



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

**RNSG 2332-101CL**

**Enhanced Concepts of Adult Health**

**Fall 2022, 12 Weeks**

**Wednesday 1300 – 1545 and Friday 0800 - 1200**

**Course Facilitator:**

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**Faculty**

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**Faculty Office Hours 225-09**

- Monday: 0900-1500
- Wednesday: 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 (3<sup>rd</sup> Ed.). Waconia, NM: NurseTim, Inc.
- Bristol, T., Sherrill, K (2019). Conceptual Clinical Cases. Waconia: NurseTim, Inc. (Student Success Bundle)
- Elsevier. F18\_COM\_ADN\_LEWIS/NCLEX and MEDSURG EAQ (previously required)
- Harding, M., & Snyder, J. S. (2020). Clinical reasoning cases in nursing (7<sup>th</sup> Ed.). Elsevier. St. Louis, MO.
- Harding, M. M., Hagler, D., Kwong, J., Reinisch, C., & Roberts, D. (2020). Lewis's Medical-surgical nursing: Assessment and management of clinical problems (11<sup>th</sup> Ed.). St. Louis: Elsevier. (Previously required)
- 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](http://www.bne.state.tx.us/laws_and_rules_nursing_practice_act.asp)  
[https://www.bon.texas.gov/faq\\_peer\\_review.asp](https://www.bon.texas.gov/faq_peer_review.asp)
- Urden, L. D., Stacy, K. M., Lough, M. E. (2020). Priorities in critical care nursing (8<sup>th</sup> 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 - Assesses knowledge of course content discussed in class, in reading assignments, and pharmacology modules. Exams will use multiple choice, multiple answer, and alternative style test questions as indicated to follow NCLEX-RN testing format. If a student receives a grade below 75% on any exam, he/she should schedule a counseling appointment with the instructor and remediation is required prior to taking the next exam. All unit exams and the HESI Final will be remotely proctored on the student's personal computer. Instructions for downloading appropriate testing software will be provided.
2. HESI Comprehensive Medical-Surgical Final exam - Assesses overall knowledge and understanding of medical-surgical nursing concepts. Exams will use multiple choice, multiple answer, and alternative style test questions as indicated to follow NCLEX-RN testing format.
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. Presentations dates will be assigned in class. See Appendix 1 for grading rubric. Presentations will be submitted via Brightspace and presented on a day later in the semester on a Poster Board to peers.
4. **Weekly Participation:** Assesses ability to synthesize information when collaborating on a topic with peers. Discussions will include major competencies for student learning outcomes. This will include Discussion Board postings, learning activities, teach back sessions, partner work or any lab activities.
5. Mastery Level Elsevier Adaptive Quiz (EAQ) quizzes: Assesses knowledge and application of content integrated within the course. Students will complete quizzes as assigned in the syllabus. The quizzes are multiple choice, multiple answer, and 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)	48
Final Exam* HESI	12
Exam Total*	60
Evidenced-Based Practice Presentation**	10
Participation**	10
NurseThink**	10
EAQ ** Mastery Level 3 = 100% Mastery Level 2 = 75% Mastery Level 1 = 70% Less than Mastery Level 1 = Zero	10
<b>Total</b>	<b>100</b>
<b>* <math>\geq 75\%</math> weighted exam average required to pass the course</b>	
<b>** Weighted assignments calculated only after 75% exam average met.</b>	

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

All course assignments are expected to be completed and submitted on the specified due date. See Late Assignments Policy in the Nursing Student Handbook. EAQs will not be permitted to be completed after the due date. Nurse Think may be turned in one day late for 50% off. The second day late (starting at 1201) the student will receive a zero.

### 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.

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)

## Course Objectives/ Student Learning Outcomes

Upon completion of this course, the student will:

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

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1.		
2.		
3.		
4.		
5.		

**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](mailto:dbauer3@com.edu)

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## **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\\_2020-2021\\_v2.pdf](https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2020-2021_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.*  
[https://build.com.edu/uploads/sitecontent/files/student-services/Student\\_Handbook\\_2020-2021\\_v2.pdf](https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2020-2021_v2.pdf)

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### **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](https://www.bon.texas.gov/licensure_eligibility.asp).

*Should you wish to request a review of the impact of criminal history on your potential Registered Nurse License prior to or during your quest for a degree, you can visit this link and request a "Criminal History Evaluation": [https://www.bon.texas.gov/licensure\\_endorsement.asp](https://www.bon.texas.gov/licensure_endorsement.asp) This information is being provided to all persons who apply or enroll in the program, with notice of the requirements as described above, regardless of whether or not the person has been convicted of a criminal offense. Additionally, HB 1508 authorizes licensing agencies to require reimbursements when a student fails to receive the required notice.*

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### **Success Tips for Students**

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

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

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

2. Read assignments before class or clinical. Here are some strategies for getting the most out of your college textbooks:
  - 4 Steps to Reading a Textbook:  
<http://www.studyright.net/blog/4-steps-to-reading-a-textbook-quickly-and-effectively/>
  - Active Reading Strategies:  
<http://www.princeton.edu/mcgraw/library/for-students/remember-reading/>
  - The Reading Cycle: Plan-Do-Review  
<http://www2.swccd.edu/~asc/lrnglinks/txttdg.html>
  - How to Read Your Textbooks More Efficiently College Info Geek (video)  
<https://www.youtube.com/watch?v=tgVjmFSx7rg>
  - 5 Active Reading Strategies for Textbook Assignments College Info Geek (video)  
[5 Active Reading Strategies for Textbook Assignments - College Info Geek](#)

# **Unit 1: 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:

- Transmission-based precautions Activity
- Evolve adaptive quizzing
- NurseThink Note taking
- Clinical Reasoning Case Studies

## Recommended Reading / Activities:

- CDC Links on Coronavirus (see Blackboard 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 (3<sup>rd</sup> Ed.). **p. 215 Infection; p. 229 Healthcare-Associated Infections; p. 231 (MRSA); p. 233 (VRE).**
- Harding, M., & Snyder, J. S. (2020). Clinical reasoning cases in nursing (7<sup>th</sup> Ed.). **Case Study 106. Post transplant Immunosuppression; Case Study 129. MRSA Cellulitis**
- Harding, M. M., Hagler, D., Kwong, J., Reinisch, C., & Roberts, D. (2020). Lewis's Medical-surgical nursing: Assessment and management of clinical problems (11<sup>th</sup> Ed.). **Chapters 13 & 14**
- Lewis, S. L. Bucher, L., Heitkemper, M. M., & Harding, M. M., Kwong, J. and Roberts, D. (2017). Medical-surgical nursing: Assessment and management of clinical problems (11<sup>th</sup> Ed.). St. Louis: Elsevier. (Previously required)
- Urden, L. D., Stacy, K. M., Lough, M. E. (2020). Priorities in critical care nursing (8<sup>th</sup> Ed.): **p. 51 (older adults), p. 147 (c-reactive protein), p. 105 (CLABSI)**

## **Unit 2: 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 Note taking
- Clinical Reasoning Case Studies
- Evidence-based practice presentations

## **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 (3<sup>rd</sup> Ed.). **p. 113 - Acute Pain; p. 123 -Burns.**
- Harding, M., & Snyder, J. S. (2020). Clinical reasoning cases in nursing (7<sup>th</sup> Ed.). **Case Studies #116 – Acute Burn Injury; #118 – Melanoma**
- Lewis, S. L. Bucher, L, Heitkemper, M. M., & Harding, M. M., Kwong, J. and Roberts, D. (2017). Medical-surgical nursing: Assessment and management of clinical problems (11<sup>th</sup> Ed.). St. Louis: Elsevier. (Previously required) **Chapter 23 – Integumentary Problems (Skin Cancer) pp. 409-413.**
- Urden, L. D., Stacy, K. M., Lough, M. E. (2020). Priorities in critical care nursing (8<sup>th</sup> Ed.): **Chapter 25 – Burns; pp. 457 -471**

## **Unit 3: Lower Respiratory and Airway Problems**

### **Unit Student Learning Outcomes**

Upon completion of this unit, the student will:

10. Examine the pathophysiology and clinical management of adult patients with lower respiratory and airway problems.
11. 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.
12. 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.
13. 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.
14. Examine the roles of the associate degree nurse in caring for adult patients with lower respiratory and airway problems and their families.
15. Synthesize effective communication with culturally and spiritually diverse adult patients, their families, and members of the health care team.
16. Apply principles of patient care management in the care of adult with lower respiratory and airway problems.
17. Apply principles of patient safety in the care of adults with complex healthcare needs and their families.
18. 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 Note taking
- Clinical Reasoning Case Studies
- Evidence-based practice simulations

### **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 (3<sup>rd</sup> Ed.). **p. 425 – Chest Tubes; p. 369 – Oxygenation; p. 259 – pneumonia; p. 57 – pulmonary embolism; p. 377 – pulmonary hypertension; p. 369 – Concept Respiration / oxygenation / gas exchange; p. 379 – Severe acute respiratory syndrome; p. 445 - tracheostomy**
- Harding, M., & Snyder, J. S. (2020). Clinical reasoning cases in nursing (7<sup>th</sup> Ed.). **Case Studies #24 – Postoperative Atelectasis; #30 – Community Acquired Pneumonia; #35 – Chest Trauma; #36 – Pleural Effusion with Chest Tube; #37 – Pulmonary**

**Embolism; #39 – ARF with Mechanical Ventilation; #40 – Adult Respiratory Distress Syndrome**

- Lewis, S. L. Bucher, L, Heitkemper, M. M., & Harding, M. M., Kwong, J. and Roberts, D. (2017). 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. (2020). Priorities in critical care nursing (8<sup>th</sup> Ed.): **Chapter 14 – Pulmonary Disorders; Chapter 15 – Pulmonary Therapeutic Management**

## **Unit 4: Acute Alterations of the Vascular Circulation / Perfusion / Clotting**

### **Unit Student Learning Outcomes**

Upon completion of this unit, the student will:

19. Examine the pathophysiology and clinical management of adult patients with Acute Alterations of the Vascular Circulation / Perfusion / Clotting / Inflammatory and Structural Heart Disorders
20. Apply the nursing process in the care of adult patients with Acute Alterations of the Vascular Circulation / Perfusion / Clotting / Inflammatory and Structural Heart Disorders
21. , including their families in primary, secondary and tertiary settings to achieve, improve, or maintain an optimal level of wellness.
22. 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
23. 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
24. 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.
25. Synthesize effective communication with culturally and spiritually diverse adult patients, their families, and members of the health care team.
26. 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
27. Apply principles of patient safety in the care of adults with complex healthcare needs and their families.
28. 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**

- XIII. Aortic Aneurysms
  - A. Nursing Management: Aortic Aneurysms
  - B. Aortic Dissection
  - C. Nursing Management: Aortic Dissection
- XIV. Hypertensive Crisis and Nursing and Interprofessional Management: Hypertensive Crisis
- XV. Acute Pericarditis
  - A. Nursing Management: Acute Pericarditis

## XVI. Stroke

- A. Acute Ischemic Stroke
- B. Acute Hemorrhagic Stroke
- C. Nursing Management: Acute Ischemic & Hemorrhagic Stroke

### Learning Activities:

- NurseThink Note taking
- Clinical Reasoning Case Studies
- Evidence-based practice simulations

### 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 (3<sup>rd</sup> Ed.). **p. 451 (Blank Page) Aortic Aneurysm; p. 53 – Embolic (Ischemic) Stroke; p. 55 – Hemorrhagic Stroke.**
- Harding, M., & Snyder, J. S. (2020). Clinical reasoning cases in nursing (7<sup>th</sup> Ed.). **Case Studies #17 – Abdominal Aortic Aneurysm; #77 – Acute Cerebrovascular accident**
- Lewis, S. L. Bucher, L, Heitkemper, M. M., & Harding, M. M., Kwong, J. and Roberts, D. (2017). 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. (2020). Priorities in critical care nursing (8<sup>th</sup> Ed.): **Chapter 17: Stroke, pp. 305 – 314.**

## **Unit 5: 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 Note taking
- Clinical Reasoning Case Studies
- ECG identification Activity

## Recommended Reading:

- Bristol, T. J., & Sherrill, K. J. (2019). NurseThink for students: The notebook (3<sup>rd</sup> Ed.). **Blank pages 451 & 453: Label “Tachy Dysrhythmias” and “Brady Dysrhythmias”**
- Lewis, S. L. Bucher, L, Heitkemper, M. M., & Harding, M. M., Kwong, J. and Roberts, D. (2017). 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**
- Harding, M., & Snyder, J. S. (2020). Clinical reasoning cases in nursing (7<sup>th</sup> Ed.). **Case Studies #5 – Coronary Artery Disease and Permanent Pacemaker & #22 Dysrhythmia with Implantable Cardio-defibrillator**
- 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. (2020). Priorities in critical care nursing (8<sup>th</sup> Ed.): **Chapter 11 – Cardiovascular Diagnostic Procedures (Electrocardiography)\_ pp. 117 – 136; Chapter 12 – Cardiovascular Therapeutic Management**

## **Unit 6: 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**

- XVII. 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
- XVIII. 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 Note taking
- Clinical Reasoning Case Studies
- Evidence-based practice simulations

### **Essential 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 (3<sup>rd</sup> Ed.). **p. 53 – Embolic (Ischemic) Stroke; p. 55 – Hemorrhagic Stroke; p. 253 Meningitis / Encephalitis; p. 303 - Increased Intracranial Pressure**
- Harding, M., & Snyder, J. S. (2020). Clinical reasoning cases in nursing (7<sup>th</sup> Ed.). **Case #77 – Acute Cerebrovascular accident; Case #82 – Meningitis; Case #87 – Closed Head Injury; Case #88 - Subarachnoid Hemorrhage**
- Harding, M. M., Hagler, D., Kwong, J., Reinisch, C., & Roberts, D. (2020). Lewis's Medical-surgical nursing: Assessment and management of clinical problems (11<sup>th</sup> 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 (9<sup>th</sup> 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. (2020). Priorities in critical care nursing (8<sup>th</sup> Ed.): **Chapter 16: Neurologic Clinical Assessment & Diagnostic Procedures; Chapter 17: Neurologic Disorders and Therapeutic Management**

# **Unit 6a: Spinal Cord, Peripheral Nerve Problems, and Cranial Nerve Disorders**

## **Unit Student Learning Outcomes**

Upon completion of this unit, the student will:

12. Examine the pathophysiology and clinical management of adult patients with spinal cord, peripheral nerve problems, and Cranial Nerve Disorders.
13. 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.
14. 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, and Cranial Nerve Disorders.
15. 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, and Cranial Nerve Disorders.
16. Examine the roles of the associate degree nurse in caring for adult patients, and their families, with spinal cord, peripheral nerve problems, and Cranial Nerve Disorders.
17. Utilize effective communication with culturally and spiritually diverse adult patients, their families, and members of the health care team.
18. Apply principles of patient care management in the care of adult patients with spinal cord, peripheral nerve problems, and Cranial Nerve Disorders.
19. Apply principles of patient safety in the care of adult patients with complex healthcare needs and their families.
20. Utilize clinical data and current literature as a basis for decision making in the care of adult patients with spinal cord, peripheral nerve problems, and Cranial Nerve Disorders.
21. Discuss ethical/legal issues related to the care of adult patients, and their families with spinal cord, peripheral nerve problems, and Cranial Nerve Disorders.
22. Examine health care and financial resources available to assist culturally diverse adult patients with spinal cord, peripheral nerve problems, and Cranial Nerve Disorders.

## **Learning Content**

- XIX. Spinal Cord & Peripheral Nerve Problems- Interprofessional Care, Pharmacologic and Nursing Management
- A. Spinal Cord Injury
  - B. Spinal Cord Tumors
  - C. Cranial Nerve Disorders
  - D. Polyneuropathies
    - i. Guillain-Barre Syndrome

- E. Cranial Nerve Disorders
  - i. Trigeminal Neuralgia
  - ii. Bell's Palsy

### **Learning Activities:**

- NurseThink Note taking
- Clinical Reasoning Case Studies
- Evidence-based practice simulations

### **Essential 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 (3<sup>rd</sup> Ed.); **p. 185 Guillain-Barre' Syndrome;; p. 189 Myasthenia Gravis; p. p.**
- Harding, M., & Snyder, J. S. (2020). Clinical reasoning cases in nursing (7<sup>th</sup> Ed.). **# 86 Spinal Cord Injury.**
- Harding, M. M., Hagler, D., Kwong, J., Reinisch, C., & Roberts, D. (2020). Lewis's Medical-surgical nursing: Assessment and management of clinical problems (11<sup>th</sup> Ed.). St. Louis: Elsevier. (Previously required)
- **Chapter 60, Spinal Cord and Peripheral Nerve Problems.**
- Lilley, L., Rainforth., Collins, S., & Snyder, J. (2017). Pharmacology and the nursing process (9<sup>th</sup> Ed.). Elsevier, Inc.: St. Louis, MO. (Previously required).
- Urden, L. D., Stacy, K. M., Lough, M. E. (2020). Priorities in critical care nursing (8<sup>th</sup> Ed.): **Chapter 16: Neurologic Clinical Assessment & Diagnostic Procedures; Chapter 17: Neurologic Disorders and Therapeutic Management**

## **Unit 7: Musculoskeletal and Abdominal Trauma**

### **Unit Student Learning Outcomes**

Upon completion of this unit, the student will:

10. Examine the pathophysiology and clinical management of adult patients with Musculoskeletal and Abdominal Trauma.
11. Apply the nursing process in the care of adult patients with Musculoskeletal and Abdominal Trauma.
12. and their families in primary, secondary, and tertiary settings to achieve, improve, or maintain an optimal level of wellness.
13. 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.
14. 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.
15. Examine the roles of the associate degree nurse in caring for adult patients with Musculoskeletal and Abdominal Trauma and their families.
16. Utilize effective communication with culturally and spiritually diverse adult patients, their families, and members of the health care team.
17. Apply principles of patient care management in the care of adult patients with Musculoskeletal and Abdominal Trauma.
18. Apply principles of patient safety in the care of adult patients with complex healthcare needs and their families.
19. 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**

#### **H. Musculoskeletal Trauma Injuries: Nursing Management and Interprofessional Care**

##### **1. Dislocation and Subluxation**

##### **2. Fractures**

- a) Location specific
- b) Classifications
- c) Healing
- d) Complications
- e) Emergency Management
- f) Nursing ADPIE
- g) Interprofessional Care
  - i. Immobilization
  - ii. Surgical Intervention (pre-op and post-op Nursing Management)

##### **3. Amputation**

##### **4. Fall Prevention**

#### **II. Abdominal Trauma**

## Learning Activities:

- NurseThink Note taking
- Clinical Reasoning Case Studies

## Recommended Reading:

- Bristol, T. J., & Sherrill, K. J. (2019). NurseThink for students: The notebook (3<sup>rd</sup> Ed.). **Fall Prevention p. 431; Preoperative p. 441; Postoperative p. 439**
- Harding, M. M., Hagler, D., Kwong, J., Reinisch, C., & Roberts, D. (2020). Lewis's Medical-surgical nursing: Assessment and management of clinical problems (11<sup>th</sup> Ed.). St. Louis: Elsevier. **Chapter 62 Musculoskeletal Trauma and Orthopedic Surgery**
- Harding, M., & Snyder, J. S. (2020). Clinical reasoning cases in nursing (7<sup>th</sup> Ed.). **Case Studies # 45 – Fractured Tibia and Fibula with Osteomyelitis; #46 – Fractured Hip with Postoperative Complications; #47 Fractured Femur with Traction; # 49 Fractured Hip in the Emergency Department; #50 – Above the Knee Amputation**
- 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 8: Hemodynamic Monitoring and Circulatory Assistive Devices**

## **Unit Student Learning Outcomes**

Upon completion of this unit, the student will:

29. Examine the pathophysiology and clinical management of adult patients with hemodynamic monitoring and circulatory assistive devices
30. 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.
31. 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.
32. 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.
33. Examine the roles of the associate degree nurse in caring for adult patients with hemodynamic monitoring and circulatory assistive devices and their families.
34. Synthesize effective communication with culturally and spiritually diverse adult patients, their families, and members of the health care team.
35. Apply principles of patient care management in the care of adult patients with hemodynamic monitoring and circulatory assistive devices.
36. Apply principles of patient safety in the care of adults with complex healthcare needs and their families.
37. 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**

### **VI. Cardiac Cycle**

- A. Systole
- B. Diastole

### **VII. Hemodynamic monitoring**

- A. Cardiac output normal
- B. Cardiac index normal
- C. Stroke Volume normal
- D. Preload
- E. Afterload
- F. Vascular Resistance
- G. Contractility

### **VIII. 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
- IX. The role of the nurse in quality and safety monitoring.

## Learning Activities:

- NurseThink Note taking
- Clinical Reasoning Case Studies
- Evidence-based practice presentations

## 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 (3<sup>rd</sup> Ed.). **Safety: Central Line, p. 423. (Substitute Pulmonary Artery Catheter as this is also a Central Line).**
- Harding, M., & Snyder, J. S. (2020). Clinical reasoning cases in nursing (7<sup>th</sup> Ed.). **Case study # 12 p 52**
- Lewis, S. L. Bucher, L, Heitkemper, M. M., & Harding, M. M., Kwong, J. and Roberts, D. (2017). 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. (2020). Priorities in critical care nursing (8<sup>th</sup> Ed.): **Chapter 10 – Cardiovascular clinical assessment and diagnosis – pp 97-117 and Ch 12 – Cardiovascular therapeutic management – pp 211-214**

# **Unit 9: 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**

### **X. 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
- XI. Nursing Management: Shock
- XII. Systemic Inflammatory Response Syndrome (SIRS) and Multiple Organ Dysfunction Syndrome (MODS)
- XIII. Nursing and Interprofessional Management: SIRS and MODS
- XIV. Disseminated Intravascular Coagulation
- XV. Nursing Management: Disseminated Intravascular Coagulation
- XVI. Heparin Induced Thrombocytopenia (HIT)
- XVII. Nursing Management: HIT

## **Learning Activities:**

- NurseThink Note taking
- Clinical Reasoning Case Studies

## **Recommended Reading / Activities:**

- Bristol, T. J., Herrman, J. W., & Stephenson, W. (2019). NurseThink for students NCLEX-RN conceptual review guide: **p. 64 – Shock; p. 81 – Disseminated intravascular coagulation (DIC);**
- Bristol, T. J., & Sherrill, K. J. (2019). NurseThink for students: The notebook (3<sup>rd</sup> Ed.). **DIC – p. 51; Cardiogenic Shock – p. 75; Hypovolemic Shock – p. 77; Septic Shock – p. 79; Septicemia – p. 227;**
- Harding, M., & Snyder, J. S. (2020). Clinical reasoning cases in nursing (7<sup>th</sup> Ed.). **Case study # 21 - DIC; # 130 – Sepsis;**
- Lewis, S. L. Bucher, L, Heitkemper, M. M., & Harding, M. M., Kwong, J. and Roberts, D. (2017). 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. (2020). Priorities in critical care nursing (8<sup>th</sup> Ed.): **Chapter 26 – Shock, Sepsis, and Multiple Organ Dysfunction syndrome; Chapter 27 (pp. 503 - 509) Hematologic Disorders**

# **Unit 10: 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:

10. Examine the pathophysiology and clinical management of adult patients in emergency and disaster nursing, environmental emergencies, family and IPV.
11. 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.
12. 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.
13. 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.
14. Examine the roles of the associate degree nurse in caring for adult patients in emergency and disaster nursing, environmental emergencies, family and IPV.
15. 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.
16. Apply principles of patient care management in the care of adult patients in emergency and disaster nursing, environmental emergencies, family and IPV.
17. 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.
18. 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.
19. Examine the role of the nurse in recognizing and addressing workplace violence.

## **Learning Content**

- XVIII. Violence – Nursing & Interprofessional Management
  - A. Abuse, Rape, and Sexual Assault
  - B. Workplace Violence
- XIX. 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
- XX. Environmental Emergencies – Nursing and Interprofessional Management
  - A. Heat related emergencies
  - B. Cold related emergencies
  - C. Submersion injuries
  - D. Stings and bites
  - E. Poisoning
- XXI. Mass Casualty Incidents / Terrorism – Nursing and Interprofessional Management

### **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**
- Lewis, S. L. Bucher, L, Heitkemper, M. M., & Harding, M. M., Kwong, J. and Roberts, D. (2017). 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 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**

- XXII. 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
- XXIII. Acute Complications of Diabetes Mellitus
  - A. Diabetic Ketoacidosis
  - B. Hyperosmolar Hyperglycemic Syndrome

## **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**
- Lewis, S. L. Bucher, L, Heitkemper, M. M., & Harding, M. M., Kwong, J. and Roberts, D. (2017). Medical-surgical nursing: Assessment and management of clinical problems (11th Ed.). St. Louis: Elsevier. (Previously required) **Chapter 48 pp. 1130-1133, 1147-1149**

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## Institutional Policies and Guidelines

**Grade Appeal Process:** Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook. <[https://build.com.edu/uploads/sitecontent/files/student-services/Student\\_Handbook\\_2019-2020v5.pdf](https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf). *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.* [https://build.com.edu/uploads/sitecontent/files/student-services/Student\\_Handbook\\_2019-2020v5.pdf](https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf)

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

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

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

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

**Withdrawal Policy:** Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1<sup>st</sup> 8-week session is October 5. The last date to withdraw from the 16-week session is November 18. The last date to withdraw for the 2<sup>nd</sup> 8-week session is December 1.

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

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

**Resources to Help with Stress:**

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at [deanofstudents@com.edu](mailto:deanofstudents@com.edu) or [communityresources@com.edu](mailto:communityresources@com.edu).

## Appendices

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 eye contact (read from notes consistently); group unprepared; could not hear presentation.	5.1 - 10 points: Presentation 5-7 minutes; Eye contact inconsistent (read from notes frequently); difficult to hear presentation.	10.1 – 15 points: Presentation 7 to 12 minutes; maintained eye contact; voice project so all could hear.
		Total Points	100

**RNSG 2332 Enhanced Concepts Adult Health Fall 2022**

<b>Week</b>	<b>Unit</b>	<b>Assignment(s)</b>	<b>Due</b>
<b>Week 1</b> <b>Orientation</b>  08/22-08/28	<b>Monday 08/22 0930-1500 Room 240</b> Orientation (Policies, Review Syllabus, Brightspace)  <b>Tuesday 08/23 0900-1100 Room 240</b> <ul style="list-style-type: none"> <li>0900 Mrs. Hall to discuss Capstone</li> <li>0930-1030 Hurst Review Set-up</li> <li>1030-1100 Mrs. Fano/Mr. Bullock breakout with Clinical Groups</li> </ul> <b>Wednesday 08/24 1300 – 1545</b> <ul style="list-style-type: none"> <li>Unit 1: Health alterations due to Infectious Diseases and altered immune responses: Transplantation</li> </ul> <b>Thursday 08/25 0800-1430</b> <ul style="list-style-type: none"> <li><b>Room TVB 1532 Math Exam 1 0800-0900</b></li> <li><b>Room 240/244 Skills Peer to Peer check-off 0930 – 1430 <i>NGT, Foley, IV insertion, IV push medication</i></b></li> </ul> <b>Friday, 08/26 0800 – 1200</b> <ul style="list-style-type: none"> <li>Unit 1: Health alterations due to Infectious Diseases and altered immune responses: Transplantation (continued)</li> <li><b>Lab- Medications listed in Brightspace (bring blank worksheet to class)</b></li> </ul>		
<b>Week 2</b>  08/29-09/04	<b>Tuesday 08/30 1130-1230 Math Comp #2 (If needed, for RNSG 2262 Enhanced Concepts Clinical)</b> <ul style="list-style-type: none"> <li><b><i>Must take exam at the specified time 1130</i></b></li> </ul> <b>Tuesday 08/30 0730 – 1600 SIM Lab (AM and PM group)</b>  <b>Wednesday, 8/31 1000-1100 Math Comp #3 TVB 1532 (If needed, for RNSG 2262 Enhanced Concepts Clinical)</b> <ul style="list-style-type: none"> <li><b><i>Must take exam at the specified time 1000</i></b></li> </ul> <b>Wednesday, 08/31, 1300-1545</b> <ul style="list-style-type: none"> <li>Unit 2: Integumentary Problems: Burns, fluid and electrolytes</li> </ul> <b>Thursday 09/01 SIM Lab, 0730 – 1600 (AM and PM group)</b>  <b>Friday, 09/02/22, 0800 -1200</b> <ul style="list-style-type: none"> <li>Unit 2: Integumentary Problems: Burns, fluid and electrolytes (continued)</li> <li><b>Exam Review – teach back assigned topics</b></li> </ul>	Nurse Think - <b>MRSA/VRE/Healthcare associated Infections</b>	<b>09/05/22 by 2359</b>
<b>Week 3</b>	<b>EAQ due</b>	<b>EAQ</b>	<b>EAQ Due 09/05 @</b>

Week	Unit	Assignment(s)	Due
09/05-09/11	<p><b>Wednesday 09/07, 1300-1430, No class after</b>  <b><i>Proctored Exam #1 TVB 1532: (Units 1 &amp; 2)</i></b></p> <p><b>Friday, 09/09/22, 0800-1200</b></p> <ul style="list-style-type: none"> <li>Unit 3 Lower Respiratory Problems</li> <li>Lab - Ventilators, vaps, chest tube</li> </ul>	<p><i>Must take exam at the specified time on campus</i></p> <p>NurseThink  <b>Acute Pain and Burns</b></p>	<p>2359</p> <p>09/12/22 by 2359</p>
<p><b>Week 4</b></p> <p>09/12-09/18</p>	<p><b>Wednesday, 09/14, 1300-1545</b></p> <ul style="list-style-type: none"> <li>Unit 4 Acute alterations of vascular/circulation/clotting</li> </ul> <p><b>Friday, 09/16, 0800-1200</b></p> <ul style="list-style-type: none"> <li>Unit 4 Acute alterations of vascular/circulation/clotting (continued)</li> <li>Lab- Role play, case studies</li> </ul>	<p>NurseThink  <b>Pulmonary embolism, Pneumonia, Oxygenation/gas exchange</b></p>	<p>09/18  By 2359</p>
<p><b>Week 5</b></p> <p>09/19-09/25</p>	<p><b>EAQ</b></p> <p><b>Wednesday 09/21 1300-1545</b></p> <ul style="list-style-type: none"> <li>Exam Review - Teach back assigned topics</li> </ul> <p><b>Friday, 09/23, 0800-0930</b>  <b><i>Proctored Exam #2 TVB 1532: (Units 3 &amp; 4)</i></b>  <b><i>No class after exam.</i></b></p> <ul style="list-style-type: none"> <li>Unit 5: Problems of Oxygenation / Perfusion: Dysrhythmias. <i>Begin reviewing on your own in preparation for next class.</i></li> </ul>	<p><b>EAQ</b></p> <p>NurseThink  <b>Aortic Aneurysm, Ischemic stroke, Hemorrhagic stroke</b></p>	<p>09/26 by 2359</p> <p>09/25 by 2359</p>
<p><b>Week 6</b></p> <p>09/26-10/02</p>	<p><b>Wednesday 09/28 1300-1545</b></p> <ul style="list-style-type: none"> <li>Unit 5: <b>Problems of Oxygenation / Perfusion Dysrhythmias.</b></li> </ul> <p><b>Friday, 09/30 0800-1200</b></p> <ul style="list-style-type: none"> <li>Unit 6: Acute Intracranial Problems, SCI, Peripheral Nerve Problems</li> <li><b>Lab- EKG placement, rhythm interpretation</b></li> </ul>	<p>NurseThink  <b>Tachy/brady dysrhythmias</b></p>	<p>10/03 by 2359</p>
<p><b>Week 7</b></p> <p>10/03-10/09</p>	<p><b>Wednesday 10/05 1300-1545</b></p> <ul style="list-style-type: none"> <li>Unit 7: Musculoskeletal Trauma/Abdominal Trauma</li> </ul> <p><b>Friday 10/07 0800-1200</b></p> <ul style="list-style-type: none"> <li>Unit 7: Musculoskeletal Trauma/Abdominal Trauma (continued)</li> <li><b>Exam 3 review – Teach back assigned topics</b></li> </ul>		

Week	Unit	Assignment(s)	Due
<b>Week 8</b> <b>10/10-10/16</b>	<b>Wednesday 10/12 1300-1545</b> <b>Proctored Exam #3 TVB 1529: (Units 5, 6 &amp; 7)</b> <b>No class after exam.</b> <b>**Review hemodynamic monitoring recorded lecture that is posted in Bright Space.</b>  <b>Friday 10/14 0800-1200</b> <ul style="list-style-type: none"> <li>Unit 8: Hemodynamic monitoring and circulatory assistive devices</li> </ul>	EAQ	10/17 by 2359
<b>Week 9 BB Lecture</b> <b>10/17-10/23</b>	<b>Wednesday, 10/19 1300-1545</b> <ul style="list-style-type: none"> <li>Unit 9: Care in Specialized Settings <ul style="list-style-type: none"> <li>Shock, Sepsis, Multiple Organ Dysfunction Syndrome</li> </ul> </li> <li>Unit 11: Endocrine System Alterations</li> </ul> <b>Friday 10/21 0800-1200</b> <ul style="list-style-type: none"> <li>Unit 10: Care in Specialized Settings (continued) <ul style="list-style-type: none"> <li>Emergency, Trauma, Disaster, &amp; Pandemic Nursing</li> <li>Sexual Assault</li> </ul> </li> </ul>	NurseThink <b>Cardiogenic Shock, Hypovolemic Shock, Septic Shock</b>	10/24 by 2359
<b>Week 10 BB lecture</b> <b>10/24-10/30</b>	<b>Wednesday, Review 10/26, 1300-1545</b> <ul style="list-style-type: none"> <li>Exam 4 Review Units 8, 9 and 10</li> </ul> <b>Friday, 10/28 0800 EBP Presentation and Panel</b>		
<b>Week 11 BB Lecture</b> <b>10/31-11/06</b>	<b>EAQ</b>  <b>Tuesday 11/01 1300-1430</b> <b>Live Proctored Exam #4 Room TVB 1532: (Units 8, 9 &amp; 10)</b>  Wednesday 11/02 Hurst Review Thursday 11/03 Hurst Review Friday 11/04 Hurst Review	EAQ	10/31 by 2359
<b>Week 12 BB</b> <b>11/07-11/13</b>	<b>Finals Week</b>  <b>Med/Surg HESI Monday 11/07 Room TVB 1529 @ 1100</b> <b>Exit HESI Wednesday 11/09 Room TVB 1532 @ 1130-1600</b> <b>Pharm HESI Thursday 11/10 Room TVB 1532 @ 0900-1200</b>  <b>Friday, November 11<sup>th</sup> – Allied Health Day!</b>  <b>Grades due in Web Advisor by noon, Friday, 11/11</b>		

