11B – Proton Pump Inhibitors (Sherpath module)

### Sherpath for Pharmacology:

#### Lessons:

- Histamine Blockers 46 min
- Proton Pump Inhibitors 44 min
- Antacids 36 min
- Laxatives and Anti-diarrheals 76 min
- Miscellaneous Drugs 43 min—sucralfate and misoprostol only

## Unit Five

### Disruptive Factors of the Integumentary System

#### **Unit Learning Outcomes:**

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

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

#### **Content**

- I. Assessment
- II. Anatomy & Physiology (independent review)
- III. Pathophysiology
- IV. Health History
- V. Physical Assessment
- VI. Diagnostic Evaluation
- VII. Risk Factors
- VIII. Prevention/Lifestyle Changes

- IX. Clinical Manifestations
- X. Nursing Management
- XI. Nutrition
- XII. Pharmacology
- XIII. Gerontologic Considerations
- XIV. Skin Disorders
  - A. Herpes Simplex
  - B. Psoriasis
  - C. Pressure Ulcers
- XV. Pharmacology
- XVI. Psychosocial, Cultural, Aging Aspects
- XVII. Primary, Secondary, & Tertiary

**Learning Activities:**

- I. Harding, Kwong, Roberts, Hagler, Reinisch (2019):
  - a. Chapter 22 - Assessment
  - b. Chapter 23 (pg. 409-410, 414-429)
- II. Snyder, Collins & Lilley, 9<sup>th</sup> Edition (2020) *Sherpath ebook*:
  - a. Part 10, Chapter 56

## Unit Six

### Disruptive Factors of the Respiratory System

#### **Unit Learning Outcomes:**

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

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

#### **Content**

- I. Assessment
- II. Anatomy & Physiology (independent review)
- III. Pathophysiology
- IV. Health History
- V. Physical Assessment of the Respiratory System
- VI. Diagnostic Evaluation
  - i. PFT
  - ii. ABG
  - iii. Pulse Oximetry

- iv. Cultures
- v. Sputum Studies
- vi. Imaging Studies
- vii. Endoscopic Procedures
- viii. Thoracentesis
- ix. Biopsy
- VII. Risk Factors
- VIII. Prevention/Lifestyle Changes
- IX. Medical Management
- X. Nursing Management
- XI. Clinical Manifestations
- XII. Nursing Management
- XIII. Nutrition
- XIV. Pharmacology
- XV. Gerontologic Considerations
- XVI. Respiratory Disorders
  - A. Pneumonia
  - B. Tuberculosis
  - C. Obstructive Sleep Apnea
  - D. Asthma
  - E. COPD
- XVII. Psychosocial, Cultural, & Aging Aspects
- XVIII. Primary, Secondary, & Tertiary Prevention

**Learning Activities:**

Read:

- Harding, Kwong, Roberts, Hagler, Reinisch (2019):
  - Chapters 25, 27 (503-515), 28 ( through 576)
- Snyder, Collins & Lilley, 9<sup>th</sup> Edition (2020) *Sherpath ebook*:  
Chapter 37

Sherpath Pharmacology

Lessons:

- Anti-Asthmatic and Bronchodilating Drugs 69 min
- Antihistamines and Related Drugs 47 min

## Unit Seven

### Disruptive Factors of the Cardiovascular System

#### **Unit Learning Outcomes:**

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

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

#### **Content**

- I. Assessment
- II. Anatomy & Physiology (independent review)
- III. Pathophysiology
- IV. Health History
- V. Physical Assessment of the Cardiovascular System
- VI. Diagnostic Evaluation
- VII. Risk Factors
- VIII. Prevention/Lifestyle Changes

- IX. Medical Management
- X. Clinical Manifestations
- XI. Nursing Management
- XII. Pharmacology
  - i. Diuretics
  - ii. Receptor Antagonists
  - iii. Beta-Blockers
  - iv. ACE-inhibitors
  - v. Angiotensin
  - vi. Calcium Channel Blockers
- XIII. Gerontologic Considerations
- XIV. Cardiovascular Disorders
  - A. Coronary Artery Disease
  - B. Primary Hypertension
  - C. Secondary Hypertension
  - D. Congestive Heart Failure
  - E. Carotid Artery Disease
  - F. Angina
  - G. Deep Vein Thrombosis
    - i. Superficial Veins
    - ii. Deep Veins
  - H. Arterial Insufficiency
  - I. Venous Insufficiency
- XIX. Psychosocial, Cultural, & Aging Aspects
- XX. Primary, Secondary, & Tertiary Prevention

