



Nursing Department
1200 Amburn Rd. Texas City, TX 77591

RNSG-1343-101CL
Complex Concepts of Adult Health
Spring 2023
Wednesdays 12:00 pm - 2:00pm
Fridays 11:15 am -1:15 pm
STEAM 120

Instructor Information: Benjamin “Jay” Ketcherside, II, MSN, RN
STEAM 225-13 (409) 933-8137 bketcherside@com.edu

Student hours and location:

Mondays 09:00 am -10:00 am (TEAMS only)
Wednesdays 8:00 am – 11:30 am (office)
Thursdays 12:30 pm – 3:30pm (office)

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)

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

Elsevier Adaptive Quizzing for Lewis Medical-Surgical Nursing - 11th Edition.

Harding, M., Kwong, J., Roberts, D., Hagler, D., Reinisch, C. (2020). *Medical-Surgical Nursing Assessment and Management of Clinical Problems, 11th Edition*. St. Louis: Elsevier, Inc.

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

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

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

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

Recommended Textbooks:

Mosby Nursing Drug Guide (current edition in library as an ebook)
All previously purchased books that were required.

Course Description:

Integration of previous knowledge and skills related to common adult health needs into the continued development of the professional nurse as a provider of patient-centered care, patient safety advocate, member of health care team, and member of the profession in the care of adult patients and families with complex medical-surgical health care needs associated with body systems. Emphasis on complex knowledge, judgments, skills, and professional values within a legal/ethical framework. Prerequisite: See Catalog. (Credit 3: Lecture 2, Lab 2) (16-week course, 64 contact hours)

WECM End-of-Course Outcomes:

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

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

1. **Unit exams (3):** Assess knowledge and application of incremental course content. Timed unit exams will use 50 multiple choice, multiple answer, and alternative style test questions as indicated to follow NCLEX-RN testing format. If a student receives a grade below 75% on any exam, he/she should schedule a counseling appointment with the instructor to complete remediation.
2. **Comprehensive HESI final exam (1):** Assesses overall knowledge and application of complete course content. The timed exam will use multiple choice, multiple answer, and alternative style test questions as indicated to follow NCLEX-RN testing format. If a student receives a grade below 75% on any exam, or below an 850 HESI score, he/she should schedule a counseling appointment with the department remediation counselor.

As your curriculum will be broke up into four quarters, the last quarter of curriculum will be covered in the HESI final; there will be no Exam IV.

3. **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 are 5% of the final grade.
4. **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 (this will include weekly “The Notebook” documentation that is peer-verified), 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.
5. **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.
6. **Poster Presentation-** Grading will be based on the following: your group communication skills; audio and visual presentation; actual evidence-based content which includes the etiology and pathology, clinical manifestations, potential complications, diagnostic studies, labs & screening tools, medications- (Patient Teaching, Nursing Implications) interprofessional care, and nursing management and teaching points; resources used for presentation; and collaboration within group. Presentation will be compiled in APA format in a professional format. Content and video will be uploaded in Blackboard under “Group Presentation” tab. See Rubric, Appendix A.

Determination of Course Grade/Detailed Grading Formula:

Grading Scale

A = 90 – 100%

B = 80 – 89.99%

C = 75 – 79.99%*

D = 60 – 74.99%

F = <60%

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

Grade Calculation

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

Assignment	%	
Unit Exam 1*	20	
Unit Exam 2*	20	
Unit Exam 3*	20	
Final HESI Exam*	20	
	Exam Total*	80
Group Poster Presentation**	5	
Sherpath Pharmacology Lessons	5	
Lab Participation	5	
Attendance	5	
	Total	100
* ≥ 75% weighted exam average required to pass the course		

Methods of Instruction

Case studies

Lecture

Group discussions

Quizzes

Concept maps

Role-play and demonstration
 Audio-visual instructional aids
 Discussion boards
 Practice questions
 Patient care plans
 Sherpath pharmacology
 Teach back methods including flipped classroom

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

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. 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 HESI Final exam Specialty topics, pathophysiology score, and Nursing concepts, clinical judgment/clinical decision-critical thinking score
2. Apply the nursing process in the care of adult patients with complex health needs and their families in primary, secondary, and tertiary settings to achieve, improve, or maintain an optimal level of wellness.	Apply the nursing process as a provider of patient-centered care in primary, secondary and tertiary settings to promote health by assisting patients in achieving, improving, or maintaining an optimum level of wellness.	Unit exams and HESI Final exam Nursing Process topics, including assessment, Analysis, interventions, and evaluation scores
3. Utilize the principles of critical thinking, problem solving and clinical judgment in the performance of evidence based, advanced nursing skills while caring for adult patients with complex health needs.	No assigned objective	Unit exams and HESI Final exam
4. Examine pharmacokinetics, pharmacodynamics, therapeutic actions, side/adverse effects, contraindications, drug and dietary interactions, precautions, and routes of administration of relevant medications used in treatment of adult patients with complex health needs.	No assigned objective	Unit exams and HESI Final exam Client needs: physiological integrity score. Fundamentals: medication administration.
5. 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	Unit exams and HESI Final exam QSEN topics, Patient centered care, dimensions of Patient 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.	Teamwork and collaboration, Members of the team, Teamwork and Collaboration, and System/Teams functions topics.
6. Utilize effective communication with culturally and spiritually diverse adult patients, their families, and members of the health care team.	No assigned objective	Unit exams and HESI Final exam
7. Apply principles of patient care management in the care of adult patients with complex health needs.	No assigned objective	Unit exams and HESI Final exam
8. Apply principles of patient safety in the care of adult patients with complex healthcare needs and their families.	No assigned objective	Unit exams and HESI Final exam
9. Discuss appropriate principles of teaching and learning for culturally and spiritually diverse adult patients with complex health needs.	No assigned objective	Unit exams and HESI Final exam
10. Utilize clinical data and current literature as a basis for decision making in the care of adult patients with complex health needs and their families.	No assigned objective	Unit exams and HESI Final exam
11. Discuss ethical/legal issues related to the care of adult patients with complex health needs and their families.	No assigned objective	Unit exams and HESI Final exam
12. Examine health care and financial resources available to assist culturally diverse adult	No assigned objective	Unit exams and HESI Final exam

patients with complex health needs and their families		
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Syllabus Assignment Submission Statement: It is the student’s responsibility to confirm your submission. When submitting an assignment in Blackboard, particularly ones that include file attachments, you should take the time to verify your submission. You should receive a confirmation message after you submit your assignment. You should confirm your submission manually.

It is the student’s responsibility to submit all required documents to Blackboard to view before and after each submission to ensure that all files are attached. You will be only graded on the assignment (s) that is submitted to the Blackboard. There are no exceptions.

Classroom Conduct Policy/Student Conduct

Classroom Conduct Policy: College of the Mainland requires that students enrolled at COM be familiar with the Standards of Student Conduct, which can be found in the on-line Student Handbook. Students should always act in a professional manner. Disruptive students will be held accountable according to college policy. Any violations of the Code of Conduct will result in a referral to the Office for student Conduct and may result in dismissal from this class according to the Standards of Student Conduct found in the online COM Student Handbook.

Nursing students are expected to demonstrate good professional character as defined in BON Rule 213.27 (http://bon.texas.gov/rr_current/213-27.asp). See Behavior/Conduct in the Nursing Student Handbook.

Success Tips for Students

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

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](#)

ANA Scope and Standards of Practice

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

Notice to Students Regarding Licensing

Effective September 1, 2017, HB 1508 amends the Texas Occupations Code Section 53 that requires education providers to notify potential or enrolled students that a criminal history may make them ineligible for an occupational license upon program completion. The following website provides links to information about the licensing process and requirements:

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

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”: [tps://www.bon.texas.gov/licensure_endorsement.asp](https://www.bon.texas.gov/licensure_endorsement.asp). This information is being provided to all persons who apply or enroll in the program, with notice of the requirements as described above, regardless of whether or not the person has been convicted of a criminal offense. Additionally, HB 1508 authorizes licensing agencies to require reimbursements when a student fails to receive the required notice.

Student Handbooks

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

Syllabus Revisions

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

The Tutoring Center

The Tutoring Center provides free tutoring services to students, staff and faculty seeking assistance for writing, reading and oral presentations for academic and non-academic assignments/projects. Located in the Technical Vocational Building, Room 1306, the center provides face-to-face and online tutoring sessions in a welcoming environment. Appointments can be made in person, or on the center scheduler at com.mywconline.com, or by clicking the SRWC icon on the COM website.

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

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

Attendance Policy:

See Attendance Policy in the Nursing Student Handbook.

Tardiness

See Attendance Policy in the Nursing Student Handbook.

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

Academic Dishonesty:

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

Plagiarism

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

Student Concerns: If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact Director of Nursing, Dr. Debra Bauer DNP, at [(409) 933-8908/dbauer3@com.edu].

Please see the Student Concerns Policy in the Nursing Student Handbook for further instructions.

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.

Course outline:

Unit 1: Cancer

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

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

Learning Content:

- I. Biology of Cancer
- II. Benign Versus Malignant Neoplasms
- III. Classification of Cancer

- IV. Prevention and Early Detection of Cancer
- V. Treatment Goals
- VI. Personalized Cancer Medicine
- VII. Surgical Therapy
- VIII. Chemotherapy
- IX. Radiation Therapy
- X. Nursing Management: Chemotherapy and Radiation Therapy
 - A. Problems Caused by Chemotherapy and Radiation Therapy
- XI. Late Effects of Radiation and Chemotherapy
- XII. Immunotherapy and Targeted Therapy
- XIII. Nursing Management: Immunotherapy and Target Therapy
- XIV. Hormone Therapy
- XV. Hematopoietic Growth Factors
- XVI. Hematopoietic Stem Cell Transplantation
- XVII. Gene Therapy
- XVIII. Nutritional Problems
- XIX. Infection
- XX. Oncologic Emergencies
- XXI. Cancer Pain
- XXII. Coping with Cancer and Treatment
- XXIII. Cancer Survivorship

Learning Activities:

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

Unit 2: Disruptive Factors of the Hematologic System

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

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

Learning Content

- I. Structures and Functions of Hematologic System
 - A. Bone Marrow
 - B. Blood
 - C. Normal Iron Metabolism
 - D. Normal Clotting Mechanisms

- E. Spleen
- F. Lymph System
- G. Gerontologic Considerations: Effects of Aging on Hematologic System
- II. Assessment of Hematologic System A. Assessment Abnormalities
- III. Diagnostic Studies of Hematologic System
 - A. Laboratory Studies
 - B. Biopsies
 - C. Molecular Cytogenetics and Gene Analysis
- IV. Anemia
 - A. Nursing and Interprofessional Management: Anemia
 - B. Anemia of Chronic Disease
 - C. Aplastic Anemia
- V. Anemia Caused by Decreased Erythrocyte Production
 - A. Thalassemia
 - B. Pernicious anemia (Vit B12)
 - C. Folic acid deficiency anemia
- VI. Anemia Caused by Blood Loss
 - A. Acute Blood Loss
 - B. Chronic blood loss
- VII. Other Red Blood Cell Disorders
 - A. Hemochromatosis
 - B. Polycythemia
- VIII. Problems of Hemostasis
 - A. Thrombocytopenia
 - B. Nursing Management: Thrombocytopenia
 - C. Neutropenia
 - D. Myelodysplastic Syndrome
 - E. Leukemia
 - F. Nursing Management: Leukemia
- IX. Multiple Myeloma
- X. Disorders of the Spleen XI. Blood Component Therapy
 - A. Administration Procedure
 - B. Common Blood Products
 - C. Blood Transfusion Reactions
 - D. Auto Transfusion

Learning Activities:

- Read: Harding, et al. (2019): Chapter 29 & 30.

Resources

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

Unit 3: Disruptive Factors of the Respiratory System

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

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

Learning Content:

- I. Problems of Nose and Paranasal Sinuses
 - A. Deviated Septum
 - B. Nasal Fracture
 - C. Rhinoplasty
 - D. Nursing Management: Nasal Surgery
 - E. Epistaxis

- F. Allergic Rhinitis
- G. Sinusitis
- H. Obstruction of Nose and Sinuses
- II. Problems of Trachea
 - A. Tracheostomy
 - B. Nursing Management: Tracheostomy
 1. Acute Care
 2. Chronic Care
 3. Swallowing Dysfunction
 4. Speech with a Tracheostomy Tube
 5. Decannulation
 - C. Head and Neck Cancer
 - D. Nursing Management: Head and Neck Cancer
- III. Lower Respiratory Problems
 - A. Lung Cancer
 - B. Nursing Management: Lung Cancer
 - C. Other Types of Lung Tumors
- IV. Interstitial Lung Diseases
 - A. Idiopathic Pulmonary Fibrosis
 - B. Sarcoidosis
- V. Obstructive Pulmonary Disease
 - A. Bronchiectasis
 - B. Interprofessional and Nursing Management: Bronchiectasis

Learning Activities:

- Read: Harding, et al. Chapter 25, 26, 27, and 28. Chapter 28 (pp. 580-582).

Resources:

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

Unit 4 Cardiac and Vascular

Student Learning Outcomes

Upon complete of this unit, the student will:

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

Learning Content:

- I. Assessment: Cardiovascular System
 - A. Assessment Abnormalities

- B. Electrocardiography
- C. Interventional and Invasive Studies
 - 1) Cardiac Catheterization
 - 2) Intravascular Ultrasound
 - 3) Electrophysiology Study
- II. Rhythm Identification and Treatment
 - A. Conduction System
 - B. Nervous Control of the Heart
 - C. Electrocardiographic Monitoring
 - D. Electrophysiologic Mechanisms of Dysrhythmias
 - E. Evaluation of Dysrhythmias
 - F. Overview of Cardiac Rhythms
 - 1) Normal Cardiac Rhythms
 - G. Types of Dysrhythmias
 - 1) Sinus Bradycardia
 - 2) Sinus Tachycardia
- III. Inflammatory Heart Disorders
 - 1) Infective Endocarditis
 - 2) Myocarditis
- IV. Valvular Heart Disease
 - 1) Mitral Valve Stenosis
 - 2) Mitral Valve Regurgitation
 - 3) Mitral Valve Prolapse
 - 4) Aortic Valve Stenosis
 - 5) Aortic Valve Regurgitation
 - 6) Tricuspid Valve Stenosis
 - 7) Pulmonic Valve Stenosis
- V. Cardiomyopathy

Learning Activities:

- a. Read: Harding et al. (2019): Chapter 31, 35 and 36.

Unit 5: Disruptive Factors of the Gastrointestinal System

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

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

Learning Content:

- I. Diagnostic Studies of GI System - Review
- II. Laboratory Studies – Review
- III. Oral Cancer
- IV. Esophageal & Stomach Cancer
 - A. Etiology and Pathophysiology
 - B. Clinical Manifestations and Complications

- C. Diagnostic Studies
- D. Interprofessional Management
- V. Nursing Management: Esophageal & Stomach Cancer
- VI. Inflammatory Disorders
 - A. Peritonitis
 - B. Nursing Management: Peritonitis
 - C. Inflammatory Bowel Disease
 - 1. Ulcerative Colitis vs. Chron's Disease
 - D. Nursing Management: Inflammatory Bowel Disease
 - E. Intestinal Obstruction
 - F. Nursing Management: Intestinal Obstruction
 - G. Polyps of Large Intestine
 - H. Colorectal Cancer
 - I. Nursing Management: Colorectal Cancer
 - J. Bowel Resection and Ostomy Surgery
 - K. Nursing Management: Bowel Resection
 - 1. Preoperative Care
 - 2. Postoperative Care
 - 3. Colostomy Care
 - 4. Ileostomy Care
 - 5. Psychologic Adaptation to an Ostomy
 - 6. Sexual Function
- VII. Anorectal Problems
 - A. Anal Cancer

Learning Activities:

- a. Read: Harding et al. Chapter 38, 41, and 42.

Resources:

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

Unit 6: Disruptive Factors of the Hepatic and Biliary Systems

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

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

Learning Content:

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

Learning Activities: • Read: Harding et al. (2019): Chapter 43

Unit 7: Disruptive Factors of the Renal and Urinary Systems

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

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

Learning Content

- I. Obstructive Uropathies
 - A. Urinary Tract Calculi
 - i. Etiology and Pathophysiology
 - ii. Types of Urinary Stones
 - iii. Clinical Manifestations
 - iv. Diagnostic Studies

- v. Interprofessional Care
 - 1. Endourologic Procedures
 - 2. Lithotripsy
 - 3. Surgical Therapy
 - 4. Nutritional Therapy
- B. Nursing Management: Urinary Tract Calculi
- C. Strictures
- D. Renal Trauma
- II. Renal Vascular Problems
 - A. Nephrosclerosis
 - B. Renal Artery Stenosis
 - C. Renal Vein Thrombosis
- III. Urinary Tract Tumors
 - A. Kidney Cancer
 - B. B. Bladder Cancer
 - C. Nursing and Interprofessional Management: Bladder Cancer
- IV. Surgery of the Urinary Tract
 - A. Renal and Ureteral Surgery
 - B. Urinary Diversion
 - C. Nursing Management: Urinary Diversion

Learning Activities:

Read: Harding, et al. (2019): Chapter 44, 45

Resources:

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

Unit 8: Disruptive Factors of the Endocrine System

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

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

Learning Content

- I. Structures and Functions of Endocrine System
 - A. Glands
 - B. Hormones
 - C. Hypothalamus
 - D. Pituitary
 - E. Pineal Gland

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

Learning Activities:

- Read: Harding, et al. (2019): Chapter 47 and Chapter 49 (

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

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

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

Learning Content

- I. Structures and Functions of Nervous System

- A. Cells of Nervous System
 - B. Nerve Regeneration
 - C. Nerve Impulse
 - D. Central Nervous System
 - E. Peripheral Nervous System
 - F. Cerebral Circulation
 - G. Protective Structures
 - H. Gerontologic Considerations: Effects of Aging on Nervous System
- II. Assessment of Nervous System
 - A. Subjective Data
 - B. Objective Data
 - III. Diagnostic Studies of Nervous System
 - A. Radiologic Studies
 - B. Electrographic Studies
 - IV. Chronic Neurologic Disorders
 - A. Seizure Disorder
 - i. Etiology and Pathophysiology
 - ii. Genetic Link
 - iii. Clinical Manifestations
 - 1. Generalized-Onset Seizures
 - 2. Focal-Onset Seizures
 - 3. Psychogenic Nonepileptic Seizures
 - iv. Complications
 - v. Diagnostic Studies
 - vi. Interprofessional Care
 - vii. Gerontologic Considerations: Drug Therapy for Seizure Disorder
 - B. Nursing Management: Seizure Disorder
 - C. Restless Legs Syndrome
- V. Degenerative Neurologic Disorders
 - A. Multiple Sclerosis
 - B. Nursing Management: Multiple Sclerosis
 - C. Parkinson's Disease
 - D. Nursing Management: Parkinson's Disease
 - E. Myasthenia Gravis
 - F. Nursing Management: Myasthenia Gravis
 - G. Amyotrophic Lateral Sclerosis
 - H. Huntington's Disease
- VI. Peripheral Nerve Problems
 - A. Trigeminal Neuralgia
 - B. Nursing Management: Trigeminal Neuralgia
 - C. Bell's Palsy

D. Nursing Management: Bell's Palsy

Learning Activities:

- Read Harding, et al. (2019): Chapter 55, 58 and 60.

Unit 10: Arthritis, Connective Tissue, and Musculoskeletal

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

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

Learning Content

- I. Autoimmunity
 - A. Autoimmune Diseases

- B. Apheresis
- II. Immunodeficiency Disorders
 - A. Primary Immunodeficiency Disorders
 - B. Secondary Immunodeficiency Disorders
- III. Arthritis
 - A. Osteoarthritis
 - B. Nursing Management: Osteoarthritis
 - C. Rheumatoid Arthritis
 - D. Nursing Management: Rheumatoid Arthritis
 - i. Drug Therapy
 - E. Gout
 - F. Interprofessional and Nursing Management: Gout
 - G. Septic Arthritis
- IV. Spondyloarthropathies
 - A. Ankylosing Spondylitis
 - B. Psoriatic Arthritis
 - C. Reactive Arthritis
 - D. Systemic Lupus Erythematosus
 - E. Nursing Management: Systemic Lupus Erythematosus
 - F. Scleroderma
 - G. Nursing Management: Scleroderma
 - H. Polymyositis and Dermatomyositis
 - I. Sjogren's Syndrome
 - J. Myofascial Pain Syndrome
 - K. Fibromyalgia
 - L. Systemic Exertion Intolerance Disease
- V. Amputation
- VI. Nursing Management: Amputation
- VII. Common Joint Surgical Procedures
 - A. Types of Joint Surgeries
 - i. Synovectomy
 - ii. Osteotomy
 - iii. Debridement
 - iv. Arthroplasty
 - v. Arthrodesis
 - vi. Complications of Joint Surgery
 - B. Nursing and Interprofessional Management: Joint Surgery
 - i. Preoperative Management
 - ii. Postoperative Management
- VIII. Osteomyelitis
- IX. Nursing Management: Osteomyelitis
- X. Bone Tumors

- A. Benign Bone Tumors
 - i. Osteochondroma
 - B. Malignant Bone Tumors
 - i. Osteosarcoma
 - ii. Metastatic Bone Cancer
 - C. Nursing Management: Bone Cancer XI. Healing Process
- XII. Nursing and Interprofessional Management: Wound Healing

Learning Activities:

- Read: Harding, et al. (2019): Chapter 13, 61, 62, 63, 64,

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

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

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

Learning Content

- I. Assessment of Breast Disorders

- II. Benign Breast Disorders
 - A. Mastalgia
 - B. Breast Infections
 - C. Fibrocystic Changes
 - D. Fibroadenoma
 - E. Nipple Discharge
 - F. Atypical Hyperplasia
 - G. Intraductal Papilloma
 - H. Ductal Ectasia
 - I. I. Male Gynecomastia
- III. Breast Cancer
 - A. Etiology and Risk Factors
 - B. Genetic Link
 - C. Pathophysiology
 - D. Types of Breast Cancer
 - E. Clinical Manifestations
 - F. Complications
 - G. Diagnostic Studies
 - H. Interprofessional Care
 - i. Staging
 - ii. Surgical Therapy
 - iii. External Radiation Therapy
 - iv. Brachytherapy
 - v. Drug Therapy' vi. Culturally Competent Care
- IV. Nursing Management: Breast Cancer
- V. Mammoplasty
 - A. Breast Reconstruction
 - B. Breast Augmentation
 - C. Breast Reduction
- VI. Nursing Management: Breast Augmentation and Reduction VII. Infertility
- VIII. Problems Related to Menstruation
 - A. Premenstrual Syndrome
 - B. Nursing Management: Premenstrual Syndrome
 - C. Dysmenorrhea
 - D. Perimenopause and Postmenopausal
 - E. Nursing Management: Perimenopause and Postmenopausal
 - F. Infections of Lower Genital Tract
 - G. Nursing Management: Infections of Lower Genital Tract
 - H. Chronic Pelvic Pain
 - I. Endometriosis

- IX. Benign Tumors of the Female Reproductive System
 - A. Leiomyomas
 - B. Ovarian Cysts
 - C. Cervical Polyps
- X. Cancers of the Female Reproductive System
 - A. Cervical Cancer
 - B. Endometrial Cancer
 - C. Ovarian Cancer
 - D. Vaginal Cancer
 - E. Vulvar Cancer
 - F. Nursing and Interprofessional Management: Cancers of Female Reproductive System
- XI. Pelvic Organ Prolapse
 - A. Uterine Prolapse
 - B. Cystocele and Rectocele
 - C. Nursing and Interprofessional Management: Pelvic Organ Prolapse
 - D. Fistula
- XII. Prostate Cancer
- XIII. Nursing Management: Prostate Cancer
- XIV. Problems of the Penis
 - A. Cancer of Penis
- XV. Problems of Scrotum and Testes
 - A. Testicular Cancer

Learning Activities:

- Read Harding, et al. (2019): Chapter 50, 51, 53 and 54

Institutional Policies and Guidelines

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook. <https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf. *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.* https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf

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

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

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

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

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

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

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

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

Appendix A

Disease Topic Online Poster Presentation Grading Rubric

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

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

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

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

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

Presentation Topics

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

APA

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

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

Group Presentation Grading Rubric

Appendix B: Course Calendar

Wk#	Week of	Lecture Topics - Wednesdays	Lecture/Lab Activities - Fridays	Sherpath Lessons Due MN Saturday
1	Monday, January 16 th , 2023	Lecture Orientation	Lecture only - Unit 1 - Cancer part 1 Complete Notebook items on pg. 279	
2	Monday, January 23 rd , 2023	Unit 1 - Cancer part 2 Complete Notebook items on pg. 291, 297	Conceptual Clinical Case: Case 1: Abnormal Cell Growth p134-140	12A – Antibiotics
3	Monday, January 30 th , 2023	Unit 2 – Hematology pt I Complete Notebook items on pg. 273, 277	Unit 2 – Hematology pt II	8F: Thrombolytics
4	Monday, February 6 th , 2023	Unit 3 - Respiratory Complete Notebook items on pg. 263, 293	Conceptual Clinical Case: Case 1: Impaired oxygenation with secondary infection pg 112-121	12C – Antitubercular
5	Monday, February 13 th , 2023	Lab Only - Exam Review Unit 4 Cardiac I	Exam 1 (Unit 1-3)	
6	Monday, February 20 th , 2023	Unit 4 Cardiac II Complete Notebook items on pg. 59, 63, 69, 71	Conceptual Clinical Case: Case 1: Impaired Coronary Perfusion and Chest Pain, pg 54-60	8E: Anti-platelets
7	Monday, February 27 th , 2023	Unit 5 Gastrointestinal Complete Notebook items on pg. 221, 321, 325, 287, 331	Unit 6 - Hepatic / Biliary Complete Notebook items on pg. 219, 223, 331, 313, 315	3: Cholinergic Drugs
8	Monday, March 6 th , 2023	Conceptual Clinical Case: Case 2: Infection and Liver Impairment pg 158-165 - Exam Review	Exam 2 (Unit 4-6)	
9	Monday, March 13 th , 2023	Spring Break	Spring Break	

10	Monday, March 20 th , 2023	Unit 7 - Renal / Urinary Complete Notebook items using blank pages as needed.	Unit 8 - Endocrine part 1 Complete Notebook items on pg. 343, 345, 351, 353	
10	Monday, March 27 th , 2023	Unit 8 - Endocrine part 2 / Exam Review Complete Notebook items on pg. 317, 319, 349	Conceptual Clinical Case: Case 2: Pituitary Tumor with Removal, pg 177-183	9D: Adrenal Cortex Drugs
11	Monday, April 3 rd , 2023	Unit 9 - Nervous Complete Notebook items on pg. 195, 189, 187, 179	Unit 9 – Nervous II	9B: Thyroid and Parathyroid
12	Monday, April 10 th , 2023	Lab - Exam Review	Exam 3 (Unit 7-9)	
13	Monday, April 17 th , 2023	Unit 10 Connective Tissue Complete Notebook items on pg. 243, 237, 281, 267	Complex Conceptual Clinical Case: Case4: Fluid and Electrolyte imbalance hormonal imbalance, glucose regulation and perfusion, pg 309-316	9C: Pituitary Drugs
14	Monday, April 24 th , 2023	Unit 11 - Reproductive Complete Notebook items on pg. 299, using blank pages as needed.	Unit 11 – Reproductive II	3C: Specific Neurodegenerative Disorders
15	Monday, May 1 st , 2023	HESI Review	Report presentations	
16	Monday, May 8 th , 2023		FINAL HESI - Wednesday May 10 th – 12 noon	