



**RNSG 1327-101CL-FA2023**  
**Transition to Professional Nursing**  
**Fall 2023**  
**Mondays 08:00-10:00, 10:30-1:30pm**  
**STEAM 237**

**Instructor Information:** Benjamin “Jay” Ketcherside, II, MSN, RN , [bketcherside@com.edu](mailto:bketcherside@com.edu), 409-933-8137

**Student hours and location:** Mondays 1:30pm-3:30pm, Tuesdays 1:30pm-3:30pm, Wednesdays 9-1p  
STEAM 225-13

**Instructor Information:** Genevieve Onyirioha DNP, RN, CMSRN, [gonyirioha@com.edu](mailto:gonyirioha@com.edu), 409-933-8279

**Student hours and location:** (TBD) STEAM 225-5

**Required Textbook/Materials:**

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

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

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

*Claywell, L., (2018). LPN to RN transitions, 4th Edition. St. Louis:*

*Elsevier, Inc. CJSim – Next Gen NCLEX Sim. Waconia: NurseTim.*

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

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

*Louis: Elsevier, Inc.*

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

Harding, M., Kwong, J., Roberts, D., Hagler, D., Reinisch, C. (2023). *Medical-Surgical Nursing: Assessment and Management of Clinical Problems, 12th Edition*. St. Louis: Elsevier, Inc.

**Recommended:**

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

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

**Course 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 Requirements:**

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

**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 (Next-Gen) 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 department remediation counselor.

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

**Lab Attendance & Participation:** Reinforces lecture content through a series of activities that will include, but not be limited to 1) Notebook documentation of disease topics, 2) Sherpath pharmacology lessons, 3) case studies, 4) anatomage table participation, and 5) other group or individual activities during designated lab time as deemed necessary by instructor. If student is present and participates in iClicker lab content, the student will receive 100% for that lab session. If the student is absent, or does not participate, the student will receive a zero for that day. These activities will be averaged to make up 5% of the

overall score.

**Attendance:** Attendance will count for 5% of the grade for this course this semester. All students will be expected to be seated and ready for class at the beginning of class time, which will be tracked in D2L by manual roll count or iClicker cloud. Students seated and responding to roll will receive 100% attendance for that day. Students who do not respond to roll call or are not present during roll call are responsible for informing the professor of their presence at the first break period (not by interrupting lecture); upon notification, will receive 50% for attendance that day. Students who are not present at roll call, nor inform the instructor of their presence at break time, or who are never present during that class will receive 0% for attendance for that day. Students who are graded as absent for more than the allowed time in the Student Handbook are subject to instructor withdrawal from the class.

**Special project – Professional Paper:** Students will complete a paper on professional nursing competencies and how they can affect a common health problem. See appendix C.

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

### 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.

Unit Exam 1*	15%
Unit Exam 2*	15%
Unit Exam 3*	15%
Unit Exam 4*	15%
<b>Exam Subtotal* (75% Exam Rule Average)</b>	<b>60%</b>
Sherpath Weekly Pharmacology lessons, averaged	10%
Professional Paper	10%
Comprehensive Assessment Exam*	10%
Participation Grade	5%
Attendance Grade	5%
<b>Other Subtotal</b>	<b>40%</b>
<b>**Weighted Grade Total</b>	<b>100%</b>
<b>* ≥ 75% exam average required to pass the course</b> <b>**Weighted assignments calculated only after 75% exam average met</b>	

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

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

**Attendance Policy:**

See the Attendance policy in the Nursing Student Handbook.

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

**Course Objectives/Student Learning Outcomes:**

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

<p>3. Examine pharmacokinetics, pharmacodynamics, therapeutic actions, side/adverse effects, contraindications, drug and dietary interactions, precautions, and routes of administration of relevant medications used in treatment of patients with common health needs.</p>	<p>Outcome 3: Practice beginning leadership skills to include effective delegation; collaboration with the patient, family, and members of the health care team; coordination of safe, effective, caring, evidence-based, and therapeutic patient-centered care; and integration of knowledge from the humanities, nutrition, pharmacology, and the psychosocial, biological, and nursing sciences.</p>	<p>Unit exams and final comprehensive exam Physiological Integrity:Pharm &amp; Parenteral Tx score Fundamentals: Med Administration score</p>
<p>4. Examine the roles of the associate degree nurse in caring for adult patients with common health needs and their families.</p>	<p>Outcome 3:Practice beginning leadership skills to include effective delegation; collaboration with the patient, family, and members of the health care team; coordination of safe, effective, caring, evidence- based, and therapeutic patient- centered care; and integration of knowledge from the humanities, nutrition, pharmacology, and the psychosocial, biological, and nursing sciences.</p>	<p>Unit exams and final comprehensiveexamQSEN topics of Dimensions of Patient Care, Teamwork and Collaboration (Members of the team, Scope of practice and Systems/Team Functions)</p>
<p>5. Utilize effective communication with culturally and spiritually diverse adult patients, their families, and members of the health care team.</p>	<p>Outcome 5: Incorporate principles of effective communication and documentation using current nursing technology and informatics in providing patient-centered care.</p>	<p>Unit exams and final comprehensive exam communication scores</p>