**Learning Activities:**

Read:

- Harding, Kwong, Roberts, Hagler, Reinisch (2019):
  - Chapters 31, 32, 33 (through 717), 34, 37
- Snyder, Collins & Lilley, 9<sup>th</sup> Edition (2020) *Sherpath ebook*:
  - Chapters 22, 23, 24, 26, 27, 28
- Sherpath for Pharmacology
  - Diuretics 47 min
  - ACE Inhibitors 42 min
  - Beta Blockers 42 min
  - Calcium Channel Blockers 42 min—review only
  - ARBs 44 min—review
  - Centrally Acting Alpha Adrenergic Agnosits 39 min—review only
  - Nitrates 39 min

## Unit Eight

### Disruptive Factors of the Musculoskeletal System

#### **Unit Learning Outcomes:**

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

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

#### **Content**

- I. Anatomy & Physiology (Independent Study)
- II. Assessment
- III. Pathophysiology
- IV. Health History
- V. Physical Assessment
- VI. Diagnostic Evaluation
  - i. Imaging Procedures



- ii. Endoscopic Studies
- iii. Other Studies
- iv. Laboratory Studies.
- VII. Risk Factors
- VIII. Prevention/Lifestyle Changes
- IX. Medical Management
- X. Nursing Management
- XI. Clinical Manifestations
- XII. Nutrition
- XIII. Pharmacology
- XIV. Gerontologic Considerations
- XV. The Nursing Process and Musculoskeletal Disorders
  - A. Osteoporosis
  - B. Low Back Pain
  - C. Compartment Syndrome
- XVI. Psychosocial, Cultural, Aging Aspects
- XVII. Primary, Secondary, & Tertiary Prevention

**Learning Activities:**

Read:

- Harding, Kwong, Roberts, Hagler, Reinisch (2019):
  - Chapters 61-63 (listed disruptions only)
- Snyder, Collins & Lilley, 9<sup>th</sup> Edition (2020) *Sherpath ebook*:
  - Chapters 12 – page 190-196, 34 – pg 535-537

Sherpath for Pharmacology:

Lessons:

- Skeletal Muscle Relaxants 40 min

## Unit Nine

### Disruptive Factors in the Urinary and Reproductive Systems

#### **Unit Learning Outcomes:**

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

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

#### **Content**

- I. Assessment
- II. Anatomy & Physiology (independent review)
- III. Pathophysiology

- IV. Health History
- V. Physical Assessment of the Urinary and Reproductive Systems
- VI. Diagnostic Evaluation
  - i. U/A
  - ii. C&S
  - iii. Renal Function Tests
  - iv. X-Ray
  - v. Biopsy
  - vi. Urodynamic Tests
- VII. Risk Factors
- VIII. Medical Management
- IX. Clinical Manifestations
- X. Nursing Management
- XI. Nutrition
- XII. Prevention/Lifestyle Changes
- XIII. Pharmacology
- XIV. Gerontologic Considerations
- XV. The Nursing Process and Disruptions in the Urinary and Reproductive Systems
  - A. Pyelonephritis
  - B. Dysmenorrhea
  - C. Endometriosis
  - D. Menopause
  - E. BPH
  - F. Erectile Dysfunction
  - G. Human Papilloma Virus
  - H. Herpes Simplex II
  - I. Chlamydia
  - J. Pelvic Inflammatory Disease
- XVI. Psychosocial, Cultural, & Aging Aspects
- XVII. XVIV. Primary, Secondary, & Tertiary Prevention

**Learning Activities:**

Read:

- Harding, Kwong, Roberts, Hagler, Reinisch (2019):
  - Chapters 44, 45 (through 1030, then 1045-1050),
  - Chapters 50, 52, and 53 – through 54 (disruptions listed only).
- Snyder, Collins & Lilley, 9<sup>th</sup> Edition (2020) *Sherpath ebook*:
  - Chapter 19 – ED and BPH drugs only
- Sherpath: Sherpath for Pharmacology
  - Cholinergic Drugs 52 min
  - Erectile Dysfunction and Benign Prostate Hyperplasia Drugs 60 min

## Unit Ten

### Disruptive Factors of the Neurosensory System

#### **Unit Learning Outcomes:**

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

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

#### **Learning Content:**

- I. Anatomic and Physiologic Overview (Independent Review)
  - A. Anatomy of the Nervous System
  - B. Neuronal Structure & Function
- II. Assessment: The Neurologic Examination (Independent Review)
- III. Pathophysiology
- IV. Health History

