



RNSG-1341-101CL, 102CL and 103CL-FA2022

Common Concepts of Adult Health

FALL 2022

Lecture – Tuesdays 07:30am-9:30am

STEAM 102

Lab – Tuesdays 09:30am-12:30pm

STEAM 102

Facilitator/Instructor Information:

Benjamin “Jay” Ketcherside, II, MSN, RN
STEAM 225-13
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Student hours and location:

Office Hours: Mondays 09:00am-11:00am, Tuesdays 1:30pm-3:30pm, Wednesdays, 12:00pm-3:00pm

Instructor Information:

Molly Gundermann, MSN-Ed, RN
STEAM 225-21
409-933-8395

Student hours and location:

Office Hours: Mondays 12:30-3:30pm, Wednesdays 09:00-12:00pm

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 (2020). *Sherpath for Pharmacology (Lilley version), 9th edition*. St. Louis: Elsevier, Inc.*

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

Elsevier (2017). *HESI RN Patient Review. 1st Edition*. St. Louis: Elsevier, Inc.

Harding, M., et al. (2021) *Elsevier Adaptive Quizzing for Medical-surgical nursing: Assessment and management of clinical problems, 11th edition*. St. Louis: Elsevier, Inc.*

Harding, M., Kwong, J., Roberts, D., Hagler, D., Reinisch, C. (2019). *Medical-Surgical Nursing: Assessment and Management of Clinical Problems, 11th Edition*. St. Louis: Elsevier, Inc.

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

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

*This product is an electronic or online application.

Course Description:

Basic integration of the role of the professional nurse as a provider of patient-centered care, patient safety advocate, member of health care team, and member of the profession. Study of the common concepts of caring for adult patients and families with medical-surgical health care needs related to body systems, emphasizing knowledge, judgment, skills, and professional values within a legal/ethical framework. This course lends itself to a blocked approach. (Credit 3: Lecture 2, Lab 3) (16-week course, 80 contact hours)

Course requirements:

1. **Unit exams (4):** 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.
3. **Pharmacology Quizzes (Sherpath):** Assesses knowledge and application of selected pharmacologic content. Students must complete each required quiz or exercise by the date and time provided by the lecturer. You will have one attempt for each

Pharmacology Quiz/Exercise. Failure to submit a said quiz or exercise will result in a grade of zero. The scores for **all required quizzes/exercises** will be averaged for your Pharmacology Lesson Quiz grade.

4. **EAQ Med Surg Quizzes** Assesses knowledge and application of content integrated within the course. Students will complete EAQ quizzes or other exercises as assigned, each due as assigned by the lecturer. The quizzes are multiple choice, multiple answer, and alternative-style questions. The student will have one attempt to complete each activity. Failure to submit a said quiz or exercise will result in a grade of zero. Average of EAQ grades will be used for final EAQ quiz grade.
5. **Pharmacology Lessons (Sherpath):** Assesses knowledge and application of selected pharmacologic content integrated within the program. Students will complete lessons as assigned, each due at midnight on the assigned deadline. The lessons are multi-media, mixing quizzes and videos and other materials over a single drug class. Students will complete two a week until the pharmacology topics are exhausted for this semester. The grade of these lessons will be averaged and made part of the final grade.
6. **Lab Attendance and 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.

Determination of Course Grade/Detailed Grading Formula:

Grading Scale

A = 90 -100.00

B = 80 -89.99

C = 75 -79.99*

D = 60 -74.99

F = < 60

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

Grade Calculation

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

Assignment	%
Unit Exam 1 *	14%
Unit Exam 2*	14%
Unit Exam 3*	14%
Unit Exam 4*	14%
HESI Final Exam*	14%

Exam Subtotal*	70%
EAQ Med/Surg quizzes, averaged	10%
Sherpath Pharmacology quizzes, averaged	10%
Sherpath Weekly Pharmacology lessons, averaged	5%
Lab Attendance and Participation (100% if present and participated, zero if absent or did not participate in lab), averaged	5%
Other Subtotal	30%
**Weighted Grade Total	100%
* $\geq 75\%$ exam average required to pass the course **Weighted assignments calculated only after 75% exam average met	

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

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

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

Attendance Policy:

See the Attendance policy in the Nursing Student Handbook.

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

Course Objectives/Student Learning Outcomes

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

3. Examine pharmacokinetics, pharmacodynamics, therapeutic actions, side/adverse effects, contraindications, drug and dietary interactions, precautions, and routes of administration of relevant medications used in treatment of patients with common health needs.	Outcome 3: Practice beginning leadership skills to include effective delegation; collaboration with the patient, family, and members of the health care team; coordination of safe, effective, caring, evidence-based, and therapeutic patient-centered care; and integration of knowledge from the humanities, nutrition, pharmacology, and the psychosocial, biological, and nursing sciences.	Unit Exams and HESI final scores Physiological Integrity: Pharm & Parenteral Tx score Fundamentals: Med Administration score
4. Examine the roles of the associate degree nurse in caring for adult patients with common health needs and their families.	Outcome 3: Practice beginning leadership skills to include effective delegation; collaboration with the patient, family, and members of the health care team; coordination of safe, effective, caring, evidence-based, and therapeutic patient-centered care; and integration of knowledge from the humanities, nutrition, pharmacology, and the psychosocial, biological, and nursing sciences.	Unit Exams and HESI final scores QSEN topics of Dimensions of Patient Care, Teamwork and Collaboration (Members of the team, Scope of practice and Systems/Team Functions)
5. Utilize effective communication with culturally and spiritually diverse adult patients, their families, and members of the health care team.	Outcome 5: Incorporate principles of effective communication and documentation using current nursing technology and informatics in providing patient-centered care.	Unit exams and HESI final scores communication scores
6. Identify fundamental principles of patient care management.	Outcome 4: Synthesize principles and techniques of interpersonal communication to implement therapeutic interactions with culturally diverse individuals, families, and groups in a variety of settings.	Unit exams and HESI final scores HESI final Collaboration/Managing Care scores
7. Apply principles of patient safety in the common health needs of patients and their families.	Outcome 4: Synthesize principles and techniques of interpersonal communication to implement	Unit exams and HESI final scores Basic Safety Design Principles score

	therapeutic interactions with culturally diverse individuals, families, and groups in a variety of settings.	
8. Select appropriate principles of teaching and learning for culturally and spiritually diverse patients with common health needs.	Outcome 6: Integrate principles of teaching and learning to organize and plan the teaching of patients, family members, and other health care providers with socioeconomic, cultural, and spiritual diversity.	Unit exams and HESI final scores Teaching and Learning-Patient Education scores
9. Utilize clinical data and current literature as a basis for decision making in the care of adult patients with common health needs and their families.	Outcome 5: Incorporate principles of effective communication and documentation using current nursing technology and informatics in providing patient-centered care.	Unit exams and HESI final scores QSEN topics Evidence based practice, research and EBP score Safety topics, Nursing informatics score
10. Discuss ethical/legal issues related to the care of adult patients with common health needs and their families.	Outcome 8: Practice the delivery of safe and cost-effective nursing health care according to established evidence-based standards of practice and within legal/ethical standards.	Unit exams and HESI final scores QSEN topics Patient centered care care topic, ethical legal score.
11. Compare and contrast health care and financial resources available to assist culturally diverse adult patients with common health needs and their families.	Outcome 8: Practice the delivery of safe and cost-effective nursing health care according to established evidence-based standards of practice and within legal/ethical standards.	Unit exams and HESI final scores Client needs topics Safe/Effective environment Management of Care

WECM End-of-Course Outcomes

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

Academic Dishonesty:

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

Plagiarism

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

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

Student Concerns: If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact the Course Facilitator. If, after discussing your concern with the Course Facilitator, you still have questions, please email nursing@com.edu to request an appointment with the Director of Nursing. Please see the Student Concerns Policy in the Nursing Student Handbook for further instructions.

Course outline: See Appendix A.

Methods of Instruction

Case studies
Online Lecture (live and/or recorded)
Group discussions
Assignments
Quizzes
Role-play and demonstration
Audio-visual instructional aids
Written Reports/Clinical Reasoning exercises
Mapping studies

Successful Tips for Students

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

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

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

2. Read assignments before class or clinical. Here are some strategies for getting the most out of your college textbooks:

- 4 Steps to Reading a Textbook:

- <http://www.studyright.net/blog/4-steps-to-reading-a-textbook-quickly-and-effectively/>
- Active Reading Strategies:
<http://www.princeton.edu/mcgraw/library/for-students/remember-reading/>
- The Reading Cycle: Plan-Do-Review
<http://www2.swccd.edu/~asc/lrnglinks/txttrdg.html>
- How to Read Your Textbooks More Efficiently College Info Geek (video)
<https://www.youtube.com/watch?v=tgVjmFSx7rg>
- 5 Active Reading Strategies for Textbook Assignments College Info Geek (video)
[5 Active Reading Strategies for Textbook Assignments - College Info Geek](#)

ANA Scope and Standards of Practice

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

Student Handbooks

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

Syllabus Revisions

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

The Tutoring Center

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

Surviving Active Shooter Event Reference and Training Videos

Run, Hide, Fight * (Mandatory)

<https://www.youtube.com/watch?v=5VcSwejU2D0>

Last Resort ACTIVE SHOOTER SURVIVAL Measures by Alon Stivi

<https://www.youtube.com/watch?v=r2tleRUbRHw>

Surviving an Active Shooter Event - Civilian Response to Active Shooter

<https://www.youtube.com/watch?v=j0lt68YxLQQ>

Make the Call * (Mandatory) <https://www.youtube.com/watch?v=AWaPp-8k2p0>

Discussion Questions:

1. What is your plan while in class to consider running, hiding, or fighting to survive?
2. How would you lock your classroom and/or barricade entry into the classroom?
3. What would you use to improvise weapons to take down the shooter / aggressor?
4. If you have to fight, would you COMMIT to the fight to save your life and others?
5. If you have a License to Carry and are concealed carrying, what guidelines would you follow?
6. Do you have the campus police emergency number and non-emergency number programmed into your phone?
 - a. COM Police Emergency number (409-933-8599)
 - b. COM Police Non-Emergency number (409-933-8403).
7. When the police arrive why would you have your hands up and follow all commands?
8. Why is it important to make the call to report any suspicious person or activity to campus police?

Notice to Students Regarding Licensing

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

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

Should you wish to request a review of the impact of criminal history on your potential Registered Nurse License prior to or during your quest for a degree, you can visit this link and request a "Criminal History Evaluation":

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

This information is being provided to all persons who apply or enroll in the program, with notice of the requirements as described above, regardless of whether or not the person has been convicted of a criminal offense. Additionally, HB 1508 authorizes licensing agencies to require reimbursements when a student fails to receive the required notice.

Course Content

Unit 1: Fluids and Electrolytes

Unit Student Learning Outcomes:

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

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

Learning Content:

Students will need to understand the pathophysiology, priority assessments, priority labs/diagnostics, priority nursing interventions, priority medications, priority potential & actual complications, and priority collaborative goals for each disorder, disease, health problem.

- I. Conceptual Focus p. 268
- II. Homeostasis p. 268
- III. Water Content of the body p. 268
- IV. Electrolytes p. 269
- V. Mechanisms controlling fluid and electrolyte movement p. 269

- a. Fluid movement in the capillaries p. 271
 - b. Fluid spacing p. 272
- VI. Regulation of water balance p. 272
- VII. Fluid volume imbalances p. 274
 - a. Fluid volume deficit
 - b. Fluid volume Excess
- VIII. Nursing management
- IX. Electrolyte imbalances and Nursing and Interprofessional management p. 274 – 285
 - a. Sodium
 - b. Potassium
 - c. Calcium
 - d. Phosphate
 - e. Magnesium
- X. Oral and IV Fluid and electrolyte replacement p.290 - 292
- XI. Diagnostics
- XII. Serum electrolytes
 - a. Basic metabolic panel (basic chemistry)
 - b. Complex metabolic panel (complex chemistry)
 - c. Urine output (strict I&O)
 - d. Daily weights

Learning activities:

Read: Harding, Kwong, Roberts, Hagler, Reinisch (2020): Chapter 16

Snyder, Collins & Lilley, 9th Edition (2020) Sherpath ebook: Chapter 29

Unit 2: Disruptive Factors of the Genitourinary System
Part I: Renal Urinary System
Part II: Reproductive System

Unit Student Learning Outcomes:

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

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

Learning Content:

- I. Body System: Urinary System p. 1007-1024
 - a. Structures and functions of the Urinary system
 - b. Assessment of the Urinary system
 - c. Diagnostics of the Urinary system
 - i. Imaging
 1. Urine residual bladder scan/straight cath

- 2. Cystoscopy
 - 3. CT
 - 4. IVP
 - 5. KUB
 - ii. Laboratory
 - 1. Urinalysis
 - 2. Urine Culture and Sensitivity
 - 3. Composite Urine Collection
 - 4. Creatinine Clearance
 - 5. Serum renal panel
 - iii. Pathology
 - d. Problems of the Urinary system (Students will need to understand the pathophysiology, priority assessments, priority labs/diagnostics, priority nursing interventions, priority medications, priority potential & actual complications, and priority collaborative goals for each disorder, disease, health problem.)
 - i. Urinary Tract Infection p. 1024
 - ii. Pyelonephritis p. 1028
 - iii. Bladder dysfunction p. 1045- 1052
 - iv. Incontinence
 - v. Retention
 - vi. Catheterization
 - vii. Acute Kidney Injury p. 1059
 - viii. Chronic Kidney disease p. 1065
 - ix. Dialysis p. 1073 - 1080
 - 1. Peritoneal Dialysis
 - 2. Hemodialysis
 - 3. Continuous Renal Replacement therapy
- II. Body System: Reproductive Systems p. 1171-1190
- a. Structures and functions of the Reproductive System
 - b. Assessment of the Reproductive System
 - c. Diagnostics of the Reproductive System
 - d. Problems of the Reproductive System (Students will need to understand the pathophysiology, priority assessments, priority labs/diagnostics, priority nursing interventions, priority medications, priority potential & actual complications, and priority collaborative goals for each disorder, disease, health problem.)
 - e. Sexually Transmitted Diseases p. 1212
 - i. Chlamydial infections
 - ii. Gonococcal Infections
 - iii. Trichomoniasis
 - iv. Genital Herpes
 - v. Genital Warts
 - vi. Syphilis
 - f. Male Reproductive problems p. 1254 - 1279
 - i. Benign Prostatic Hyperplasia (BPH) p. 1254

- ii. Common surgery: TURP
- iii. Erectile dysfunction
- iv. Prostatitis
- v. Hypospadias
- vi. Phimosis
- vii. Peyronie's disease
- viii. Epididymitis
- ix. Orchitis
- x. Cryptorchidism
- xi. Hydrocele
- xii. Spermatocoele
- xiii. Varicocele
- xiv. Testicular torsion
- xv. Vasectomy
- xvi. Hypogonadism
- xvii. Infertility

Learning Activities:

Read:

Harding, Kwong, Roberts, Hagler, Reinisch (2020): Chapters 44, 45, 46, 50, 52, 54
Snyder, Collins & Lilley, 9th Edition (2020) Sherpath ebook: Chapter 35

Unit 3: Disruptive Factors of the Immune System

I. Inflammation

II. Immune responses

III. Integumentary

Unit Student Learning Outcomes:

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

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

Learning content:

- I. Body System: Immune System
 - a. Structures and functions of the Immune system
 - b. Assessment of the Immune system
 - c. Diagnostics of the Immune system
 - i. HIV Test

- d. Problems of the Immune system (Students will need to understand the pathophysiology, priority assessments, priority labs/diagnostics, priority nursing interventions, priority medications, priority potential & actual complications, and priority collaborative goals for each disorder, disease, health problem.)
 - e. Inflammation p.156
 - f. Wound healing
 - i. Pressure injuries
 - ii. Stage I
 - iii. Stage II
 - iv. Stage III
 - v. Stage IV
 - vi. Unstageable
 - vii. Deep Tissue Injury
 - g. Altered Immune responses
 - i. Hypersensitivities
 - 1. Type I
 - a. Anaphylaxis
 - b. Atopic reactions
 - 2. Type II
 - a. Hemolytic transfusion reactions
 - b. Goodpasture syndrome
 - 3. Type III
 - 4. Type IV
 - ii. Contact dermatitis
 - iii. Microbial hypersensitivity reactions
 - iv. Allergic disorders
 - 1. Chronic allergies
 - 2. Latex allergies
 - h. Immunodeficiency disorders
 - i. Primary
 - ii. Secondary
 - 1. Infections
 - 2. HIV
- II. Body System: Integumentary
- a. Structures and functions of the Integumentary system
 - b. Assessment of the Integumentary system
 - c. Diagnostics of the Integumentary system
 - i. Patch test
 - d. Problems of the Integumentary system (Students will need to understand the pathophysiology, priority assessments, priority labs/diagnostics, priority nursing interventions, priority medications, priority potential & actual complications, and priority collaborative goals for each disorder, disease, health problem.)
 - i. Skin infections p 414 – 425
 - ii. Herpes simplex I

iii. Psoriasis

Learning Activities:

Read:

- I. Harding, Kwong, Roberts, Hagler, Reinisch (2019): Chapter 11 (stop at pg. 161); Chapter 13 (stop at “autoimmunity, resume at “immunodeficiency disorders” on page 203, then hard stop); Chapter 14 (HIV only); Chapter 22, 23 (listed disruptions only)
- II. Snyder, Collins & Lilley, 9th Edition (2020) *Sherpath ebook*:
 - A. Part 7, Chapters 38, 39, 40, 41, 42, and 56.

Unit 4: Nutrition and Disruptive Factors of the Gastrointestinal System
Part I – Nutrition & Malnutrition (including Obesity)
Part II – Gastrointestinal System

Unit Student Learning Outcomes:

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

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

Learning content:

- I. Body System: Gastrointestinal System p.828
 - a. Structures and functions of the Gastrointestinal System
 - b. Assessment of the Gastrointestinal System
 - c. Diagnostics of the Gastrointestinal System
 - i. Upper GI series
 - ii. Lower GI series
 - iii. Endoscopic
 1. Colonoscopy

2. Esophagogastroduodenoscopy
3. Virtual colonoscopy
4. Video Capsule endoscopy
5. Sigmoidoscopy
6. Laparoscopy
- iv. CT
- v. MRI
- vi. Stool for Occult blood
- vii. Stool C&S
- d. Problems of the Gastrointestinal System (Students will need to understand the pathophysiology, priority assessments, priority labs/diagnostics, priority nursing interventions, priority medications, priority potential & actual complications, and priority collaborative goals for each disorder, disease, health problem.)
 - i. Nutrition & Nutritional problems
 1. Normal problems
 2. Normal nutrition
 - a. Hospital diets
 - b. Therapeutic diets
 - c. Vegetarian diet
 3. Malnutrition
 4. Nursing and Interprofessional management: Malnutrition p. 854
 - a. Special nutritional support
 - b. Enteral versus parenteral feeding
 5. Obesity
 - a. Health risks associated with obesity
 - b. Nursing and interprofessional management: obesity
 - c. Bariatric Surgical therapy
 - i. Complications of bariatric surgery
 - ii. Nursing management: perioperative care of the obese patient
 - d. Metabolic syndrome and management
 - ii. Upper GI problems p. 889
 1. Nausea and vomiting
 2. Esophageal disorders
 3. Gastroesophageal reflux disease
 4. Hiatal hernia
 - iii. Disorders of the stomach
 1. Peptic ulcers
 - a. Gastric
 - b. Duodenal
 - c. Pathophysiology
 - d. Clinical manifestations
 - e. Complications
 - i. Hemorrhage

- ii. Perforation
 - iii. Gastric outlet obstruction
 - 2. Gastritis
 - 3. Upper intestinal bleeding
 - 4. Foodborne illness
- iv. Lower gastrointestinal disorders
 - 1. Diarrhea
 - 2. Fecal incontinence
- v. Constipation
 - 1. Irritable bowel syndrome
 - 2. Appendicitis
 - 3. Diverticulosis and diverticulitis
- vi. Anorectal problems
 - 1. Hemorrhoids
 - 2. Anal fissure
 - 3. Anal fistula
 - 4. Pilonidal sinus
- b. Gastrointestinal pharmacology (Synder part 9, chapter 50-53)
 - i. Acid reducing medications
 - 1. PPIs
 - 2. H2 receptor blockers
 - 3. Antacids
 - ii. Antiemetics
 - iii. Antidiarrheals
 - iv. Constipation medications

Learning Activities:

Read: Harding, Kwong, Roberts, Hagler, Reinisch (2019): Chapter 38 - 42
 Snyder, Collins & Lilley, 9th Edition (2020) Sherpath ebook:
 Part 9, Chapters 50, 51, 52,53

Unit 5: Disruptive Factors of the Circulatory System

Part I: Respiratory

Part II: Cardiac

Part III: Vascular

Unit Student Learning Outcomes:

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

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

Learning content:

- I. Body System: Respiratory System p.455
 - a. Structures and functions of the Respiratory System
 - b. Assessment of the Respiratory System
 - c. Diagnostics of the Respiratory System
 - i. Oximetry
 - ii. Sputum C&S
 - iii. CXR
 - iv. CT
 - v. MRI
 - vi. PET

- vii. VQ scan
 - viii. Bronchoscopy
 - ix. Lung biopsy
 - x. Thoracentesis
 - xi. Pulmonary function tests
 - d. Problems of the Respiratory system (Students will need to understand the pathophysiology, priority assessments, priority labs/diagnostics, priority nursing interventions, priority medications, priority potential & actual complications, and priority collaborative goals for each disorder, disease, health problem.)
 - i. Lower Respiratory problems p. 502
 - 1. Lower respiratory infections
 - 2. Pneumonia
 - 3. Tuberculosis
 - ii. Obstructive pulmonary diseases p.541
 - 1. Asthma
 - 2. Chronic obstructive pulmonary disease
 - iii. Obstructive sleep apnea p.95
 - e. Respiratory pharmacology (Snyder p.566)
 - i. Bronchodilators
 - ii. Beta adrenergic agonists
 - iii. Anticholinergics
 - iv. Xanthine derivatives
 - v. Nonbronchodialating respiratory drugs
 - vi. Leukotriene receptor agonists
 - vii. Corticosteroids
 - viii. Phosphodiesterase-4 inhibitor
 - ix. Monoclonal antibody antiasthmatics
- II. Body System: Cardiovascular system
- a. Structures and functions of the Cardiovascular system
 - b. Assessment of the Cardiovascular system
 - c. Diagnostics of the Cardiovascular system
 - i. B-Type natriuretic peptide (BNP)
 - ii. CK-MB
 - iii. CRP
 - iv. Troponin
 - v. Lipid profile
 - vi. CXR
 - vii. CT
 - viii. MRI
 - ix. CTA
 - x. Echocardiogram
 - xi. Cardiac catheterization
 - d. Problems of the Cardiovascular system (Students will need to understand the pathophysiology, priority assessments, priority labs/diagnostics, priority nursing