<p>6. Identify fundamental principles of patient care management.</p>	<p>Outcome 4: Synthesize principles and techniques of interpersonal communication to implement therapeutic interactions with culturally diverse individuals, families, and groups in a variety of settings.</p>	<p>Unit exams and final comprehensive exam  HESI final Collaboration/Managing Care scores</p>
<p>7. Apply principles of patient safety in the common health needs of patients and their families.</p>	<p>Outcome 4: Synthesize principles and techniques of interpersonal communication to implement therapeutic interactions with culturally diverse individuals, families, and groups in a variety of settings.</p>	<p>Unit exams and final comprehensive exam scores Basic Safety Design Principles score</p>
<p>8. Select appropriate principles of teaching and learning for culturally and spiritually diverse patients with common health needs.</p>	<p>Outcome 6: Integrate principles of teaching and learning to organize and plan the teaching of patients, family members, and other health care providers with socioeconomic, cultural, and spiritual diversity.</p>	<p>Unit exams and final comprehensive exam Teaching and Learning-Patient Education scores</p>
<p>9. Utilize clinical data and current literature as a basis for decision making in the care of adult patients with common health needs and their families.</p>	<p>Outcome 5: Incorporate principles of effective communication and documentation using current nursing technology and informatics in providing patient-centered care.</p>	<p>Unit exams and final comprehensive exam QSEN topics Evidence based practice, research and EBP score Safety topics, Nursing informatics score</p>

10. Discuss ethical/legal issues related to the care of adult patients with common health needs and their families.	Outcome 8: Practice the delivery of safe and cost-effective nursing health care according to established evidence- based standards of practice and within legal/ethical standards.	Unit exams and final comprehensive exam QSEN topics Patient centered care care topic, ethical legal score.
11. Compare and contrast health care and financial resources available to assist culturally diverse adult patients with common health needs and their families.	Outcome 8: Practice the delivery of safe and cost-effective nursing health care according to established evidence- based standards of practice and within legal/ethical standards.	Unit exams and final comprehensive exam Client needs topics Safe/Effective environment Management of Care

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

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.

#### **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/>

#### **Student Concerns:**

If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact the Course Facilitator. If, after discussing your concern with the Course Facilitator, you still have questions, please email

[nursing@com.edu](mailto:nursing@com.edu) to request an appointment with the Director of Nursing. Please see the Student Concerns Policy in the Nursing Student Handbook for further instructions.



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## I. 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 [Student Handbook 2022-2023 v4.pdf \(com.edu\)](#). *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.*

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

**ADA Statement:** Any student with a documented disability needing academic accommodations is requested to contact Kimberly Lachney at 409-933-8919 or [klachney@com.edu](mailto:klachney@com.edu). The Office of Services for Students with Disabilities is located in the Student Success Center.

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

**Withdrawal Policy:** Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1<sup>st</sup> 8-week session is March 1. The last date to withdraw from the 16-week session is April 24. The last date to withdraw for the 2<sup>nd</sup> 8-week session is May 3.

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

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

### **Resources to Help with Stress:**

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click

here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at [deanofstudents@com.edu](mailto:deanofstudents@com.edu) or [communityresources@com.edu](mailto:communityresources@com.edu).

### **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, due dates)**

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

### **Learning resources:**

Read:

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

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

## **Unit Two**

### **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: (thought throughout semester)**

Read:

- Harding, M (2019). Chapter 1;
  - Claywell (2018). Full book (focus on concepts listed in Learning Content).
- I. Honoring your Past, planning your future
  - II. Assessing yourself and designing your success
  - III. Study habits and test taking skills
  - IV. Distinguishing the RN role from the LPN/LVN role
  - V. Nursing Theory to guide professional practice
  - VI. Providing patient-centered care through the nursing process
  - VII. Critical and diagnostic thinking for better clinical judgment
  - VIII. Practicing evidence-based decision making
  - IX. Communicating with patients and co-workers
  - X. Teaching patient and their families
  - XI. The nurses, ideas and forces that define the profession
  - XII. Legal and ethical principles
  - XIII. Care and safety standards
  - XIV. Leading, delegating and collaborating
  - XV. Primary care
  - XVI. Secondary and tertiary care

**Online:** QSEN Competencies . <http://qsen.org/competencies/pre-licensure-ksas/> Texas Nurse Practice Act (2021):

[https://www.bon.texas.gov/pdfs/law\\_rules\\_pdfs/nursing\\_practice\\_act\\_pdfs/NPA2021.pdf](https://www.bon.texas.gov/pdfs/law_rules_pdfs/nursing_practice_act_pdfs/NPA2021.pdf) National Patient Safety Goals for Hospitals (2023):  
[https://www.jointcommission.org/-/media/tjc/documents/standards/national-patient-safety-goals/2023/npsg\\_chapter\\_hap\\_jul2023.pdf](https://www.jointcommission.org/-/media/tjc/documents/standards/national-patient-safety-goals/2023/npsg_chapter_hap_jul2023.pdf)

### **Unit 3: Fluids and Electrolytes**

#### **Student Learning Outcomes:**

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

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

#### **Learning Content:**

- I. Lewis's Medical Surgical Nursing: Assessment and management of Clinical Problems, 12th Edition
  - a. Chapter 17
  - b. Fluid movement in Capillaries
  - c. Fluid Spacing
  - d. Regulation of Water Balance
    - i. Fluid Volume Imbalances
    - ii. Fluid Volume Excess
    - iii. Fluid Volume Deficit
  - e. Electrolyte imbalances

- i. Sodium Imbalances
  - 1. Hypernatremia
  - 2. Hypo natremia
- ii. Potassium Imbalances
  - 1. Hyperkalemia
  - 2. Hypokalemia

- iii. Calcium Imbalances
  - 1. Hypercalcemia
  - 2. Hypocalcemia
- iv. Phosphate Imbalances
  - 1. Hyperphosphatemia
  - 2. Hypophosphatemia
- v. Magnesium Balances
  - 1. Hypermagnesemia
  - 2. Hypomagnesemia
- f. Fluid and Electrolyte replacement
  - i. Oral
  - ii. IV Solutions
    - 1. Isotonic
    - 2. Hypertonic
    - 3. Hypotonic
- g. Labs & measurement
  - i. Serum electrolytes
  - ii. Basic metabolic panel (basic chemistry)
  - iii. Complex metabolic panel (complex chemistry)
  - iv. Urine output (strict I&O)
  - v. Daily weights

II. Pharmacology and the Nursing Process, 10th Edition

- a. Chapter 29



**Unit 4:**  
**Disruptive Factors of the Genitourinary**  
**System Part I: Renal Urinary System**  
**Part II: Reproductive System**

**Unit Student Learning Outcomes:**

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

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

**Learning Content:**

- I. Lewis's Medical Surgical Nursing: Assessment and management of Clinical Problems, 12th Edition
  - a. Chapter 49
    - i. Structures and Functions of the Urinary system
    - ii. Assessment of the Urinary System
    - iii. Diagnostic studies of the Urinary System
  - b. Chapter 50

- i. Renal and Urologic problems
          - 1. Infections and inflammatory urinary problems
            - a. Urinary Tract Infection
            - b. Acute pyelonephritis
            - c. Chronic pyelonephritis
          - 2. Bladder dysfunction
          - 3. Incontinence
          - 4. Retention
        - ii. Catheterization
  - c. Chapter 51
    - i. Acute Kidney Injury
    - i. Chronic Kidney disease
    - ii. Dialysis
      - Peritoneal Dialysis
      - Hemodialysis
      - Continuous Renal Replacement therapy
  - d. Chapter 55
    - i. Body System: Reproductive Systems
    - ii. Structures and functions of the Reproductive System
    - iii. Assessment of the Reproductive System
    - iv. Diagnostics of the Reproductive System
  - e. Chapter 57
    - i. Sexually Transmitted Diseases
      - 1. Chlamydial infections
      - 2. Gonococcal Infections
      - 3. Trichomoniasis
      - 4. Genital Herpes
      - 5. Genital Warts
      - 6. Syphilis
  - f. Chapter 59
    - i. Male Reproductive problems
    - ii. Benign Prostatic Hyperplasia (BPH)
    - iii. Common surgery: TURP
    - iv. Erectile dysfunction
    - v. Prostatitis
    - vi. Hypospadias
    - vii. Phimosis
    - viii. Peyroni's disease
    - ix. Epididymitis
    - x. Orchitis
    - xi. Cryptorchidism
    - xii. Hydrocele
    - xiii. Spermatocele
    - xiv. Varicocele
    - xv. Testicular torsion
    - xvi. Vasectomy
    - xvii. Hypogonadism
    - xviii. Infertility
- II. Pharmacology and the Nursing Process, 10th Edition
  - a. Chapter 35

**Unit 5:**  
**Disruptive Factors of the Immune**  
**System Inflammation**  
**Immune responses Integumentary**

**Unit Student Learning Outcomes:**

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

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

**Learning content:**

- I. Lewis's Medical Surgical Nursing: Assessment and management of Clinical Problems, 12th Edition
  - a. Chapter 12 – Inflammation and Healing
    - i. Inflammatory response
    - ii. Healing process
    - iii. Wound healing
    - iv. Pressure Injuries
  - b. Chapter 14 – Immune responses and Transplantation

- i. Normal immune response
    - ii. Altered immune response
    - iii. Hypersensitivities
  - c. Chapter 15
    - i. Human Immunodeficiency Virus Syndrome
  - d. Chapter 24, 25
    - i. Assessment of the Integumentary System
      - 1. Abnormalities
      - 2. Diagnostics
  - e. Integumentary problems
    - i. Skin infections
    - ii. Benign skin problems
    - iii. Psoriasis

- II. Pharmacology and the Nursing Process, 10th Edition
  - a. Chapter 56

**Unit 6:**  
**Nutrition and Disruptive Factors of the**  
**Gastrointestinal System Part I – Nutrition &**  
**Malnutrition (including Obesity)**  
**Part II – Gastrointestinal System**

**Unit Student Learning Outcomes:**

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

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

**Learning content:**

- I. Lewis's Medical Surgical Nursing: Assessment and management of Clinical Problems, 12th Edition
  - a. Chapter 43
    - i. Assessment: Gastrointestinal System
    - ii. Structures and functions of the Gastrointestinal System
    - iii. Assessment of the Gastrointestinal System
    - iv. Diagnostics of the Gastrointestinal System

- b. Chapter 44.
  - i. Nutrition Problems
  - ii. Normal Nutrition
  - iii. Vegetarian Diet
  - iv. Malnutrition
  - v. Nursing Management
  - vi. Specialized Nutrition Support
  - vii. Nursing Management
  - viii. Parenteral nutrition
- c. Chapter 45
  - i. Obesity
  - ii. Health Risks associated with obesity
  - iii. Bariatric Surgery
  - iv. Metabolic Syndrome
- d. Chapter 46
  - i. Problems of the Gastrointestinal System
    - 1. Upper GI problems
      - a. Nausea and vomiting
      - b. Esophageal disorders
      - c. Gastroesophageal reflux disease
      - d. Hiatal hernia
    - 2. Disorders of the stomach
      - a. Peptic ulcers
        - i. Gastric
        - ii. Duodenal
        - iii. Pathophysiology
        - iv. Clinical manifestations
        - v. Complications
          - 1. Hemorrhage
          - 2. Perforation
          - 3. Gastric outlet obstruction
- e. Chapter 47
  - i. Gastritis
  - ii. Upper intestinal bleeding
  - iii. Foodborne illness
- f. Lower gastrointestinal disorders
  - i. Diarrhea
  - ii. Fecal incontinence
  - iii. Constipation
  - iv. Irritable bowel syndrome
  - v. Appendicitis
  - vi. Diverticulosis and diverticulitis
  - vii. Anorectal problems
  - viii. Hemorrhoids
  - ix. Anal fissure
    - x. Anal fistula
    - xi. Pilonidal sinus
- II. Pharmacology and the Nursing Process, 10th Edition
  - a. Chapter 56
    - i. Gastrointestinal pharmacology
  - b. Acid reducing medications
    - i. PPIs

- ii. H2 receptor blockers
- iii. Antacids
- iv. Antiemetics
- v. Antidiarrheals
- vi. Constipation medications
- vii.

**Unit 7:**  
**Disruptive Factors of the Circulatory System Part I:**  
**Respiratory Part II: Cardiac Part III:**  
**Vascular**

**Unit Student Learning Outcomes:**

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

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

**Learning content & Activities:**

- I. Lewis's Medical Surgical Nursing: Assessment and management of Clinical Problems, 12th Edition
  - a. Chapter 27
    - i. Respiratory System Assessment
    - ii. Structures and functions of the Respiratory System
    - iii. Assessment of the Respiratory System
    - iv. Diagnostics of the Respiratory System
  - b. Chapter 30
    - i. Problems of the Respiratory system
    - ii. Lower Respiratory problems
      1. Pneumonia
      2. Tuberculosis



- iii. Chapter 31
    - 1. Obstructive pulmonary diseases
    - 2. Asthma
    - 3. Chronic obstructive pulmonary disease
  - iv. Chapter 8
    - 1. Obstructive sleep apnea (pg 112-114)
- II. Chapter 35
- a. Body System: Cardiovascular system
    - i. Structures and functions of the Cardiovascular system
    - ii. Assessment of the Cardiovascular system
    - iii. Diagnostics of the Cardiovascular system
  - b. Chapter 36 – Hypertension
  - c. Chapter 37- Coronary Artery Disease
    - i. Coronary artery disease
    - ii. Coronary artery disease
    - iii. Chronic stable angina
  - d. Chapter 38.
    - i. Heart failure
    - ii. Right sided versus left sided
    - iii. FULL STOP (heart transplantation will be taught in another class).
  - e. Chapter 41
    - i. Vascular disorders
    - ii. Peripheral artery disease
    - iii. Acute arterial ischemic disorders
      - 1. Thromboangiitis obliterans
      - 2. Raynaud's phenomenon
      - 3. Venous thrombosis
      - 4. Varicose veins
      - 5. Chronic venous insufficiency and venous leg ulcers
- III. Pharmacology and the Nursing Process, 10th Edition
- a. Respiratory Drugs – Chapter 37
  - b. Cardiovascular drugs
    - i. Antihypertensives – chapter 22
    - ii. Antianginal – chapter 23
    - iii. Heart failure (oral meds only) – chapter 24
    - iv. Coagulation modifiers – chapter 26
    - v. Antilipemic drugs – chapter 27

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

**Unit Student Learning Outcomes:**

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

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

**Learning content:**

- I. Lewis's Medical Surgical Nursing: Assessment and management of Clinical Problems, 12th Edition
  - a. Chapter 52
    - i. Endocrine System
    - ii. Structures and functions of the Endocrine System (focus on Spleen & Diabetes)
    - iii. Assessment of the Endocrine System(focus on Spleen & Diabetes)
    - iv. Diagnostics of the Endocrine System(focus on Spleen & Diabetes)

- b. Chapter 53
  - i. Problems of the Diabetes
  - ii. Diabetes Mellitus
  - iii. Diabetes Mellitus I
  - iv. Diabetes Mellitus II
    - 1. Acute complications of diabetes mellitus
      - a. Hyperglycemia
      - b. (DKA and HHS will be taught in a different class)
      - c. Hypoglycemia
    - 2. Chronic complications of diabetes mellitus
      - a. Retinopathy
      - b. Nephropathy
      - c. Neuropathy
      - d. Complications of feet and lower extremities
      - e. Skin complications
      - f. Infection

II. Pharmacology and the Nursing Process, 10th Edition

- a. Chapter 32
  - i. Diabetes drugs
    - 1. Insulins
    - 2. Rapid acting insulins
    - 3. Short acting insulins
    - 4. Regular insulin
    - 5. Intermediate acting insulins
    - 6. Long-acting insulins
  - ii. Oral diabetes drugs

**Unit 9:  
Disruptive Factors related to Movement and  
Coordination**

**(Neurosensory and Musculoskeletal  
Systems)**

**Part I: Neurological Part II: Musculoskeletal Part  
III: Pain Part IV: Sensory**

**Unit Student Learning Outcomes:**

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

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

**Learning content & Activities:**

- I. Lewis's Medical Surgical Nursing: Assessment and management of Clinical Problems, 12th Edition
  - a. Chapter 60