- V. Physical Assessment
- VI. Diagnostic Evaluation
- VII. Risk Factors
- VIII. Prevention/Lifestyle Changes
- IX. Medical Management
- X. Nursing Management
- XI. Clinical Manifestations
- XII. Care & Education/Pre- and Post-Test
  - A. Computed Tomography Scanning (CT)
  - B. Positron Emission Tomography (PET)
  - C. Magnetic Resonance Imaging (MRI)
  - D. Electroencephalography (EEG)
- XIII. Nutrition
- XIV. Gerontologic Considerations
- XV. Pharmacology
- XVI. The Nursing Process and Neurosensory Disorders
  - a. Herniated disc pulposus
  - b. Ischemic Stroke
  - c. Hemorrhagic Stroke
  - d. Pain—Acute & Chronic
    - i. Nociception
    - ii. Gate Control Theory
    - iii. Response to Pain
    - iv. Factors Affecting the Pain Experience
  - e. Glaucoma
  - f. Cataracts
  - g. Macular Degeneration
  - h. Hearing Loss
  - i. Tinnitus
  - j. Vertigo
  - k. Otosclerosis
  - l. Meniere’s Disease
- XVII. Psychosocial, Cultural, Aging, & Community Aspects of the Neurosensory System
- XVIII. Primary, Secondary, & Tertiary Prevention of the Neurosensory System

**Learning Activities:**

Read:

- Harding, Kwong, Roberts, Hagler, Reinisch (2019):
  - Chapters 9, 55, 57, 58 (through 1358)
- Snyder, Collins & Lilley, 9<sup>th</sup> Edition (2020) *Sherpath ebook*:
  - Chapters 12 – page 190-196, 34 – pg 535-537

Sherpath for Pharmacology:

Lessons:

- Analgesic Drugs 48 min

- Anti-Inflammatory Drugs 48 min
- Heparin and Warfarin 71 min
- Antiplatelets 44 min
- Thrombolytics 38 min
- Statins 38 min

## Unit Eleven

### Disruptive Factors of the Endocrine System

#### **Unit Learning Outcomes:**

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

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

#### **Content**

- I. Assessment
- II. Anatomy & Physiology (independent study)
- III. Pathophysiology
- IV. Health History
- V. Physical Assessment of the Endocrine System
- VI. Diagnostic Evaluation
- VII. Risk Factors
- VIII. Prevention/Lifestyle Changes

- IX. Medical Management
- X. Clinical Manifestations
- XI. Nursing Management
- XII. Nutrition
- XIII. Pharmacology
  - i. Oral Agents
  - ii. Insulin
- XIV. Gerontologic Considerations
- XV. The Nursing Process and Endocrine Disorders
  - A. Hyperglycemia
  - B. Hypoglycemia
  - C. Type I Diabetes
  - D. Type II Diabetes
  - E. Microvascular Complications
  - F. Macrovascular Complications
  - G. Deep Veins
- XVI. Special Issues
  - i. Surgical Care
  - ii. Management of Hospitalized Diabetic Patients
  - iii. Secondary Diagnoses
- XVII. Psychosocial, Cultural, & Aging Aspects
- XVIII. Primary, Secondary, & Tertiary Prevention

**Learning Activities:**

Read:

- Harding, Kwong, Roberts, Hagler, Reinisch (2019):
  - Chapters 47-48
- Snyder, Collins & Lilley, 9<sup>th</sup> Edition (2020) *Sherpath ebook*:
  - Chapters 32
- Sherpath for Pharmacology
  - Diabetic Drugs 1 hour 34 min



## Unit Twelve

### Disruptive Factors in Fluid & Electrolytes

#### Unit Learning Outcomes:

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

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

#### Content

- I. Assessment
- II. Anatomy & Physiology (independent study)
- III. Amount and Composition of Body Fluid
- IV. Alterations of Fluid, Electrolyte, & Acid Base Systems
- V. Normal Laboratory Values

- VI. Pathophysiology
- VII. Health History
- VIII. Physical Assessment of the Endocrine System
  - IX. Diagnostic Evaluation
  - X. Risk Factors
  - XI. Medical Management
  - XII. Clinical Manifestations
  - XIII. Nursing Management
  - XIV. Nutrition
  - XV. Prevention/Lifestyle Changes
  - XVI. Pharmacology
  - XVI. Gerontologic Considerations
- XVII. The Nursing Process and Disruptions in Fluid and Electrolytes
  - A. Calcium deficit (Hypocalcemia)
  - B. Calcium Excess (Hypercalcemia)
  - C. Magnesium Deficit (Hypomagnesemia)
  - D. Magnesium Excess (Hypermagnesemia)
  - E. Phosphorus Deficit (Hypophosphatemia)
  - F. Phosphorus Excess (Hyperphosphatemia)
  - G. Chloride Deficit (Hypochloremia)
  - H. Chloride Excess (Hyperchloremia)
  - I. Sodium Deficit (Hyponatremia)
  - J. Sodium Excess (Hypernatremia)
  - K. Potassium Deficit (Hypokalemia)
  - L. Potassium Excess (Hyperkalemia)
  - M. Fluid Volume Deficit
  - N. Fluid Volume Excess
  - O. Respiratory Acidosis and Respiratory Alkalosis
  - P. Metabolic Acidosis and Respiratory Alkalosis
- XVIII. Psychosocial, Cultural, & Aging Aspects
- XIX. Primary, Secondary, & Tertiary Prevention

**Learning Activities:**

Read:

- Harding, Kwong, Roberts, Hagler, Reinisch (2019):
  - Chapters 16
- Snyder, Collins & Lilley, 9<sup>th</sup> Edition (2020) *Sherpath ebook*: Chapter 29

## Unit Thirteen

### Disruptive Factors in the Immune System

#### Unit Learning Outcomes:

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

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

#### Content

- I. Assessment
- II. Anatomy & Physiology (independent review)
- III. Immune Function: Defenses and Responses
- IV. Adaptive Immunity
  - i. Cellular-mediated response
  - ii. Humoral-mediated response

- V. Innate Immunity
  - i. Physical, mechanical, biochemical barriers
  - ii. Inflammatory response
- VI. Pathophysiology
  - i. Infectious Process
  - ii. Inflammation & Immunity
  - iii. Alteration in Immune Function
  - iv. Autoimmunity—definition/Hypersensitivity
- VII. Health History
- VIII. Physical Assessment of the Immune System
- IX. Diagnostic Evaluation
- X. Risk Factors
- XI. Medical Management
- XII. Clinical Manifestations
- XIII. Nursing Management
- XIV. Nutrition
- XV. Prevention/Lifestyle Changes
- XVI. Pharmacology
- XVII. Gerontologic Considerations
- XVIII. The Nursing Process and Disruptions in the Immune System
  - A. Primary Immune Deficiencies
  - B. Secondary Immune Deficiencies
  - C. Excessive Immune Responses
  - D. Hypersensitivities
    - i. Type I
    - ii. Type II
    - iii. Type III
    - iv. Type IV
  - E. HIV
  - F. AIDS
- XIX. Psychosocial, Cultural, & Aging Aspects
- VIV. Primary, Secondary, & Tertiary Prevention

**Learning Activities:**

Read:

- I. Harding, Kwong, Roberts, Hagler, Reinisch (2019):
  - A. Chapter 11 (stop at pg. 161)
  - B. Chapter 13 (stop at “autoimmunity, resume at “immunodeficiency disorders” on page 203, then hard stop).
  - C. Chapter 14
- II. Snyder, Collins & Lilley, 9<sup>th</sup> Edition (2020) *Sherpath ebook*:
  - A. Part 7, Chapters 38, 39, 40, 41, and 42.
    - Sherpath for Pharmacology
      - Antibiotics 56 min
      - Antiviral and Antifungal Agents 48 min
      - Anti-tubercular Agents 43 min

## Appendix I

### Professional Nursing Competencies Paper

Complete a group paper on the competencies a transitioning practical-to-professional nurse must consider when providing care for a patient with a common health problem. The first section will deal with comparing and contrasting the role differences. The second and third sections will refer to a common health care problem discussed during this semester, and approved by the clinical facilitator. In the second section, you will discuss how to approach this healthcare problem using evidence-based practice. In the third section, you will discuss legal/ethical issues related to care of the patient with the common health need. In the fourth sections, you will compare and contrast healthcare and financial resources that may assist the patient and their families with this illness. Paper must be no more than 3 pages long and must be written in APA format. Paper will be graded using the rubric below. Paper is due by midnight, July 30<sup>th</sup>, 2021.

<b>I. Compare and contrast the scope of practice of the LVN and the RN based on the literature reviewed and the job description. Must provide two (2) examples of similarities and differences. <i>15 points total</i></b>	15
<b>II. Compare and contrast the following roles of the LVN versus RN: <i>15 pts total</i></b>	
o Provider of patient centered care	3.75
o Member of the health care team	3.75
o Member of a profession.	3.75
o Patient safety advocate	3.75
<b>III. Discuss how to approach the care of a patient with a common health need using Evidence-based practice.</b>	15
<b>IV. Discuss legal/ethical issues related to care of the patient with the common health need.</b>	15
<b>V. Compare and contrast healthcare and financial resources that may assist the patient and their families with this illness.</b>	15
<b>VI. Required Format. <i>15 pts total</i></b>	
o Use APA format only/References cited	3.75
o Typed, no fewer than 3 pages or greater (not including cover or reference)	3.75
o Cite & attach a minimum of 5 references that are within 5yrs	3.75
o Paper is error free (grammar, spelling, punctuation - subtract one point for every two errors, no more than 5 points deducted. 5 pts total)	3.75
<b>VII. Make an appointment with the Reading &amp; Writing center to review your paper before July 15<sup>th</sup> through Safe Assign.</b>	5
<b>VIII. Presentation at class.</b>	5

GRADE \_\_\_\_\_

Reviewed by: \_\_\_\_\_

## Appendix II

### Course Calendar

#### Deadlines

- **ATI Modules**
  - **Class room skills**                      **Due Saturday at midnight – 6/12/21**
  - **Study Skills**                              **Due Saturday at midnight – 6/19/21**
  - **Test Taking skills**                      **Due Saturday at midnight – 6/26/21**
- **Sherpath Lessons - Optional**
  - **06/18/21**            **23:59**                      *Sherpath Lesson (optional) - PPIs*
  - **06/25/21**            **23:59**                      *Sherpath Lesson (optional) - Diuretics*
  - **07/02/21**            **23:59**                      *Sherpath Lesson (optional) – ACE Inhibitors*
  - **07/09/21**            **23:59**                      *Sherpath Lesson (optional) – Beta Blockers*
  - **07/16/21**            **23:59**                      *Sherpath Lesson (optional) – Calcium*  
*Channel Blockers*
  - **07/23/20**            **23:59**                      *Sherpath Lesson (optional) – ARBs*
  - **07/30/20**            **23:59**                      *Sherpath Lesson (optional) – Statins &*  
*Nitrates*
  - **08/04/20**            **23:59**                      *Sherpath Lesson (optional) – Diabetic*  
*Medications*
- **Special Projects Paper Due**
  - **07/30/2021**    **23:59**
- **EAQ and Sherpath Quizzes are due at the end of the lab the are administered.**

Appendix III – Lecture Class schedule (below)

Appendix IV – Concept Map templates for lecture and pharmacology topics (below)

				800	900	1000	1100
				Lecture - Ketcherside	Lecture Lab - Ketcherside	Assessment Lab (Davis)	Pharm Lab (Rondeau/ Gundermann)
Week 1	T	6/8/21	Orientation - Unit 1	Lecture Orientation	Lecture Lab Orientation	Unit 1 - Role of the RN - 1	Unit 1 - Role of the RN - 2
	Th	6/10/21	Unit 2-3 - Nursing Process, Death and Dying	Unit 2 - Nursing Process	Unit 3 - Death and Dying	Unexpected Death in the OR (lab) - Death & Dying lab / shrouding - Ketcherside/Rondeau	
Week 2	T	6/15/21	Unit 4 - Gastrointestinal-Nutrition and Malnutrition	Unit 4 - GI Lecture - Nutrition	GI Lecture Lab	GI A&P Review / Diagnostics	TPN / Gastric feeding formulas
	Th	6/17/21	Unit 4 - Gastrointestinal-Upper GI	Unit 4 - GI Lecture - Upper GI	Unit 4 - GI Lecture / GI Lecture Lab	GI Phys Assessment	Acid Reduction
Week 3	T	6/22/21	Unit 4 - Gastrointestinal - Lower GI	Unit 4 - GI - Lower GI	Unit 4 - GI Lecture Lower GI / GI Lecture Lab	<b>Exam Review</b>	N/V/D, Constipation Drugs
	Th	6/24/21	<b>EXAM I - Role of Nurs, Nursing Process, D&amp;D, GI</b>	<b>Rondeau Proctor</b>	<b>Rondeau - Post-Test Review</b>	Unit 5 - Integumentary Lecture - Ketcherside	Integumentary Assessment - Rondeau
Week 4	T	6/29/21	Unit 6 - Respiratory	Unit 6 - Resp Lecture	Resp Lect Lab - Rondeau	Resp Assessment - Rondeau	Resp Pharm
	Th	7/1/21	Unit 7 - Cardio 1 HTN, CHF	Unit 7 - Card Lecture - CAD, HTN & CHF	Unit 7 - Card Lecture - CAD, HTN & CHF / Card Lect Lab	Cardio A&P Review	HTN Pharm
Week 5	T	7/6/21	Unit 7 - Cardio 2 - CAD, Vascular	Unit 7 - Card Lecture - CSA, Venous	Card Lect Lab	Cardio Assessment & Diagnostics	CAD Pharm (statins, nitrates)
	Th	7/8/21	Unit 7 & 8 0 Cardio 3 - Hematology & Perioperative	Unit 7 Cardio - Hematology Assessment - Davis	Unit 7 - Cardio - Hematology Disorders - Davis	Unit 8 - Perioperative - Pre-op lecture - Rondeau	Unit 8 - Perioperative - Post-op Lecture - Rondeau
Week 6	T	7/13/21	Unit 9 lecture - Musculoskeletal	Unit 9 - Musculoskeletal - Assessment lab	Unit 9 - Musculoskeletal Lecture	<b>Exam Review</b>	NSAIDS, muscle relaxants
	Th	7/15/21	<b>Exam II - Respiratory, Cardio, musculoskeletal, hemo, perioperative,</b>	<b>Gundermann Proctor</b>	<b>Ketcherside - Post-Test review</b>	Unit 10 - Genitourinary - lecture (UTI, Pyelo, Male & Female Reproductive, STDs	Unit 10 - Genitourinary - lecture (UTI, Pyelo, Male & Female Reproductive, STDs / GU Meds
Week 7	T	7/20/21	Unit 11 - Neurosensory - stroke / pain	Unit 11 - Neuro Assessment lab	Unit 11 - Neurosensory 1 - Stroke/pain Lecture	Lecture lab	Controlled analgesics
	Th	7/22/21	Unit 11 - Neurosensory - senses/HA	Unit 11 - Neurosensory - Eye/Ear/ Headache Assessment lab	Unit 11 - Neurosensory - Eye/Ear/HA Lecture	Lecture lab	Optic, Otic, HA drugs
Week 8	T	7/27/21	Unit 12 - Endo/Diabetes	Unit 12 - Endo Assessment lab	Unit 12 - Diabetes Lecture	Lecture lab	DM meds
	Th	7/29/21	Unit 13 - Fluid and Electrolytes	Unit 13 -F&E assessment	Unit 13 - F&E Lecture	Lecture lab	Fluid replacement (Iv fluids), electrolyte replacement

Week 9	T	8/3/21	Unit 14 - Immunity	Unit 14 Immunity Assessment / Immunity Disorders	Unit 4 - Immunity disorders / HIV lecture	Immunity lab / <b>Exam Review</b>	Antimicrobials
	Th	8/5/21	<b>Exam III - GU, Neuro, Endo, F&amp;E, and Immunity</b>	<b>Ketcherside Proctor</b>	<b>Post-Test Review</b>	<b>HESI Review</b>	Group paper presentations
Week 10	T	8/10/21	<b>Finals Week</b>	<b>Ketcherside &amp; Gunderman Proctor</b>			
	Th	8/12/21					



**RNSG 1441- Common Concepts System Disease/Disruption Concept Map**

Nursing Dx:

Disease/Disruption:

Pathophysiology:

Risk Factors:

Diagnostics:

Nursing Interventions:

Clinical Manifestations:

Pharmacology:

Assessment data:

Medical Mgt:

Nursing education/discharge teaching:

**RNSG 1441-Pharmacology Concept Map**

DrugClass:

Action:

Indication for use:

Contraindications:

Adverse Reactions:

Routes:

Nursing Implications & Patient Teaching:

Evaluation:

Top Medication #1:

3 priority adverse reactions:

3 priority nursing implications:

3 priority patient education topics:

3 priority post-dose evaluations:

Top Medication #2:

3 priority adverse reactions:

3 priority nursing implications:

3 priority patient education topics:

3 priority post-dose evaluations:

Top Medication #3:

3 priority adverse reactions:

3 priority nursing implications:

3 priority patient education topics:

3 priority post-dose evaluations:

Top Medication #4:

3 priority adverse reactions:

3 priority nursing implications:

3 priority patient education topics:

3 priority post-dose evaluations: