



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

RNSG 2332-101CL

Enhanced Concepts of Adult Health

Fall 2023, 12 Weeks

**Wednesday and Friday 0800 – 1130
Room 120**

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Table of Contents

Faculty Office Hours 225-09	4
Required Textbook/Materials:.....	4
Recommended Textbook:	4
Course Description:	5
Course Requirements	5
Determination of Course Grade/Detailed Grading Formula:.....	6
Grade Calculation	6
Syllabus Revisions	6
Late Work, Make-Up, and Extra-Credit Policy:	6
Attendance Policy:	6
Tardiness	7
Communicating with your instructor	7
Course Objectives/Student Learning Outcomes	7
WECM End-of Course Outcomes:	9
Methods of Instruction	9
Academic Dishonesty	9
Plagiarism	10
Student Concerns	10
Grade Appeal Process	10
ANA Scope and Standards of Practice.....	10
Student Handbooks	10
Syllabus Revisions	10
Notice to Students Regarding Licensing.....	10
Success Tips for Students.....	11
Unit 1: Emergency and Disaster Nursing Environmental Emergencies: Family & Interpersonal Violence (IPV), Violence in the Workplace	12
Unit 2: Shock, Sepsis, Systemic Inflammatory Response Syndrome (SIRS), & Multi-Organ Dysfunction Syndrome (MODS)	14
Unit 3: Hemodynamic Monitoring and Circulatory Assistive Devices	16
Unit 4: Lower Respiratory and Airway Problems.....	18
Unit 5: Acute Alterations of the Vascular Circulation / Perfusion / Clotting.....	20
Unit 6: Cardiac Dysrhythmias (Problems of Perfusion)	22
Unit 7: Acute Intracranial Problems	24
Unit 7a: Spinal Cord, Peripheral Nerve Problems	26

Unit 8: Musculoskeletal and Abdominal Trauma	28
Unit 9: Health Alterations Due to Infectious Diseases and Altered Immune Responses: Transplantation.....	30
Unit 10: Integumentary Problems and Burns.....	32
Unit 11: Endocrine System Alterations.....	34
Appendix 1	38
Institutional Policies and Guidelines	39

Faculty Office Hours 225-09

- Tuesday: 1000-1530
- Thursday: 0900-1100

Required Textbook/Materials:

American Psychological Association. (2020). Concise guide to APA Style (7th ed). <https://doi.org/10.1037/0000173-000>

Bristol, T. J., Herrman, J. W., & Stephenson, W. (2019). NurseThink for students NCLEX-RN conceptual review guide. Waconia, MN: NurseTim, Inc.

Bristol, T. J., & Sherrill, K. J. (2019). NurseThink for students: The notebook (3rd Ed.). Waconia, NM: NurseTim, Inc.

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

CJSim – *Next Gen NCLEX Sim*. Waconia: NurseTim

Elsevier Adaptive Quizzing for Lewis Medical Surgical Nursing, 11th Edition.
Course ID: 166278_com4_1003
Instructor: C OM

Harding, M. M., Hagler, D., Kwong, J., Reinisch, C., & Roberts, D. (2020). Lewis's Medical-surgical nursing: Assessment and management of clinical problems (11th Ed.). St. Louis: Elsevier. (Previously required)

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

Lilley, L., Rainforth., Collins, S., & Snyder, J. (2017). Pharmacology and the nursing process (9th Ed.). Elsevier, Inc.: St. Louis, MO. (Previously required)

Mulholland, J., & Turner, S. (2015). The nurse, the math, the meds: Drug calculations and dimensional analysis. 4th Ed. St Louis, MO: Mosby. (Previously required)

Texas Board of Nursing: Current Editions of Texas Nursing Practice Act & Nursing Peer Review Act.

http://www.bne.state.tx.us/laws_and_rules_nursing_practice_act.asp

https://www.bon.texas.gov/faq_peer_review.asp

Recommended Textbook:

Urden, L. D., Stacy, K. M., Lough, M. E. (2024). Priorities in critical care nursing (9th Ed.). St. Louis, MO: Elsevier, Inc.

Course Description:

(LECTURE 2, LAB 3). CREDIT 3. WECM.

Enhanced concepts and skills for developing professional competencies in complicated nursing care situations involving adult patients/families with multiple body system problems. Emphasizes critical thinking, clinical reasoning, and determining legal/ethical values for optimization of patient care in intermediate and acute care settings. This course lends itself to a blocked approach. Prerequisites: [RNSG 1162](#), [RNSG 1343](#), [RNSG 1412](#) and [RNSG 2261](#) with a grade of "C" or better. Co-requisites: [RNSG 2262](#) and [RNSG 2230](#).

Course Requirements

1. Unit exams and final - Assesses knowledge of course content discussed in class, in reading assignments, and pharmacology modules. Exams will use next generation items, multiple choice, multiple answer, and alternative style test questions as indicated to follow NCLEX-RN testing format. If a student receives a grade below 75% on any exam, he/she should schedule a counseling appointment with the instructor and **remediation is required** prior to taking the next exam.
2. NGN Comprehensive Medical-Surgical Assessment - Assesses overall knowledge and understanding of medical-surgical nursing concepts. Exams will use next generation style items, multiple choice, multiple answer, and alternative style test questions as indicated to follow NCLEX-RN testing format.
3. Evidenced-Based Practice Presentation - Assesses knowledge of evidence-based practice guidelines of unit content and apply principles of change theory, quality improvement and outcome measures used in the healthcare setting. Poster presentation topics are assigned to groups during the first week of class. See Appendix 1 for grading rubric. Presentations will be submitted via Brightspace and voice recordings are used for presentation.
4. Weekly participation: Attendance will be taken every class. Pre-class activities will be posted with each unit. Students will be expected to discuss material covering pre-class activities for participation credit when called on in class. Participation is also assessed with teach back sessions, partner work or any lab activities showing that the student is engaged in the learning process. Assess the student's ability to synthesize information when collaborating on a topic with peers. Activities will include major competencies for student learning outcomes.
5. Discussion Board Assignments - This will include students writing exam type questions, postings on ethical dilemmas in critical care, medication cards, laundry list learnings. and learning activities. Assesses students' understanding and knowledge of material covered in class and reinforces content.
6. NGN Elsevier Adaptive Quiz (EAQ) quizzes: Assesses knowledge and application of content integrated within the course. Students will complete quizzes as assigned for each topic or chapter covered. The quizzes are multiple choice, multiple answer, and NGN alternative-style questions.

Determination of Course Grade/Detailed Grading Formula:

Grading Scale

A = 90 – 100%

B = 80 – 89.99%

C = 75 – 79.99%*

D = 60 – 74.99%

F = <60%

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

Grade Calculation

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

Assignments	%
Unit Exams* (Four total, 12% each)	50
Final Exam*	12
Exam Total*	60
NGN Comprehensive Med/Surg Assessment**	10
Evidenced-Based Practice Presentation**	10
Participation**	5
Discussion Board Postings**	5
EAQ **	10
Total	100
* $\geq 75\%$ weighted exam average required to pass the course	
** Weighted assignments calculated only after 75% exam average met.	

Syllabus Revisions

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

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. **EAQs will not be permitted to be completed after the due date.**

Attendance Policy:

This is a face-to-face course. Attendance will be taken at the beginning of each class. If a student is late to class, it is the student’s responsibility to notify the instructor they are present during a break. Attendance is vital to student engagement and learning. Nursing coursework requires active participation. If a student must be absent for any reason, it is the student’s responsibility to reach out to the instructor for missed assignments.

See Attendance Policy in the Nursing Student Handbook.

Tardiness

See Attendance Policy in the Nursing Student Handbook.

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

Course Objectives/Student Learning Outcomes

Upon complete of this course, the student will:

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
Examine the pathophysiology and clinical management of adult patients with complex health needs.	Synthesize knowledge from the humanities and the psychosocial, biological, and nursing sciences.	Unit exams and Final exam Specialty topics, pathophysiology score, and Nursing concepts: Collaboration/managing care
Apply the nursing process in the care of adult patients with complex health needs and their families in primary, secondary and tertiary settings to achieve, improve, or maintain an optimal level of wellness.	Apply the nursing process as a provider of patient-centered across the continuum to promote health by assisting patients in achieving, improving, or maintaining an optimum level of wellness across the life span.	Unit exams and Final exam Nursing Process topics, including assessment, analysis, planning, implementation, evaluation
Utilize the principles of critical thinking, problem solving and clinical judgment in the performance of evidence based, advanced nursing skills while caring for adult patients with complex health needs.	Incorporate principles of effective communication and documentation using current nursing technology and informatics in providing patient-centered care.	Unit exams and final exam. HESI Med/Surg Final nursing concepts: clinical judgement, clinical decisions, critical thinking.
Examine pharmacokinetics, pharmacodynamics, therapeutic actions, side/adverse effects, contraindications, drug and dietary interactions, precautions, and routes of administration of relevant medications used in treatment	No assigned objective	Unit exams and Final exam Client needs: physiological integrity score. Fundamentals: medication administration.

of adult patients with complex health needs.		
Examine the roles of the associate degree nurse in caring for adult patients with complex health needs and their families.	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.	Unit exams and Final exam, EBP poster section: Nurse's Roles and Responsibilities. Hesi client needs category: Management of Care
Utilize effective communication with culturally and spiritually diverse adult patients, their families, and members of the health care team.	Synthesize principles and techniques of interpersonal communication to implement therapeutic interactions with culturally diverse individuals, families, and groups in a variety of settings.	Unit exams and Final exam. Hesi Med/Surg topic of Nursing – communication
Apply principles of patient care management in the care of adult patients with complex health needs	Examine the roles of the associate degree nurse in caring for adult patients with complex health needs and their families.	Unit exams and Final exam. HESI Medsurg Exam for Client Needs: Management of Care
Apply principles of patient safety in the care of adult patients with complex healthcare needs and their families.	Serve as a patient safety advocate by applying the principle of change theory, quality improvement and outcome measures in the healthcare setting.	Unit exams and Final exam. HESI Medsurg Final for Nursing Concepts topic of Nursing Concepts Health Care: Safety
Discuss appropriate principles of teaching and learning for culturally and spiritually diverse adult patients with complex health needs.	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.	Unit exams and Final exam. HESI Med/Surg Exam for Nursing Concepts: Teaching and Learning – Patient education
Utilize clinical data and current literature as a basis for decision making in the care of adult patients with complex	Evaluate and compare benchmarks from evidence-based practice clinical data and literature to plan or refine patient-centered nursing care	Evidence Based Poster Presentation

health needs and their families.	which will promote homeostasis and equilibrium for patients experiencing health alterations, disease processes and/or stressors to body systems.	
Discuss ethical/legal issues related to the care of adult patients with complex health needs and their families.	No assigned objective	Unit exams, final exam
Examine health care and financial resources available to assist culturally diverse adult patients with complex health needs and their families.	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, final exam. HESI Med/Surg Nursing Concept topic of Healthcare safety.

WECM End-of Course Outcomes:

Prioritize the roles of the professional nurse in the provision of care for adult patients and families.
 Design and evaluate care for adult patients and families with advanced health care needs.

Methods of Instruction

Case studies
 Lecture
 Evidence-based practice group poster and oral presentations
 Group discussions
 Quizzes
 Role-play and demonstration
 Audio-visual instructional aids
 Practice exams
 Discussion board
 Practice questions
 Patient care plans in class
 Lab instruction
 Live & Recorded Team Meetings

Academic Dishonesty

Any incidence of academic dishonesty will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty, such as cheating on exams, is an extremely serious offense. See Behavior/Conduct policy in the Nursing Student Handbook.

Plagiarism

Plagiarism is using someone else's words or ideas and claiming them as your own. Plagiarism is a very serious offense. Plagiarism includes paraphrasing someone else's words without giving proper citation, copying directly from a website and pasting it into your paper, using someone else's words without quotation marks. An assignment containing any plagiarized material will be referred to the Office of Student Conduct for the appropriate discipline action. Also see the Behavior/Conduct policy in the Nursing Student Handbook. Plagiarism will result in disciplinary action up to and including dismissal from the nursing program.

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 Dr. Bauer at (409) 933-8459 or dbauer3@com.edu

Grade Appeal Process

Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook https://www.com.edu/student-services/docs/Student_Handbook_2023-2024_v2.pdf. *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.*

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 Student Handbooks.

Syllabus Revisions

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

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.

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
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.

Success Tips for Students

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

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

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

2. Read assignments before class or clinical. Here are some strategies for getting the most out of your college textbooks:
 - 4 Steps to Reading a Textbook:
<http://www.studyright.net/blog/4-steps-to-reading-a-textbook-quickly-and-effectively/>
 - Active Reading Strategies:
<http://www.princeton.edu/mcgraw/library/for-students/remember-reading/>
 - The Reading Cycle: Plan-Do-Review
<http://www2.swccd.edu/~asc/lrnglinks/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](#)

Unit 1: Emergency and Disaster Nursing Environmental Emergencies: Family & Interpersonal Violence (IPV), Violence in the Workplace

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

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

Learning Content

- I. Violence – Nursing & Interprofessional Management
 - A. Abuse, Rape, and Sexual Assault
 - B. Workplace Violence
- II. Care of the Emergency Patient – Nursing & Interprofessional Management
 - A. Triage
 - B. Primary Survey
 - C. Secondary Survey
 - D. Acute Care & Evaluation
 - E. Cardiac Arrest
 - F. Death in the ER
- III. Environmental Emergencies – Nursing and Interprofessional Management
 - A. Heat related emergencies

- B. Cold related emergencies
 - C. Submersion injuries
 - D. Stings and bites
 - E. Poisoning
- IV. Mass Casualty Incidents / Terrorism – Nursing and Interprofessional Management

Learning Activities

- NurseThink notebook/note taking
- Conceptual Clinical Cases

Recommended Reading / Activities

- Bristol, T. J., Herrman, J. W., & Stephenson, W. (2019). NurseThink for students NCLEX-RN conceptual review guide: **p. 430 – Trauma: Abuse, rape, and sexual assault. Crisis Management**
- Harding, M., Kwong, J., Roberts, D., Hagler, D., Reinisch, C. (2020). Lewis's Medical-surgical nursing: Assessment and management of clinical problems (11th Ed.). St. Louis: Elsevier. (Previously required) **Chapter 53, Sexual Assault - pp 1249 & 1250; Chapter 68 – Emergency and Disaster Nursing**

Unit 2: Shock, Sepsis, Systemic Inflammatory Response Syndrome (SIRS), & Multi-Organ Dysfunction Syndrome (MODS)

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

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

Learning Content

- I. Shock
 - A. Classification of Shock
 - i. Cardiogenic Shock
 - ii. Hypovolemic Shock
 - iii. Distributive Shock
 1. Neurogenic Shock
 2. Anaphylactic Shock
 3. Septic Shock
 - iv. Obstructive Shock
 - B. Stages of Shock
 - i. Initial Stage
 - ii. Compensatory Stage
 - iii. Progressive Stage
- II. Nursing Management: Shock

- III. Systemic Inflammatory Response Syndrome (SIRS) and Multiple Organ Dysfunction Syndrome (MODS)
- IV. Nursing and Interprofessional Management: SIRS and MODS
- V. Disseminated Intravascular Coagulation
- VI. Nursing Management: Disseminated Intravascular Coagulation
- VII. Heparin Induced Thrombocytopenia (HIT)
- VIII. Nursing Management: HIT

Learning Activities

- NurseThink notebook/note taking
- Conceptual Clinical Cases

Recommended Reading / Activities

- Bristol, T. J., Herrman, J. W., & Stephenson, W. (2019). NurseThink for students NCLEX-RN conceptual review guide: Shock and DIC
- Bristol, T. J., & Sherrill, K. J. (2019). NurseThink for students: The notebook (3rd Ed.). **DIC –Cardiogenic Shock; Hypovolemic Shock; Septic Shock; Septicemia;**
- Harding, M., Kwong, J., Roberts, D., Hagler, D., Reinisch, C. (2020). Lewis’s Medical-surgical nursing: Assessment and management of clinical problems (11th Ed.). St. Louis: Elsevier. (Previously required) **Chapter 66 – Shock, Sepsis, and Multiple Organ Dysfunction syndrome**
- Urden, L. D., Stacy, K. M., Lough, M. E. (2024). Priorities in critical care nursing (9th Ed.): **Chapter 26 – Shock, Sepsis, and Multiple Organ Dysfunction syndrome; Chapter 27 Hematologic Disorders**

Unit 3: Hemodynamic Monitoring and Circulatory Assistive Devices

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

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

Learning Content

- I. Cardiac Cycle
 - A. Systole
 - B. Diastole
- II. Hemodynamic monitoring
 - A. Cardiac output normal
 - B. Cardiac index normal
 - C. Stroke Volume normal
 - D. Preload
 - E. Afterload
 - F. Vascular Resistance
 - G. Contractility
- III. Devices Used for Hemodynamic Monitoring
 - A. Arterial BP
 - B. Central Venous Catheter
 - C. Pulmonary artery flow-directed catheter (Swan-Ganz)
 - D. Nursing and Interprofessional Management: Arterial line and waveform

- E. Nursing and Interprofessional Management: Central venous pressure and waveform
 - F. Nursing and Interprofessional Management: Swan-Ganz and waveform
 - G. Emotional Psychologic Needs of Patients and Caregivers
 - H. Special Needs of Nurses
- IV. The role of the nurse in quality and safety monitoring.

Learning Activities

- NurseThink notebook/note taking
- Conceptual Clinical Cases

Recommended Reading / Activities

- Bristol, T. J., Herrman, J. W., & Stephenson, W. (2019). NurseThink for students NCLEX-RN conceptual review guide: **Chapter 19: Role of the Nurse in Quality and Safety, pp. 521 – 525.**
- Bristol, T. J., & Sherrill, K. J. (2019). NurseThink for students: The notebook (3rd Ed.). **Safety: Central Line, (Pulmonary Artery Catheter as this is also a Central Line).**
- Harding, M., Kwong, J., Roberts, D., Hagler, D., Reinisch, C. (2020). Lewis's Medical-surgical nursing: Assessment and management of clinical problems (11th Ed.). St. Louis: Elsevier. (Previously required) **Chapter 65 – Critical Care. Hemodynamic monitoring and circulatory assistive devices pp 1537-1547**
- Urden, L. D., Stacy, K. M., Lough, M. E. (2024). Priorities in critical care nursing (9th Ed.): **Chapter 10 – Cardiovascular clinical assessment and diagnosis, and Ch 12 – Cardiovascular therapeutic management.**

Unit 4: Lower Respiratory and Airway Problems

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

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

Learning Content

- I. Problems of Trachea and Larynx
 - A. Airway Obstruction
- II. Chest Trauma and Thoracic Injuries
 - A. Pneumothorax
 - B. Fractured Ribs
 - C. Flail Chest
 - D. Chest Tubes and Pleural Drainage
 - E. Nursing Management: Chest Drainage
 - F. Chest Surgery
- III. Restrictive Respiratory Disorders
 - A. Pleural Effusion
 - i. Thoracentesis
 - B. Pleurisy
 - C. Atelectasis
- IV. Vascular Lung Disorders
 - A. Pulmonary Embolism
 - B. Pulmonary Edema

- C. Nursing Management: Pulmonary Embolism & Pulmonary Edema
- V. Pulmonary Hypertension
 - A. Idiopathic Pulmonary Arterial Hypertension
 - B. Nursing and Interprofessional Management: Pulmonary Hypertension
 - C. Secondary Pulmonary Arterial Hypertension
 - D. Cor Pulmonale
 - E. Nursing and Interprofessional Management: Cor Pulmonale
 - F. Lung Transplantation
- VI. Artificial Airways
- VII. Nursing and Interprofessional Management: Artificial Airway
- VIII. Mechanical Ventilation
 - A. Legal / Ethical Dilemmas
- IX. Acute Respiratory Failure
 - X. Nursing and Interprofessional Management: Acute Respiratory Failure
- XI. Acute Respiratory Distress Syndrome
- XII. Nursing and Interprofessional Management: Acute Respiratory Distress Syndrome

Learning Activities

- NurseThink notebook/note taking
- Conceptual Clinical Cases

Recommended Reading / Activities

- Bristol, T. J., Herrman, J. W., & Stephenson, W. (2019). NurseThink for students NCLEX-RN conceptual review guide: **p. 80 – Pulmonary Embolism; p. 176 – Chest trauma/pneumothorax; p. 178 – Acute Respiratory Distress Syndrome (ARDS); p. 184 – Pulmonary Hypertension**
- Bristol, T. J., & Sherrill, K. J. (2019). NurseThink for students: The notebook (3rd Ed.). **Chest Tubes; Oxygenation; pneumonia; pulmonary embolism; pulmonary hypertension; Concept Respiration / oxygenation / gas exchange; Severe acute respiratory syndrome; tracheostomy**
- Harding, M., Kwong, J., Roberts, D., Hagler, D., Reinisch, C. (2020). Lewis's Medical-surgical nursing: Assessment and management of clinical problems (11th Ed.). St. Louis: Elsevier. (Previously required) **Chapter 27 – Lower Respiratory Problems (Read pages associated with Learning Content); Chapter 67 – Acute Respiratory Failure and Acute Respiratory Distress Syndrome**
- Urden, L. D., Stacy, K. M., Lough, M. E. (2024). Priorities in critical care nursing (9th Ed.): **Chapter 14 – Pulmonary Disorders; Chapter 15 – Pulmonary Therapeutic Management**

Unit 5: Acute Alterations of the Vascular Circulation / Perfusion / Clotting

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

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

Learning Content

- I. Aortic Aneurysms
 - A. Nursing Management: Aortic Aneurysms
 - B. Aortic Dissection
 - C. Nursing Management: Aortic Dissection
- II. Hypertensive Crisis and Nursing and Interprofessional Management: Hypertensive Crisis
- III. Acute Pericarditis
 - A. Nursing Management: Acute Pericarditis
- IV. Stroke
 - A. Acute Ischemic Stroke
 - B. Acute Hemorrhagic Stroke
 - C. Nursing Management: Acute Ischemic & Hemorrhagic Stroke

Learning Activities

- NurseThink notebook/note taking
- Conceptual Clinical Cases

Recommended Reading / Activities

- Bristol, T. J., Herrman, J. W., & Stephenson, W. (2019). NurseThink for students NCLEX-RN conceptual review guide: **p. 76 – Stroke – Cerebrovascular Accident (CVA)**.
- Bristol, T. J., & Sherrill, K. J. (2019). NurseThink for students: The notebook (3rd Ed.). **p. 451 (Blank Page) Aortic Aneurysm; Embolic (Ischemic) Stroke; Hemorrhagic Stroke**.
- Harding, M., Kwong, J., Roberts, D., Hagler, D., Reinisch, C. (2020). Lewis's Medical-surgical nursing: Assessment and management of clinical problems (11th Ed.). St. Louis: Elsevier. (Previously required) **Chapter 37 Vascular Disorders: Aortic Aneurysms; Aortic Dissection– pp. 807 – 813; Chapter 36 Acute Pericarditis- pp. 782 – 784; Chapter 57 - Stroke**
- Lilley, L., Rainforth., Collins, S., & Snyder, J. (2017). Pharmacology and the nursing process (9th Ed.). Elsevier, Inc.: St. Louis, MO. (Previously required). **Chapter 26 – Coagulation Modifier Drugs**
- Urden, L. D., Stacy, K. M., Lough, M. E. (2024). Priorities in critical care nursing (9th Ed.): **Chapter 17**.

Unit 6: Cardiac Dysrhythmias (Problems of Perfusion)

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

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

Learning Content

- I. Dysrhythmias
 - A. Rhythm Identification and Treatments
 - B. Telemetry Monitoring
 - C. Types of Dysrhythmias
 - D. Defibrillation
 - i. Synchronized Cardioversion
 - ii. Implantable Cardioverter-Defibrillator
 - iii. Pacemakers
 - E. Associated with Acute Coronary Syndrome
 - i. Myocardial Infarction: ST-Elevation and Non-ST-Elevation
 - ii. Sudden Cardiac Death
 - iii. Nursing and Interprofessional Management: Sudden Cardiac Death
 - F. Syncope
 - G. Nursing and Interprofessional Management: Restrictive Cardiomyopathy

Learning Activities

- NurseThink notebook/note taking
- Conceptual Clinical Cases

Recommended Reading / Activities

- Bristol, T. J., & Sherrill, K. J. (2019). NurseThink for students: The notebook (3rd Ed.). **Blank pages 451 & 453: Label “Tachy Dysrhythmias” and “Brady Dysrhythmias”**
- Harding, M., Kwong, J., Roberts, D., Hagler, D., Reinisch, C. (2020). Lewis’s Medical-surgical nursing: Assessment and management of clinical problems (11th Ed.). St. Louis: Elsevier. (Previously required). **Chapter 33 – pp. 718 – 722 (ST elevation & non-ST elevation Myocardial infarction, dysrhythmias); Chapter 35 – Dysrhythmias**
- Lilley, L., Rainforth., Collins, S., & Snyder, J. (2017). Pharmacology and the nursing process (9th Ed.). Elsevier, Inc.: St. Louis, MO. (Previously required). **Chapter 25 – Antidysrhythmic Drugs**
- Urden, L. D., Stacy, K. M., Lough, M. E. (2024). Priorities in critical care nursing (9th Ed.): **Chapter 11 – Cardiovascular Diagnostic Procedures (Electrocardiography); Chapter 12 – Cardiovascular Therapeutic Management**

Unit 7: Acute Intracranial Problems

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

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

Learning Content

- I. Intracranial Regulation – Interprofessional Care, Pharmacologic and Nursing Management
 - A. Increased Intracranial Pressure
 - B. Head Injury
 - i. Traumatic Brain Injury
 - C. Brain Tumors
 - D. Cranial Surgery
- II. Inflammatory Conditions of the Brain – Interprofessional Care, Pharmacologic and Nursing Management
 - A. Bacterial meningitis
 - B. Viral Meningitis
 - C. Brain Abscess
 - D. Encephalitis

Learning Activities

- NurseThink notebook/note taking
- Conceptual Clinical Cases

Recommended Reading / Activities

- Bristol, T. J., Herrman, J. W., & Stephenson, W. (2019). NurseThink for students NCLEX-RN conceptual review guide: **p. 76 – Stroke – Cerebrovascular Accident (CVA).**
- Bristol, T. J., & Sherrill, K. J. (2019). NurseThink for students: The notebook (3rd Ed.). **Embolic (Ischemic) Stroke; Hemorrhagic Stroke; Meningitis / Encephalitis; Increased Intracranial Pressure**
- Harding, M., Kwong, J., Roberts, D., Hagler, D., Reinisch, C. (2020). Lewis's Medical-surgical nursing: Assessment and management of clinical problems (11th Ed.). St. Louis: Elsevier. (Previously required)
 - **Chapter 56 – Acute Intracranial Problems; Chapter 57 - Stroke**
- Lilley, L., Rainforth., Collins, S., & Snyder, J. (2017). Pharmacology and the nursing process (9th Ed.). Elsevier, Inc.: St. Louis, MO. (Previously required). **Chapter 26 – Coagulation Modifier Drugs; Chapter 11 – pp.169 Moderate sedation drugs, pp. 172-176 Neuromuscular Blocking Drugs; Chapter 12 – Benzodiazepines and Miscellaneous hypnotic drugs**
- Urden, L. D., Stacy, K. M., Lough, M. E. (2024). Priorities in critical care nursing (9th Ed.): **Chapter 16: Neurologic Clinical Assessment & Diagnostic Procedures; Chapter 17: Neurologic Disorders and Therapeutic Management**

Unit 7a: Spinal Cord, Peripheral Nerve Problems

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

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

Learning Content

- I. Spinal Cord & Peripheral Nerve Problems- Interprofessional Care, Pharmacologic and Nursing Management
 - a. Spinal Cord Injury
 - b. Spinal Cord Tumors
 - c. Polyneuropathies
 - i. Guillain-Barre Syndrome

Learning Activities

- NurseThink notebook/note taking
- Conceptual Clinical Cases

Recommended Reading / Activities

- Bristol, T. J., Herrman, J. W., & Stephenson, W. (2019). NurseThink for students NCLEX-RN conceptual review guide: **p. Guillain-Barre' Syndrome (GBS); p. 360 p.; p. 378 Spinal Cord Injury**
- Bristol, T. J., & Sherrill, K. J. (2019). NurseThink for students: The notebook (3rd Ed.); **Guillain-Barre' Syndrome; Myasthenia Gravis**
- Harding, M., Kwong, J., Roberts, D., Hagler, D., Reinisch, C. (2020). Lewis's Medical-surgical nursing: Assessment and management of clinical problems (11th Ed.). St. Louis: Elsevier. (Previously required)
- **Chapter 60, Spinal Cord and Peripheral Nerve Problems.**
- Urden, L. D., Stacy, K. M., Lough, M. E. (2024). Priorities in critical care nursing (9th Ed.): **Chapter 16: Neurologic Clinical Assessment & Diagnostic Procedures; Chapter 17: Neurologic Disorders and Therapeutic Management**

Unit 8: Musculoskeletal and Abdominal Trauma

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

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

Learning Content

- I. Musculoskeletal Trauma Injuries: Nursing Management and Interprofessional Care
 - a. Dislocation and Subluxation
 - b. Fractures
 - i. Location specific
 - ii. Classifications
 - iii. Healing
 - iv. Complications
 - v. Emergency Management
 - vi. Nursing ADPIE
 - vii. Interprofessional Care
 1. Immobilization
 2. Surgical Intervention (pre-op and post-op Nursing Management)
- II. Abdominal Trauma

Learning Activities

- NurseThink notebook/note taking

- Conceptual Clinical Cases

Recommended Reading / Activities

- Bristol, T. J., & Sherrill, K. J. (2019). NurseThink for students: The notebook (3rd Ed.). **Fall Prevention p. 431; Preoperative p. 441; Postoperative p. 439**
- Harding, M., Kwong, J., Roberts, D., Hagler, D., Reinisch, C. (2020). Lewis's Medical-surgical nursing: Assessment and management of clinical problems (11th Ed.). St. Louis: Elsevier. **Chapter 62 Musculoskeletal Trauma and Orthopedic Surgery, Chapter 42 pp. 935-936**
- Lilley, L., Rainforth., Collins, S., & Snyder, J. (2017). Pharmacology and the nursing process (9th Ed.). Elsevier, Inc.: St. Louis, MO. (Previously required). **Chapter 10 – Analgesic Drugs**

Unit 9: Health Alterations Due to Infectious Diseases and Altered Immune Responses: Transplantation

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

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

Learning Content

- I. Infections
 - A. Types of Pathogens
 - B. Emerging Infections
 1. Reemerging Infections
 2. Antimicrobial-Resistant Organisms
 - C. Health Care-Associated Infections
 - D. Infection Prevention and Control
- II. Organ Transplantation
 - A. Lung Transplantation
 - B. Kidney Transplantation
 - C. Liver Transplantation
- III. Graft-Versus-Host Disease

Learning Activities

- NurseThink notebook/note taking
- Conceptual Clinical Cases

Recommended Reading / Activities

- CDC Links (see Brightspace course)
- Bristol, T. J., Herrman, J. W., & Stephenson, W. (2019). NurseThink for students NCLEX-RN conceptual review guide: **Chapter 7 (pp. 93-99 and pp. 124-125)**
- Bristol, T. J., & Sherrill, K. J. (2019). NurseThink for students: The notebook (3rd Ed.). **Infection; Healthcare-Associated Infections); (MRSA); (VRE).**
- Harding, M., Kwong, J., Roberts, D., Hagler, D., Reinisch, C. (2020). Lewis's Medical-surgical nursing: Assessment and management of clinical problems (11th Ed.). St. Louis: Elsevier. **Chapters 13 & 14**
- Urden, L. D., Stacy, K. M., Lough, M. E. (2024). Priorities in critical care nursing (9th Ed.): **(c-reactive protein), (CLABSI)**

Unit 10: Integumentary Problems and Burns

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

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

Learning Content

- I. Health Promotion
- II. Skin Cancer
 - A. Non-melanoma Skin Cancer
 - B. Malignant Melanoma
- III. Skin Grafts
- IV. Burns
 - A. Types of Burn Injury
 - B. Classification of Burn Injury
 - C. Prehospital and Emergency Care
 - D. Emergent Phase
 - E. Nursing and Interprofessional Management: Emergent Phase
 - F. Acute Phase
 - G. Nursing and Interprofessional Management: Acute Phase
 - H. Rehabilitation Phase
 - I. Nursing and Interprofessional Management: Rehabilitation Phase
 - J. Emotional Psychologic Needs of Patients and Caregivers
 - K. Special Needs of Nurses

V. Fluids and Electrolytes

Learning Activities

- NurseThink notebook/note taking
- Conceptual Clinical Cases

Recommended Reading / Activities

- Bristol, T. J., Herrman, J. W., & Stephenson, W. (2019). NurseThink for students NCLEX-RN conceptual review guide: **Chapter 14 (pp. 396-403)**
- Bristol, T. J., & Sherrill, K. J. (2019). NurseThink for students: The notebook (3rd Ed.). **Acute Pain; Burns**
- Harding, M., Kwong, J., Roberts, D., Hagler, D., Reinisch, C. (2020). Lewis's Medical-surgical nursing: Assessment and management of clinical problems (11th Ed.). St. Louis: Elsevier. (Previously required) **Chapter 23 – Integumentary Problems (Skin Cancer) pp. 409-413. Chapter 24 – Burns pp. 431-451**
- Urden, L. D., Stacy, K. M., Lough, M. E. (2024). Priorities in critical care nursing (9th Ed.): **Chapter 25 – Burns**

Unit 11: Endocrine System Alterations

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

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

Learning Content

- I. Disorders of Posterior Pituitary Gland
 - A. Syndrome of Inappropriate Antidiuretic Hormone (SIADH)
 - B. Nursing and Interprofessional Management: SIADH
 - C. Diabetes Insipidus
 - D. Nursing and Interprofessional Management: Diabetes Insipidus
- II. Acute Complications of Diabetes Mellitus
 - A. Diabetic Ketoacidosis
 - B. Hyperosmolar Hyperglycemic Syndrome

Learning Activities

- NurseThink notebook/note taking
- Conceptual Clinical Cases

Recommended Reading / Activities

- Bristol, T. J., Herrman, J. W., & Stephenson, W. (2019). NurseThink for students NCLEX-RN conceptual review guide: **p. 296-297, 300, 306-307, 320-323 – DKA, HHS, SIADH, DI**
- Harding, M., Kwong, J., Roberts, D., Hagler, D., Reinisch, C. (2020). Lewis's Medical-surgical nursing: Assessment and management of clinical problems (11th Ed.). St. Louis: Elsevier. (Previously required) **Chapter 48 pp. 1130-1133, 1147-1149**

Week	Schedule	Assignment
Week 1 – August 28 – September 3	Monday 8/28 – Orientation RNSG 2332 0800 – 1000 RNSG 2262 1000 - 1200 Room 102 Wednesday 8/30 – Orientation RNSG 2230 0800 – 1130 Room 120 Thursday 8/31 – SIM lab Friday 9/1 – Math Comp and Lab	Organize/set up a calendar Read! Sign up for EAQ by 9/2
Week 2 – September 4 – September 10	Wednesday 9/6 – Unit 1 Friday 9/8 – Unit 2 & 3	DB#1 Assignment due – 9/9
Week 3 – September 11 – September 17	Wednesday 9/13 – Unit 3 Friday 9/15 – Unit 3	DB#2 Assignment due – 9/15
Week 4 – September 18 – September 24	Wednesday 9/20 0830 - Exam 1 Friday 9/22 – Unit 4	EAQs – Due 09/18
Week 5 – September 25 – October 1	Wednesday 9/27 - Unit 4 Friday 9/29 – Unit 5	DB#3 Assignment due – 9/29
Week 6 – October 2 – October 8	Wednesday 10/4 0830 - Exam 2 Friday 10/6 – Unit 6	EAQs – Due 10/02
Week 7 – October 9 – October 15	Wednesday 10/11 - Unit 7, 7a Friday 10/13 – Unit 8	DB#4 Assignment due – 10/13
Week 8 – October 16 – October 22	Wednesday 10/18 0830 - Exam 3 Friday 10/20 - Unit 9	EAQs – Due 10/16
Week 9 – October 23 – October 29	Wednesday 10/25 - Unit 10 Friday 10/27 – Unit 11	RN-BSN Event 10/27 after class DB#5 Assignment due – 10/27
Week 10 – October 30 – November 5	Wednesday 11/1 0830 - Exam 4 Friday 11/3 – Allied Health Day	EAQs – Due 10/30

<p>Week 11 – November 6 – November 12</p>	<p>Monday, 11/6 – Final Exam Nurse Think ReView (Face to face) Location TBA</p>	<p>EBP Due to dropbox and team participation due 11/6 Tuesday, November 7 and Wednesday, November 8 both days 0900 – 1630 Attendance is mandatory.</p>
<p>Week 12 – November 13 – November 19</p>	<p>Monday 11/13 – Med Surg HESI (content from level 2 to now comprehensive assessment)</p> <p>Tuesday, 11/14 – Pharmacology HESI (RNSG 2230)</p> <p>Friday, 11/17 – RN Exit HESI (RNSG 2230) (content from Day 1 of nursing school to now – all subjects)</p>	

Appendix 1
Evidence-Based Poster Presentation Rubric

	Needs Improvement	Satisfactory	Competent
Sources cited using APA format	0-5 points: 0-1 citations not following criteria.	5.1 - 10 points: Cites 1 to 3 sources (from professional, peer-reviewed journal) Other citations must be from a professional or national recognized site.	10.1 –15 points: Cites at least 4 sources (minimum of 2 professional, peer-reviewed journals). Other citations must be from a professional or nationally recognized site.
Appearance (follows Power point template)	0 points: Did not follow the PPT template and presentation guidelines	1- 10 points: Modified the PPT template and/or exceeded the one poster page.	10.1 – 15 points: Followed the PPT template and kept presentation to the one poster page.
Grammar	0 – 3 points: Did not use APA format, spelling, and grammar with greater than 10 errors.	3.1 – 7 points: Use of APA format, spelling, and grammar with 3-9 errors.	7.1 – 10 points: Use of APA format, spelling, and grammar with fewer than 3 errors.
Nursing Roles and Responsibilities	0-10 points: Presented less than 2 roles and responsibilities of the nurse when implementing the EBP	10.1 – 20 points: Presented 2-3 roles and responsibilities of the nurse when implementing the EBP.	20.1 – 25 points: Presented at least 4 roles and responsibilities of the nurse when implementing the EBP
Expected patient outcomes from utilizing the EBP	0-3 points: Did not address patient centered outcomes.	3- 10 points: Presented 1 patient-centered outcome	10 – 20 points: Presented at least 2 patient centered outcomes
Presentation	0-5 points: Presentation less than 5 minutes; poor recording (read from notes consistently); group unprepared; could not hear presentation.	5.1 - 10 points: Presentation 5-7 minutes; (read from notes frequently); difficult to hear presentation.	10.1 – 15 points: Presentation 7 to 12 minutes; voice recording of project audible and understandable.
		Total Points	100

Institutional Policies and Guidelines

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook https://www.com.edu/student-services/docs/Student_Handbook_2023-2024_v2.pdf. *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.*

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

ADA Statement: Any student with a documented disability needing academic accommodations is requested to contact Kimberly Lachney at 409-933-8919 or 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 1st 8-week session is October 11. The last date to withdraw from the 16-week session is November 28. The last date to withdraw for the 2nd 8-week session is December 7.

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

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

Resources to Help with Stress:

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

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