- i. Neurological System
    - 1. Structures and functions of the Neurological System
    - 2. Assessment of the Neurological System
    - 3. Diagnostics of the Neurological System
- b. Chapter 63
  - i. Chronic neurological problems
    - 1. Headaches
      - a. Tension-type headaches
      - b. Migraine Headaches
      - c. Cluster Headaches
- c. Chapter 9
  - i. Pain
- d. Chapter 66
  - i. Musculoskeletal System
    - 1. Structures and functions of the Musculoskeletal System
    - 2. Assessment of the Musculoskeletal System
    - 3. Diagnostics of the Musculoskeletal System
- e. Chapter 67
- f. Trauma of the Musculoskeletal system
  - 1. Soft tissue injuries
  - 2. Sprains and strains
  - 3. Carpal tunnel syndrome
  - 4. Meniscus injury
  - ii. Common joint surgeries and procedures
- g. Chapter 68
  - i. Common musculoskeletal problems
    - 1. Chronic back pain
    - 2. Intervertebral disc disease
    - 3. Osteoporosis
    - 4. Paget's disease
- h. Chapter 22
  - i. Sensory systems
    - 1. Vision problems
      - a. Structures and functions of visual system
      - b. Visual pathway
      - c. Assessment
      - d. Diagnostics
      - e. Disruptions of the eye
        - i. Cataracts
        - ii. Retinal detachment
        - iii. Macular degeneration
        - iv. Glaucoma
    - 2. Ear problems
      - a. Structures and functions of the auditory system
      - b. Assessment
      - c. Diagnostics
      - d. Disorders of the Ear
        - i. Otosclerosis
        - ii. Meniere's disease
        - iii. Vertigo

- iv. Tinnitus
- v. Hearing loss

- II. Pharmacology and the Nursing Process, 10th Edition
  - a. Chapter 10 – Analgesic drugs
  - b. Chapter 12 (muscle relaxants only)
  - c. Chapter 57 – Ophthalmic Drugs
  - d. Chapter 58 – Otic drugs

**Unit 10: The Perioperative  
Experience Part I: Pre-  
operative**

**Part II: Intraoperative  
(limited) Part III: Post-  
operative**

**Unit Learning Outcomes:**

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

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

**Learning content & Activities:**

Lewis's Medical Surgical Nursing: Assessment and management of Clinical Problems, 12th Edition

- I. Preoperative – chapter 18
  - a. Surgical settings
  - b. Patient interview

- c. Legal:
    - i. Informed consent
  - d. Nursing assessment of the pre-op patient
  - e. Nursing management of the pre-op patient
- II. Postoperative – chapter 20
- a. Postoperative care of the surgical patient
    - i. Respiratory problems
    - ii. Cardiovascular problems
    - iii. Neurological and psychological problems
    - iv. Pain and discomfort
    - v. Temperature changes
    - vi. Gastrointestinal problems
    - vii. Urinary problems
    - viii. Integumentary problems
    - ix. Discharge from PACU
    - x. Ambulatory Settings



APPENDIX A  
CALENDAR of LECTURE CLASSES & EXAMS

- I. Day 1 – Monday, 8/28/23 – Mr. Ketcherside
- a. Time: 0800-1300
    - i. Pre-class reading:
      1. Lewis 12th – Chapter One – Patient Centered Care (only)– pg 4-8
      2. Claywell Chapters 1, 2, 3
    - ii. Pre-class assignment: none
    - iii. Lecture:
      1. Hr 1-2: Classroom orientation
      2. Hr 3-5: Transition to Professional Nursing I
- II. Day 2 – Monday, 9/4/23 – CAMPUS HOLIDAY – NO CLASS  
**SUBSTITUTE: Nurse Think Preview – Mandatory – Thursday ALL DAY**  
**9/7/23** – Mr. Ketcherside  
Bring laptops with power cords, Nurse Think Success Bundle (the books you received during orientation)
- III. Day 3 – Monday, 9/11/23 – Mr. Ketcherside
- a. Time: 0800-1300
  - b. Pre-class reading:
    - i. Lewis 12th Chapter 17,
    - ii. Lilley 10th Chapter 29
    - iii. Claywell 4, 5, 6
  - c. Pre-class assignment: F&E Complete Notebook items p 151 – 163
  - d. Lecture:
    - i. Hr 1-2 Fluid & Electrolytes
    - ii. Hr 3-4 Claywell topics
  - e. Lab: Hr 5: Conceptual Clinical Case: Case 2: Electrolyte Imbalance and Fluid Overload p101- 108
- IV. Day 4 – Monday, 9/18/23 – Mr. Ketcherside
- a. Time: 0800-1300
  - b. Pre-class reading:
    - i. Lewis 12th, Chapters 49-51, 55, 57, 59
    - ii. Lilley 10th Chapter 35
  - c. Pre-class assignment: Complete Notebook items on pg 249, 251, 361,365, 363, 395, 413, 415, 417
  - d. Lecture: Hr 1-4: Genitourinary: Renal Assessment and disruptions, Reproductive and STDs
  - e. Lab: Hr 5: Exam Review
- V. Day 5 – Monday, 9/25/23 – Mr. Ketcherside
- a. Time: 0800-1300
  - b. Pre-class reading:
    - i. Lewis 12th Chapter 24-25
    - ii. Lilley 10th Chapter 56
  - c. Pre-class assignment: Complete Notebook items on pg 235, 239
  - d. Lecture: Hr 3-4: Immunity / Integumentary