interventions, priority medications, priority potential & actual complications, and priority collaborative goals for each disorder, disease, health problem.)

- i. Cardiovascular
 - 1. Cardiovascular assessment p.656
 - 2. Structures and functions of the cardiovascular system
 - 3. Assessment
 - 4. Diagnostics
- ii. Cardiovascular disruptions
 - 1. Hypertension p.678
 - 2. Normal regulation of blood pressure
 - 3. Hypertension
 - 4. Hypertensive crisis
- iii. Coronary artery disease p.698
 - 1. Coronary artery disease
 - 2. Chronic stable angina
- iv. FULL STOP (Acute coronary and unstable angina will be taught in a different class)
- v. Congestive Heart Failure p.734
 - 1. Heart failure
 - a. Right sided versus left sided
- vi. FULL STOP (heart transplantation will be taught in another class).
- vii. Vascular disorders p.801
 - 1. Peripheral artery disease
 - 2. Acute arterial ischemic disorders
 - 3. Thromboangiitis obliterans
 - 4. Raynaud's phenomenon
 - 5. Venous thrombosis
 - 6. Varicose veins
 - 7. Chronic venous insufficiency and venous leg ulcers
- e. Cardiovascular pharmacology (Snyder Part 4)
 - i. Antihypertensives
 - ii. Heart failure drugs
 - iii. Antianginal drugs
 - iv. Coagulation modifier drugs
 - v. Antilipemic drugs
 - vi. Diuretics
 - vii. Other

Learning Activities:

Read: Harding, Kwong, Roberts, Hagler, Reinisch (2019): Chapter 25, 27, 28, 7, 29, 30, 31, 32, 33

Snyder, Collins & Lilley, 9th Edition (2020) Sherpath ebook:
Part 4, chapters 22, 23, 24, 26, 27, 28

Unit 6: Disruptive Factors of the Endocrine System

Unit Student Learning Outcomes:

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

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

Learning content:

- I. Body System: Endocrine System p.1089
 - a. Structures and functions of the Endocrine System (focus on Spleen & Diabetes)
 - b. Assessment of the Endocrine System(focus on Spleen & Diabetes)
 - c. Diagnostics of the Endocrine System(focus on Spleen & Diabetes)
 - i. Glucagon serum
 - ii. Serum glucose
 - iii. Glucose tolerance test
 - iv. Glucose, post-prandial
 - v. Urine glucose

- vi. Urine ketones
- vii. Hemoglobin A1C
- d. Problems of the Diabetes (Students will need to understand the pathophysiology, priority assessments, priority labs/diagnostics, priority nursing interventions, priority medications, priority potential & actual complications, and priority collaborative goals for each disorder, disease, health problem.)
 - i. Diabetes Mellitus p.1108
 - 1. Diabetes Mellitus I
 - 2. Diabetes Mellitus II
 - ii. Acute complications of diabetes mellitus
 - 1. Hyperglycemia
 - 2. (DKA and HHS will be taught in a different class)
 - 3. Hypoglycemia
 - iii. Chronic complications of diabetes mellitus
 - 1. Retinopathy
 - 2. Nephropathy
 - 3. Neuropathy
 - iv. Complications of feet and lower extremities
 - 1. Skin complications
 - 2. Infection
- e. Diabetes pharmacology (Snyder part 5)
 - i. Diabetes drugs (Snyder part 5, chapter 32)
 - 1. Insulins
 - a. Rapid acting insulins
 - b. Short acting insulins
 - c. Regular insulin
 - d. Intermediate acting insulins
 - e. Long-acting insulins
 - 2. Oral diabetes drugs

Learning Activities:

Read: Harding, Kwong, Roberts, Hagler, Reinisch (2019): Chapters 47-48
 Snyder, Collins & Lilley, 9th Edition (2020) Sherpath ebook:
 Chapters 32

Unit 7: Disruptive Factors related to Movement and Coordination (Neurosensory and Musculoskeletal Systems)

Part I: Neurological

Part II: Musculoskeletal

Part III: Pain

Part IV: Sensory

Unit Student Learning Outcomes:

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

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

Learning content:

- I. Body System: Neurological System
 - a. Structures and functions of the Neurological System
 - b. Assessment of the Neurological System

- c. Diagnostics of the Neurological System
 - i. CT
 - ii. MRI
 - iii. EEG
 - iv. Lumbar puncture
 - v. Skull or spinal xrays
 - d. Problems of the Neurological System (Students will need to understand the pathophysiology, priority assessments, priority labs/diagnostics, priority nursing interventions, priority medications, priority potential & actual complications, and priority collaborative goals for each disorder, disease, health problem.)
 - i. Chronic neurological problems p.1352
 - 1. Headaches
 - a. Tension-type headaches
 - b. Migraine Headaches
 - c. Cluster Headaches
 - ii. Pain p.102
 - 1. Magnitude of Pain problem
 - 2. Definitions and dimensions of pain
 - 3. Classification of pain
 - 4. Pain assessment
 - 5. Pain treatment
 - 6. Nursing interventions
 - 7. Institutionalizing Pain education and management
 - 8. Ethical issues in pain management
 - 9. Managing pain in special populations
- II. Body System: Musculoskeletal System
- a. Structures and functions of the Musculoskeletal System
 - b. Assessment of the Musculoskeletal System
 - c. Diagnostics of the Musculoskeletal System
 - i. CRP
 - ii. Serum calcium
 - iii. Serum phosphorus
 - iv. Rheumatoid factor
 - v. Xrays
 - vi. Bone scans
 - vii. CT
 - viii. MRI
 - ix. Arthroscopy
 - d. Problems of the Musculoskeletal System (Students will need to understand the pathophysiology, priority assessments, priority labs/diagnostics, priority nursing interventions, priority medications, priority potential & actual complications, and priority collaborative goals for each disorder, disease, health problem.)
 - i. Trauma of the Musculoskeletal system p.1444
 - 1. Soft tissue injuries

- a. Sprains and strains
 - 2. Carpal tunnel syndrome
 - 3. Meniscus injury
 - 4. Common joint surgeries and procedures
 - ii. Common musculoskeletal problems p.1478
 - 1. Chronic back pain
 - 2. Intervertebral disc disease
 - 3. Osteoporosis
 - 4. Paget's disease
 - iii. Musculoskeletal pharmacology
 - 1. Muscle relaxants (Snyder p. 190)
- III. Body System: Sensory systems
- a. Structures and functions of the Sensory systems
 - b. Assessment of the Sensory systems
 - c. Diagnostics of the Sensory systems
 - i. Audiometry
 - d. Problems of the Sensory systems (Students will need to understand the pathophysiology, priority assessments, priority labs/diagnostics, priority nursing interventions, priority medications, priority potential & actual complications, and priority collaborative goals for each disorder, disease, health problem.)
 - i. Vision problems
 - 1. Structures and functions of visual system
 - 2. Visual pathway
 - 3. Assessment
 - 4. Diagnostics
 - 5. Disruptions of the eye p.348
 - a. Cataracts
 - b. Retinal detachment
 - c. Macular degeneration
 - d. Glaucoma
 - ii. Ear problems p.376
 - 1. Structures and functions of the auditory system
 - 2. Assessment
 - 3. Diagnostics
 - 4. Disorders of the Ear
 - a. Otosclerosis
 - b. Meniere's disease
 - c. Vertigo
 - d. Tinnitus
 - e. Hearing loss

Learning Activities:

Read: Harding, Kwong, Roberts, Hagler, Reinisch (2019): Chapters 8, 20, 21, 22. 55, 58, 61-63
 Snyder, Collins & Lilley, 9th Edition (2020) Sherpath ebook: Chapter 10, page 143 – 150;
 Chapter 12, page 190-196, 34 – pg 535-537, Chapters 56 and 57

Unit 8: The Perioperative Experience

Part I: Pre-operative

Part II: Intraoperative (limited)

Part III: Post-operative

Unit Learning Outcomes:

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

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

Learning Content

- I. Preoperative
 - a. Surgical settings
 - b. Patient interview
 - c. Legal:

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

Learning Activities

Read: Harding, Kwong, Roberts, Hagler, Reinisch (2019): Chapters 17, 18, 19

COURSE CALENDAR

Day	Lecture Topics (2 hours)	Lab Activities (3 hours)
Tuesday, August 23, 2022	Class orientation	Lecture Only: Unit 1: F&E Complete Notebook items p 151 - 163
Tuesday, August 30, 2022	Unit 2: Renal Assessment and disruptions Complete Notebook items on pg 249, 251, 361, and 365	Hr 1 & 2 - Conceptual Clinical Case: Case 2: Electrolyte Imbalance and Fluid Overload p101-108 H3 - Sherpath Lesson 11B: Proton Pump Inhibitors Sherpath Lesson 10A: Anti-Asthmatics
Tuesday, September 6, 2022	Unit 2: Reproductive and STDs Complete Notebook items on pg 363, 395, 413, 415, 417	Hr 1 & 2 - Conceptual Clinical Case: Case 1: Healthcare Acquired Infections: Catheter Associated Urinary Tract Infection p.74-81 Hr 3 - Sherpath Lesson 5A - Diuretics Sherpath Lesson 5B: ACEI Inhibitors
Tuesday, September 13, 2022	Unit 3: Immunity/Integumentary Complete Notebook items on pg 235, 239	Hour 1: EAQ Quiz for Exam 1 Hour 2: Sherpath Quiz for Exam 1 Hour 3: Exam Review
Tuesday, September 20, 2022	Exam 1 0800-0930	Unit 4: GI - Nutrition, Upper GI and Stomach (Lecture only) Complete notebook items p. 323, 329, 331
Tuesday, September 27, 2022	Unit 4 - Lower GI and GI Pharm Complete Notebook items on pg 357, 359	Hr 1 & 2 - Conceptual Clinical Case: Case 1: Weight Loss and Constipation p.150 - 157 Hr 3 - Sherpath Lesson 5C Beta Blockers Sherpath Lesson 5D Calcium Channel Blockers
Tuesday, October 4, 2022	Unit 5 - Cardiopulmonary - Respiratory Complete Notebook items on pg. 259, 261, 371, 373	Hour 1: EAQ Quiz for Exam 2 Hour 2: Sherpath Quiz for Exam 2 Hour 3: Exam Review
Tuesday, October 11, 2022	Exam 2 0800 - 0930	Unit 5 - Cardiopulmonary - CAD, CSA Complete Notebook forms on pg 47, 61

Tuesday, October 18, 2022	Unit 5 - Cardioplummonary - HTN, CHF Complete Notebook items on pg 65, 67	Hr 1 & 2 - Conceptual Clinical Case: Case 2: Decreased perfusion from Hypertension and Heart Failure pg 61 - 65 (stop at ICU) Hr 3 - Sherpath Lesson 5E Angiotensin II Receptor Blockers Sherpath Lesson 6A - Statins
Tuesday, October 25, 2022	Unit 5 - Cardioplummonary - Vascular, Cardio meds Complete Notebook on pg 49, 73	Hour 1: EAQ Quiz for Exam 3 Hour 2: Sherpath Quiz for Exam 3 Hour 3: Exam Review
Tuesday, November 1, 2022	Exam 3 0800-0930	Unit 6 - Endocrine - Diabetes Complete Notebook forms on pg 333, 335, 337
Tuesday, November 8, 2022	Unit 7 - Neuro/musculoskeletal Complete Notebook on pg 169, 175	Hr 1 & 2 - Conceptual Clinical Case: Case 1: Metabolic Syndrome and diabetes pg 170-174 (stop on #11) Hr 3 - Sherpath Lesson 8A Nitrates Sherpath Lesson 8B Heparin and Warfarin
Tuesday, November 15, 2022	Unit 7 - Neuro: Sensory and Pain Complete Notebook on pg 113, 115, 201, 205, 207, 209, 211,	Hr 1 & 2 - Conceptual Clinical Case: Case 1: Impaired Skin integrity and Pain on pg 208-216 Hr 3 - Sherpath Lesson 9A Diabetic Drugs Sherpath Lesson Anti-Inflammatory Drugs Sherpath Lesson - Analgesics
Tuesday, November 22, 2022	Unit 8 - Perioperative (Lecture only)	Hour 1: EAQ Quiz for Exam 4 Hour 2: Sherpath Quiz for Exam 4 Hour 3: Exam Review
Tuesday, November 29, 2022	Exam 4 - 10:00-12:00	HESI Review 8-9:45am
Monday, December 5, 2022	HESI Final - Monday 12/5/22 - 900-1200	N/A

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 October 5. The last date to withdraw from the 16-week session is November 18. The last date to withdraw for the 2nd 8-week session is December 1.

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

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

Resources to Help with Stress:

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