- e. Lab:
  - i. Hr 1-2: EXAM 1 (F&E, GU + Claywell topics)
  - ii. Hr 5: Conceptual Clinical Case: Case 1: Healthcare Acquired Infections: Catheter Associated Urinary Tract Infection p.74-81
- VI. Day 6 – Monday, 10/2/23 – Mr. Ketcherside
  - a. Time: 0800-1300
  - b. Pre-Class reading:
    - i. Lewis 12th Chapter 12, 14, 15.
  - c. Pre-Class assignment: Complete Notebook items on pg 235, 239
  - d. Lecture: Hr 1-2: Immunity / Inflammation, Infection
  - e. Lab:
    - i. Hr 3-4: Remainder of Conceptual Clinical Case: Case 1: Healthcare Acquired Infections: Catheter Associated Urinary Tract Infection p.74-81
    - ii. Hr 5: Infectious Disease Assignment
- VII. Day 7 – Monday, 10/9/23 – Mr. Ketcherside
  - a. Time: 0800-1300
  - b. Pre-Class reading: Lewis 12th Chapter 44-45
  - c. Pre-Class assignment: Complete notebook items p. 323, 329, 331
  - d. Lecture:
    - i. Hr 1-2: GI: Nutrition and Nutrition problems
    - ii. Hr 3: Obesity
  - e. Lab:
    - i. Hr 4: Conceptual Clinical Case: Case 1: Weight Loss and Constipation p. 150-157
    - ii. Hr 5: Dietary Exercise
- VIII. Day 8 – Monday, 10/16/23 – Dr. Onyirioha
  - a. Time: 0800-1300
  - b. Pre-Class reading:
    - i. Lewis 12th Chapter 43, 46-47
    - ii. Lilley 10th Chapter 56
    - iii. Claywell Chapters 7,8,9
  - c. Pre-Class assignment: Complete Notebook items on pg 357, 359
  - d. Lecture:
    - i. Hr 1-3: GI disruptions
    - ii. Hr 4: Claywell topics
  - e. Lab: Hr 5: Exam Review
- IX. Day 9 – Monday, 10/23/23 – Dr. Onyirioha
  - a. Time: 0800-1300
  - b. Pre-Class reading:
    - i. Lewis 12th Chapter 8, 27, 30, 31
    - ii. Lilley 10th Chapter 37
  - c. Pre-Class assignment: Complete Notebook items on pg. 259, 261, 371, 373
  - d. Lecture: Hr 3-5: Cardiopulmonary – Respiratory
  - e. Lab: Hr 1-2 EXAM 2 Immunity, GI, and Claywell topics 0800-1000
- X. Day 10 – Monday, 10/30/23 – Dr. Onyirioha
  - a. Time: 0800-1300
  - b. Pre-Class reading:
    - i. Lewis 12th Chapter 35, 36, 37

- ii. Lilley 10th Chapter 23, 27
  - c. Pre-Class assignment: Complete Notebook forms on pg 47, 61, 65
  - d. Lecture: Hr 1-3: Cardiopulmonary - CAD, CSA, HTN
  - e. Lab:
    - i. Hr 4-5: Conceptual Clinical Case: Case 2: Decreased perfusion from Hypertension and Heart Failure pg 61 - 65 (stop at ICU)
- XI. Day 11 – Monday, 11/6/23 – Mr. Ketcherside
  - a. Time: 0800-1300
  - b. Pre-Class reading:
    - i. Lewis 12th Chapter 38, 41
    - ii. Lilley 10th Chapter 22, 24, 26, 28
    - iii. iii. Claywell Chapters 10, 11, 12
  - c. Pre-Class assignment: Complete Notebook on pg 49, 67, 73
  - d. Lecture:
    - i. Hr 1-2: Cardiopulmonary - CHF, Vascular, Cardio meds
    - ii. Hr 3: Claywell topics
  - e. Lab: CJSim or NurseThink NCLEX assignments
- XII. Day 12 – Monday, 11/13/23 – Mr. Ketcherside
  - a. Time: 0800-1300
  - b. Pre-Class reading:
    - i. Lewis 12th Chapter 52 (select portions), 53
    - ii. Lilley 10th Chapter 32
  - c. Pre-Class assignment: Complete Notebook forms on pg 333, 335, 337
  - d. Lecture: Hr 1-3Diabetes & Diabetic meds
  - e. Lab:
    - i. Hr 4 Conceptual Clinical Case 1: Metabolic Syndrome and diabetes – pg 170.
    - ii. Hr 5: Exam Review
- XIII. Day 13 – Monday, 11/20/23 – Dr. Onyirioha
  - a. Time: 0800-1300
  - b. Pre-Class reading:
    - i. Lewis 12th 60, 63, 66, 67, 68
    - ii. Lilley 10th Chapter 12
  - c. Pre-Class assignment: Complete Notebook on pg 169, 175
  - d. Lecture: Hr 3-5: Neurosensory - Neuro/musculoskeletal
  - e. Lab: Hr 1-2: EXAM 3 Cardiopulmonary and Claywell topics only
- XIV. Day 14 – Monday, 11/27/23 – Mr. Ketcherside
  - a. Time: 0800-1300
  - b. Pre-Class reading:
    - i. Lewis 12th 9, 22, 23, 18, 20
    - ii. Lilley 10th Chapter 10, 57, 58
    - iii. Claywell Chapters 13, 14, 15, 16
  - c. Pre-Class assignment: Complete Notebook on pg 113, 115, 201, 205, 207, 209, 211,
  - d. Lecture:
    - i. Hr 1-2: Neurosensory – Pain, sensory
    - ii. Hr 3: Perioperative
    - iii. Hr 4: Claywell topics

- e. Lab:
  - i. Hr 5: Exam Review
- XV. Day 15 – Monday, 12/4/23 – Mr. Ketcherside
  - a. Time: 0800-1300
  - b. Lab:
    - i. Hr 1-2: EXAM IV
    - ii. Hr 3: Final Exam Review

**XVI. Day 16 – FINAL EXAM – Wednesday, 12/13/23 – 0800-1100**

## APPENDIX B

### Sherpath Weekly Lessons Due date

11B: Proton Pump Inhibitors	September 8 <sup>th</sup> at 2359
10A: Anti-Asthmatics and Bronchodilating Drug	September 15th 2359
5A - Diuretics	September 22nd 2359
Statins	September 29th 2359
5C: Beta Blockers	October 6th 2359
5D: Calcium Channel Blockers	October 13th 2359
Drugs Affecting the RAAS System	October 20 <sup>th</sup> 2359
8A: Nitrates	October 27th 2359
Oral anticoagulants	October 14th 2359
Parenteral anticoagulants	November 3rd 2359
9A: Diabetic Drugs	November 10th 2359
3I: Anti-inflammatory Drugs	November 17th 2359
Analgesics –	December 1st 2359

APPENDIX C  
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 at least 3 pages long and must be written in APA format. Paper will be graded using the rubric below. Paper is due by midnight, November 17th, 2023.

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. 15 points total	15
II. Compare and contrast the following roles of the LVN versus RN: 15 pts total	
Provider of patient centered care	3.75
Member of the health care team	3.75
Member of a profession.	3.75
Patient safety advocate	3.75
III. Discuss how to approach the care of a patient with a common health need using Evidence- based practice.	15
IV. Discuss legal/ethical issues related to care of the patient with the common health need.	15
V. Compare and contrast healthcare and financial resources that may assist the patient and their families with this illness.	15
VI. Required Format. 15 pts total	
Use APA format only/References cited	3.75
Typed, no fewer than 3 pages or greater (not including cover or reference)	3.75
Cite & attach a minimum of 5 references that are within 5yrs	3.75
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
VII. Make an appointment with the Reading & Writing center to review your paper before October 14th through TurnItIn.	5
VIII. Presentation at class.	5

GRADE  
Reviewed by: