



RNSG-1341-101CL-SP2022
Common Concepts of Adult Health
Spring 2022
Tuesdays and Thursdays, 09:00 – 11:30am

Instructor Information:

Benjamin “Jay” Ketcherside, II, MSN, RN, Course Facilitator
STEAM Building, #225-13
(409) 933-8137

Student hours and location:

Tuesdays: 08:00-9:00, 11:30am – 1:00pm, 3:00pm – 3:30pm
Thursdays: 11:30am – 3:30pm

Instructor Information:

Dr. Genevieve C. Onyirioha DNP, RN, CMSRN
STEAM Building #225-05
TBD

Student hours and location:

TBD

Required Textbook/Materials:

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.

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).

*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.

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*	15%
Unit Exam 2*	15%
Unit Exam 3*	15%
Unit Exam 4*	15%
HESI Final Exam*	15%
Exam Subtotal*	75%
EAQ Med/Surg quizzes, averaged	12.5%
Sherpath Pharmacology quizzes, averaged	12.5%
Other Subtotal	25%
**Weighted Grade Total	100%
* ≥ 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

Upon completion of this course, the student will:

1. Examine the pathophysiology and clinical management of patients with common 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.
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.
4. Examine the roles of the associate degree nurse in caring for adult patients with common health needs and their families.
5. Utilize effective communication with culturally and spiritually diverse adult 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 patients and their families.
8. Select appropriate principles of teaching and learning for culturally and spiritually diverse patients 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 and their families.
9. Discuss ethical/legal issues related to the care of adult patients with common health needs and their families.
10. Compare and contrast health care and financial resources available to assist culturally diverse adult patients with common health needs and their families.

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
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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.

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 6. The last date to withdraw from the 16-week session is November 19. The last date to withdraw for the 2nd 8-week session is December 2.

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

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

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

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:

- I. Homeostasis
- II. Diagnostics
 - a. Serum electrolytes
 - b. Basic metabolic panel (basic chemistry)
 - c. Complex metabolic panel (complex chemistry)
 - d. Arterial blood gas
 - e. Urine output (strict I&O)

- f. Daily weights
- III. Water content of body
- IV. Electrolytes
- V. Mechanisms controlling fluid and electrolyte movement
- VI. Fluid movement in capillaries
- VII. Fluid spacing
- VIII. Regulation of water balance
- IX. Fluid volume imbalances
 - a. Fluid volume deficit
 - b. Fluid volume excess
 - c. Nursing management
- X. Electrolyte imbalances
 - a. Sodium
 - b. Potassium
 - c. Calcium
 - d. Phosphate
 - e. Magnesium
- XI. Acid base imbalances
- XII. Assessment of fluid, electrolyte, and acid base imbalances
 - a. Oral and electrolyte replacement
 - b. Fluid and electrolyte replacement
- XIII. Other
 - a. Ethical Concerns (Financial concerns, Cultural sensitivity)
 - b. Holistic concerns (Psychosocial, Spiritual)
 - c. Gerontological
 - d. Prevention/ Patient Safety/ Risk Reduction

Learning Activities:

Read:

- Harding, Kwong, Roberts, Hagler, Reinisch (2019):
 - Chapters 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. Renal/Urinary
 - a. Renal/Urinary Anatomy
 - b. Renal/Urinary Physiology/function
 - c. Assessment
 - i. Objective

1. Health assessment
2. Clinical Manifestations
3. Medical Diagnostics
 - a. Imaging
 - i. Urine residual bladder scan/straight cath
 - ii. Cystoscopy
 - iii. CT
 - iv. IVP
 - v. KUB
 - b. Laboratory
 - i. Urinalysis
 - ii. Urine Culture and Sensitivity
 - iii. Composite Urine Collection
 - iv. Creatinine Clearance
 - v. Serum renal panel
 - c. Pathology
- ii. Subjective (patient history)
 1. Important Health Information
 - a. Past medical history
 - b. Home medication profile
 - c. Past surgeries
 2. Functional Health Patterns
- d. Nursing diagnoses
- e. Disruption Name (Planning)
 - i. Pathophysiology of Renal/Urinary Disruptions
 - ii. Risk factors (modifiable & nonmodifiable)
 - iii. Assessment
 - iv. Disruptions:
 1. UTI
 2. Pyelonephritis
 3. Incontinence
- f. Interventions
 - i. Collaborative Interprofessional Therapy
 1. Procedural
 - a. Medical
 - b. Surgical
 2. Diet Therapy
 - a. Renal diet
 3. Pharmacological Therapy
 - a. Action
 - b. Classification
 - c. Therapeutic uses
 - d. Adverse effects
 - e. Nursing implications

- f. Types:
 - 4. Physical/Occupational Therapy
 - ii. Nursing Management
 - 1. Teaching
 - 2. Interventions
 - 3. Evaluation
 - g. Other
 - i. Ethical Concerns (Financial concerns, Cultural sensitivity)
 - ii. Holistic concerns (Psychosocial, Spiritual)
 - iii. Gerontological
 - iv. Prevention/ Patient Safety/ Risk Reduction
 - 1. Hourly rounding for potty checks (prevents falls due to bathroom urgency)
 - 2. Relevant urine catheter checks (more frequent for patients on diuretics to prevent regurgitation)
 - 3. CAUTI
- II. Reproductive System
 - a. Male/Female Reproductive Anatomy
 - b. Male/Female Reproductive Physiology/function
 - c. Assessment
 - i. Objective
 - 1. Health assessment
 - 2. Clinical Manifestations
 - 3. Medical Diagnostics
 - a. Imaging
 - b. Laboratory
 - c. Pathology
 - ii. Subjective (patient history)
 - 1. Important Health Information
 - 2. Past medical history
 - a. Home medication profile
 - b. Past surgeries
 - 3. Functional Health Patterns
 - d. Nursing diagnoses
 - e. Disruption Name (Planning)
 - i. Pathophysiology of SYSTEM Disruptions
 - ii. Risk factors (modifiable & nonmodifiable)
 - iii. Assessment
 - iv. Disruptions:
 - 1. Dysmenorrhea
 - 2. Endometriosis
 - 3. Menopause
 - 4. Fibroids
 - 5. BPH

6. ED
 7. HPV
 8. Syphilis
 9. Herpes Simplex II
 10. Chlamydia
 11. PID
 12. Gonorrhea
- f. Interventions
- i. Collaborative Interprofessional Therapy
 1. Procedural
 - a. Medical
 - b. Surgical
 2. Diet Therapy
 3. Pharmacological Therapy
 - a. Action
 - b. Classification
 - c. Therapeutic uses
 - d. Adverse effects
 - e. Nursing implications
 - f. Types:
 - i. Antifungals
 - ii. BPH meds
 - iii. ED meds
 - iv. STDs
 4. Physical/Occupational Therapy
 5. Nursing Management
 - a. Teaching
 - b. Interventions
 - c. Evaluation
- g. Other
- i. Ethical Concerns (Financial concerns, Cultural sensitivity)
 - ii. Holistic concerns (Psychosocial, Spiritual)
 - iii. Gerontological
 - iv. Prevention/ Patient Safety/ Risk Reduction

Learning Activities:

Read:

- Harding, Kwong, Roberts, Hagler, Reinisch (2019):
 - Chapters 44, 45 (through 1030, then 1045-1050),
 - Chapters 50, 52, and 53 – through 54 (disruptions listed only).
- Snyder, Collins & Lilley, 9th Edition (2020) Sherpath ebook:
 - Chapter 19 – ED and BPH drugs only (starts on pg 305)
- Sherpath:

Unit 3: Health Alteration of the Integumentary 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 integumentary system.
2. Apply the nursing process in the care of adult patients related to disruptions in the integumentary 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 integumentary system.
4. Examine the roles of the associate degree nurse in caring for adult patients with common health needs related to disruptions in the integumentary system and their families.
5. Utilize effective communication with culturally and spiritually diverse adult patients related to disruptions in the integumentary system, their families, and members of the health care team.
6. Identify fundamental principles of patient care management related to disruptions in the integumentary system.
7. Apply principles of patient safety in the common health needs of patients related to disruptions in the integumentary 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 integumentary 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 integumentary system and their families.
10. Discuss ethical/legal issues related to the care of adult patients with common health needs and their families related to disruptions in the integumentary system.
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 integumentary system and their families.

Learning Content:

- I. Integumentary Anatomy
- II. Integumentary Physiology/function
- III. Assessment
 - A. Objective
 1. Health assessment
 2. Clinical Manifestations
 3. Medical Diagnostics
 - a) Imaging

- b) Laboratory
 - c) Pathology
 - B. Subjective (patient history)
 - 1. Important Health Information
 - a) Past medical history
 - b) Home medication profile
 - c) Past surgeries
 - 2. Functional Health Patterns
- IV. Nursing diagnoses
- V. Disruption Name (Planning)
 - A. Pathophysiology of Immune Disruptions
 - B. Risk factors (modifiable & nonmodifiable)
 - C. Assessment
 - D. Disruptions:
 - 1. Bacterial skin infections
 - 2. Viral infections
 - a) Herpes simplex
 - 3. Fungal infections
 - 4. Psoriasis
 - 5. Pressure ulcers
- VI. Interventions
 - A. Collaborative Interprofessional Therapy
 - 1. Procedural
 - a) Medical
 - b) Surgical
 - 2. Diet Therapy
 - 3. Pharmacological Therapy
 - a) Action
 - b) Classification
 - c) Therapeutic uses
 - d) Adverse effects
 - e) Nursing implications
 - f) Types
 - i. Antibacterial drugs
 - ii. Antiacne drugs
 - iii. Antifungal drugs
 - iv. Antiviral drugs
 - v. Anesthetic, Antipruritic, and antipsoriatic drugs
 - vi. Miscellaneous
 - 4. Physical/Occupational Therapy
 - B. Nursing Management
 - 1. Teaching
 - 2. Interventions
 - 3. Evaluation

VII. Other

- A. Ethical Concerns (Financial concerns, Cultural sensitivity)
- B. Holistic concerns (Psychosocial, Spiritual)
- C. Gerontological
- D. Prevention/ Patient Safety/ Risk Reduction

Learning Activities:

- I. Harding, Kwong, Roberts, Hagler, Reinisch (2019):
 - a. Chapter 22
 - b. Chapter 23 (pg. 409-410, 414-429)
- II. Snyder, Collins & Lilley, 9th Edition (2020) Sherpath ebook:
 - a. Part 10, Chapter 56

Unit 4: Disruptive Factors of the Immune 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 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. Immune Anatomy
- II. Immune Physiology/function
 - A. Immune Response
 1. Innate response
 - a) Non-specific innate immunity
 - i. Physical, mechanical, biochemical barriers
 - ii. Inflammatory response
 - Vascular
 - Cellular

- b) Specific Innate Immunity
- 2. Acquired/Adaptive Immunity
 - a) Method of introduction
 - i. Natural
 - Active (infection)
 - Passive (maternal)
 - ii. Artificial/Acquired
 - Active (immunization)
 - Passive (antibody transfer)
 - b) Type of immune mediators involved
 - i. Humoral immunity
 - ii. Cell mediated immunity

III. Assessment

A. Objective

- 1. Health assessment
- 2. Clinical Manifestations
- 3. Medical Diagnostics
 - a) Imaging
 - b) Laboratory
 - c) Pathology

B. Subjective (patient history)

- 1. Important Health Information
 - a) Past medical history
 - b) Home medication profile
 - c) Past surgeries
- 2. Functional Health Patterns

IV. Nursing diagnoses

V. Alteration in Immune Function (Planning)

A. Pathophysiology of Immune Dysruptions

- 1. Hypersensitivities
 - a) Type I
 - b) Type II
 - c) Type III
 - d) Type IV
- 2. Immune Dysfunction/Disorders
 - a) Primary
 - b) Secondary
- 3. Acquired Immunodeficiency Syndrome

VI. Interventions

A. Medical Management

- 1. Procedural
 - a) Medical
 - b) Surgical
- 2. Pharm: Anti-microbials

- a) Action
- b) Classification
- c) Therapeutic uses
- d) Adverse effects
- e) Nursing implications
- f) Types
 - i. Antibacterial drugs
 - ii. Antitubercular drugs
 - iii. Antiviral medications
 - Antiretroviral agents
 - iv. Antifungal agents
 - v. Antiparasitic agents

B. Nursing Management

- 1. Teaching
- 2. Interventions
- 3. Evaluation

VII. Other

- A. Ethical Concerns (Financial concerns, Cultural sensitivity)
- B. Holistic concerns (Psychosocial, Spiritual)
- C. Gerontological
- D. Prevention/ Patient Safety/ Risk Reduction
 - 1. Prophylaxis
 - a) Anaphylactic
 - b) HIV
 - 2. Immunizations
 - a) Pneumococcal
 - b) Influenza

Learning Activities:

Read:

- I. Harding, Kwong, Roberts, Hagler, Reinisch (2019):
 - A. Chapter 11 (stop at pg. 161)
 - B. Chapter 13 (stop at “autoimmunity, resume at “immunodeficiency disorders” on page 203, then hard stop).
 - C. Chapter 14
- II. Snyder, Collins & Lilley, 9th Edition (2020) Sherpath ebook:
 - A. Part 7, Chapters 38-42.

Unit 5: 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. Nutrition
 - a. Nutritional Standards
 - b. Assessment
 - i. Objective
 1. Health assessment
 2. Clinical Manifestations

- 3. Medical Diagnostics
 - a. Imaging
 - b. Laboratory
 - c. Pathology
- ii. Subjective (patient history)
 - 1. Important Health Information
 - a. Past medical history
 - b. Home medication profile
 - c. Past surgeries
 - 2. Functional Health Patterns
- c. Nursing diagnoses
- d. Disruption Name (Planning)
 - i. Pathophysiology of Nutritional Disruptions
 - ii. Risk factors (modifiable & nonmodifiable)
 - iii. Assessment
 - iv. Disruptions:
 - 1. Malnutrition
 - a. Undernutrition
 - i. Kwashiorkor
 - ii. Marasmus
 - iii. Related to disease
 - iv. Eating disorders
 - b. Micronutrient-related malnutrition
 - c. Overweight, obesity and diet-related noncommunicable disease (heart disease, stroke, diabetes, and some cancers)
 - i. Obesity
 - 1. Classifications of Body weight
 - 2. Epidemiology
- e. Interventions
 - i. Collaborative Interprofessional Therapy
 - 1. Procedural
 - a. Medical
 - i. Enteral therapies
 - ii. Parenteral therapies
 - b. Surgical
 - i. Bariatric surgery
 - 1. Complications
 - ii. Dumping syndrome
 - c. Diet therapy
 - i. Hospital diets
 - ii. Therapeutic diets
 - d. Pharmacological Therapy
 - i. Action
 - ii. Classification

- i. Occult blood
 - c. Pathology
 - i. Stool culture and sensitivity
- 4. Subjective (patient history)
 - i. Important Health Information
 - 1. Past medical history
 - 2. Home medication profile
 - 3. Past surgeries
 - ii. Functional Health Patterns
- b. Nursing diagnoses
- c. Disruption Name (Planning)
 - i. Pathophysiology of Gastrointestinal Disruptions
 - ii. Risk factors (modifiable & nonmodifiable)
 - iii. Assessment
 - iv. Disruptions:
 - 1. Disorders of the Esophagus/Pathophysiology
 - a. Stomatitis –
 - b. Hiatal Hernia
 - c. GERD
 - 2. Disruptions of the Stomach
 - a. Gastritis
 - b. Peptic Ulcer disease
 - c. GI Bleed
 - d. Food Bourne Illness
 - e. Nausea, Vomiting, Diarrhea
 - f. Abdominal Pain
 - g. Gastroenteritis
 - 3. Disruptions of the Intestines
 - a. Hemorrhoids
 - b. Abnormalities of Fecal Elimination
 - i. Constipation
 - ii. Irritable Bowel Syndrome
 - iii. Fecal Incontinence
 - 4. Acute Inflammatory Intestinal Disorders/Pathophysiology
 - a. Appendicitis
 - b. Diverticulosis
 - c. Diverticulitis
 - d. Fistulas
 - e. Interventions
 - v. Collaborative Interprofessional Therapy
 - 1. Procedural
 - a. Medical
 - b. Surgical
 - 2. Diet Therapy

3. Pharmacological Therapy
 - a. Action
 - b. Classification
 - c. Therapeutic uses
 - d. Adverse effects
 - e. Nursing implications
 - f. Types:
 - i. Acid controlling drugs
 1. H₂ Receptor Antagonists
 2. Proton pump inhibitors
 3. Antacids
 - ii. Motility
 - iii. Anti-diarrheal
 - iv. Anti-constipation
 - v. Irritable bowel
 - vi. Anti-Nausea
 - vii. Anti-Vomiting
 - g. Physical/Occupational Therapy
4. Nursing Management
 - a. Teaching
 - b. Interventions
 - c. Evaluation
- d. Other
 - i. Ethical Concerns (Financial concerns, Cultural sensitivity)
 - ii. Holistic concerns (Psychosocial, Spiritual)
 - iii. Gerontological
 - iv. Prevention/ Patient Safety/ Risk Reduction

Learning Activities:

- Harding, Kwong, Roberts, Hagler, Reinisch (2019):
 - Chapter 38 (except parts about liver or pancreas)
 - Chapter 39
 - Chapter 40
 - Chapter 41 (except parts about cancer)
 - Chapter 42 (except parts about cancer)
- Healthy People 2020 at www.healthypeople.gov ChooseMyPlate at <http://www.choosemyplate.gov/>
- World Health Organization (2018). Malnutrition. Retrieved from <https://www.who.int/news-room/fact-sheets/detail/malnutrition>
- Snyder, Collins & Lilley, 9th Edition (2020) *Sherpath ebook*:
 - Part 9, Chapters 50, 51, and 52
- Sherpath:

11B – Proton Pump Inhibitors (Sherpath module)

Unit 6: Disruptive factors of the Respiratory 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 alterations of the respiratory system with common health needs.
2. Apply the nursing process in the care of adult respiratory 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 respiratory patients with common health needs.
4. Examine the roles of the associate degree nurse in caring for adult respiratory patients with common health needs and their families.
5. Utilize effective communication with culturally and spiritually diverse adult respiratory 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 respiratory patients and their families
8. Select appropriate principles of teaching and learning for culturally and spiritually diverse respiratory patients with common health needs.
9. Utilize clinical data and current literature as a basis for decision making in the care of adult respiratory patients with common health needs and their families.
10. Discuss ethical/legal issues related to the care of adult respiratory patients with common health needs and their families.
11. Compare and contrast health care and financial resources available to assist culturally diverse adult respiratory patients with common health needs and their families.

Learning Content:

- I. Respiratory Anatomy
- II. Respiratory Physiology/function
- III. Assessment
 - a. Objective
 - i. Health assessment
 - ii. Clinical Manifestations
 - iii. Medical Diagnostics
 1. Imaging
 - a. Chest XR
 - b. CT
 - c. Bronchoscopy
 2. Laboratory
 3. Pathology

- a. Sputum culture and sensitivity
 - b. Biopsy
 - c. Thoracentesis specimen panel
 - 4. Other
 - a. Pulmonary Function Test (PFT)
 - b. Pulse oximetry
 - b. Subjective (patient history)
 - i. Important Health Information
 - 1. Past medical history
 - 2. Home medication profile
 - 3. Past surgeries
 - ii. Functional Health Patterns
- IV. Nursing diagnoses
- V. Disruption Name (Planning)
 - a. Pathophysiology of SYSTEM Disruptions
 - b. Risk factors (modifiable & nonmodifiable)
 - c. Assessment
 - d. Disruptions:
 - i. Pneumonia
 - ii. Tuberculosis
 - iii. Asthma
 - iv. COPD
 - v. Obstructive Sleep apnea
- VI. Interventions
 - a. Collaborative Interprofessional Therapy
 - i. Procedural
 - 1. Medical
 - 2. Surgical
 - ii. Diet Therapy
 - iii. Pharmacological Therapy
 - 1. Action
 - 2. Classification
 - 3. Therapeutic uses
 - 4. Adverse effects
 - 5. Nursing implications
 - 6. Types:
 - a. Asthma medications
 - b. COPD medications
 - c. Smoking cessation
 - iv. Physical/Occupational Therapy
 - b. Nursing Management
 - i. Teaching
 - ii. Interventions
 - iii. Evaluation

VII. Other

- a. Ethical Concerns (Financial concerns, Cultural sensitivity)
- b. Holistic concerns (Psychosocial, Spiritual)
- c. Gerontological
- d. Prevention/ Patient Safety/ Risk Reduction
 - i. Pneumococcal vaccination
 - ii. Influenza vaccination
 - iii. Pneumonia outcome measures

Learning Activities:

Read:

- Harding, Kwong, Roberts, Hagler, Reinisch (2019):
 - Chapters 25, 27 (503-515), 28 (through 576)
- Snyder, Collins & Lilley, 9th Edition (2020) Sherpath ebook:
Chapter 37

Unit 7: Disruptive Factors of the Cardiovascular System

Part I: Hematology

Part II: Cardiovascular

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 cardiovascular system with common health needs.
2. Apply the nursing process in the care of adult cardiovascular 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 cardiovascular patients with common health needs.
4. Examine the roles of the associate degree nurse in caring for adult cardiovascular patients with common health needs and their families.
5. Utilize effective communication with culturally and spiritually diverse adult cardiovascular 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 cardiovascular patients and their families
8. Select appropriate principles of teaching and learning for culturally and spiritually diverse cardiovascular patients with common health needs.
9. Utilize clinical data and current literature as a basis for decision making in the care of adult cardiovascular patients with common health needs and their families.
10. Discuss ethical/legal issues related to the care of adult cardiovascular patients with common health needs and their families.
11. Compare and contrast health care and financial resources available to assist culturally diverse adult cardiovascular patients with common health needs and their families.

Learning Content:

- I. Cardiovascular Anatomy
- II. Cardiovascular Physiology/function
- III. Assessment
 - a. Objective
 - i. Health assessment
 - ii. Clinical Manifestations
 - iii. Medical Diagnostics
 1. Imaging
 - a. Radioisotope
 - b. Radiologic
 2. Laboratory

- a. Complete blood count
 - i. White count
 - ii. Differentials
 - iii. Hgb & Hct
 - iv. Platelets
 - b. Clotting studies
 - c. Miscellaneous Blood Studies
 - d. Urine studies
 - 3. Pathology
 - b. Subjective (patient history)
 - i. Important Health Information
 - 1. Past medical history
 - 2. Home medication profile
 - 3. Past surgeries
 - ii. Functional Health Patterns
- IV. Nursing diagnoses
- V. Disruption Name (Planning)
 - a. Pathophysiology of SYSTEM Disruptions
 - b. Risk factors (modifiable & nonmodifiable)
 - c. Assessment
 - d. Disruptions:
 - i. Hematology disorders
 - a. Anemias
 - i. Iron deficiency
 - ii. Thalassemia
 - iii. Megaloblastic
 - iv. Chronic
 - b. Blood loss
 - i. Acute
 - ii. Chronic
 - c. Sickle Cell Disease
 - d. Polycythemias
 - e. Thrombocytopenias
 - f. Hemophilia
 - g. Neutropenia
 - ii. Hypertension
 - iii. Congestive Heart Failure
 - iv. Coronary Artery Disease
 - 1. Atherosclerosis
 - 2. Hyperlipidemia
 - 3. Chronic Stable Angina
 - a. Signs and symptoms of unstable angina
 - v. Vascular disorders
 - 1. Peripheral artery disease

2. Acute arterial ischemia
3. Venous thrombosis
4. Venous insufficiency

VI. Interventions

- a. Collaborative Interprofessional Therapy
 - i. Procedural
 1. Medical
 2. Surgical
 - ii. Diet Therapy
 1. Low sodium / 2 gm sodium / sodium restricted diet
 2. Cardiac diet
 3. Low fat diet
 4. Coumadin diet
 - iii. Pharmacological Therapy
 1. Action
 2. Classification
 3. Therapeutic uses
 4. Adverse effects
 5. Nursing implications
 6. Types:
 - a. Anti-hypertensives
 - i. Beta-blockers
 - ii. ACE Inhibitors
 - iii. Calcium Channel Blockers
 - iv. Angiotensin II Receptor blockers
 - v. Diuretics
 - b. Antilipemic
 - i. Statins
 - c. Anticoagulants
 - i. Heparins
 - ii. Warfarin
 - iii. Oral anticoagulants
 - iv. Anti-platelets
 - d. Thrombolytics
 - e. Nitrates
 - iv. Physical/Occupational Therapy
- b. Nursing Management
 - i. Teaching
 - ii. Interventions
 - iii. Evaluation

VII. Other

- a. Ethical Concerns (Financial concerns, Cultural sensitivity)
- b. Holistic concerns (Psychosocial, Spiritual)
- c. Gerontological

- d. Prevention/ Patient Safety/ Risk Reduction
 - i. Congestive Heart Failure Outcome measures

Learning Activities:

Read:

- Harding, Kwong, Roberts, Hagler, Reinisch (2019):
 - Chapters 29, 30, 31, 32, 33 (through 717), 34, 37
- Snyder, Collins & Lilley, 9th Edition (2020) Sherpath ebook:
 - Chapters 22, 23, 24, 26, 27, 28
- Sherpath Lessons
 - 5A Diuretics
 - 5B Ace Inhibitors
 - 5C Beta Blockers
 - 5D Calcium Channel blockers
 - 5E Angiotensin II Receptor Blockers
 - 6A Statins
 - 8A- Nitrates
 - 8E: Anti-platelets

Unit 8: Disruptive Factors of the Endocrine System

Unit Student Learning Outcomes:

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

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

Learning Content:

- I. Endocrine Anatomy
- II. Endocrine Physiology/function
- III. Assessment
 - a. Objective
 - i. Health assessment
 - ii. Clinical Manifestations
 - iii. Medical Diagnostics
 1. Imaging

- 2. Laboratory
 - 3. Pathology
 - b. Subjective (patient history)
 - i. Important Health Information
 - 1. Past medical history
 - 2. Home medication profile
 - 3. Past surgeries
 - ii. Functional Health Patterns
- IV. Nursing diagnoses
- V. Disruption Name (Planning)
 - a. Pathophysiology of Endocrine Disruptions
 - b. Risk factors (modifiable & nonmodifiable)
 - c. Assessment
 - d. Disruptions:
 - i. Diabetes Mellitus Type I
 - ii. Diabetes Mellitus Type II
 - iii. Acute Complications of Diabetes
 - 1. Hypoglycemia (Insulin Reactions)
 - 2. Hyperglycemic Hyperosmolar Syndrome
 - 3. Diabetic Ketoacidosis
 - iv. Long-Term Complications of Diabetes
 - 1. Microvascular
 - 2. Macrovascular Complications
 - 3. Diabetic Retinopathy
 - 4. Nephropathy
- VI. Interventions
 - a. Collaborative Interprofessional Therapy
 - i. Procedural
 - 1. Medical
 - 2. Surgical
 - ii. Diet Therapy
 - 1. ADA diets
 - iii. Pharmacological Therapy
 - 1. Action
 - 2. Classification
 - 3. Therapeutic uses
 - 4. Adverse effects
 - 5. Nursing implications
 - 6. Types:
 - a. Oral anti-hyperglycemics
 - b. Insulins
 - iv. Physical/Occupational Therapy
 - b. Nursing Management
 - i. Teaching

- ii. Interventions
- iii. Evaluation

VII. Other

- a. Ethical Concerns (Financial concerns, Cultural sensitivity)
- b. Holistic concerns (Psychosocial, Spiritual)
- c. Gerontological
- d. Prevention/ Patient Safety/ Risk Reduction

Learning Activities:

Read:

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

Unit 9: Disruptive Factors of the Musculoskeletal 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 musculoskeletal system.
2. Apply the nursing process in the care of adult patients related to disruptions in the musculoskeletal 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 musculoskeletal system.
4. Examine the roles of the associate degree nurse in caring for adult patients with common health needs related to disruptions in the musculoskeletal system and their families.
5. Utilize effective communication with culturally and spiritually diverse adult patients related to disruptions in the musculoskeletal system, their families, and members of the health care team.
6. Identify fundamental principles of patient care management related to disruptions in the musculoskeletal system.
7. Apply principles of patient safety in the common health needs of patients related to disruptions in the musculoskeletal 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 musculoskeletal 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 musculoskeletal 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 musculoskeletal 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 musculoskeletal system and their families.

Learning Content:

- VIII. Musculoskeletal Anatomy
- IX. Musculoskeletal Physiology/function
- X. Assessment
 - a. Objective
 - i. Health assessment
 - ii. Clinical Manifestations
 - iii. Medical Diagnostics
 - 1. Imaging
 - 2. Laboratory
 - 3. Pathology
 - b. Subjective (patient history)
 - i. Important Health Information
 - 1. Past medical history
 - 2. Home medication profile
 - 3. Past surgeries
 - ii. Functional Health Patterns
- XI. Nursing diagnoses
- XII. Disruption Name (Planning)
 - a. Pathophysiology of Musculoskeletal Disruptions
 - b. Risk factors (modifiable & nonmodifiable)
 - c. Assessment
 - d. Disruptions:
 - i. Musculoskeletal disorders
 - 1. Osteoporosis
 - 2. Paget's disease
 - 3. Total joint replacement
 - 4. Low back pain
 - 5. Intervertebral disc disease
 - ii. Musculoskeletal trauma
 - 1. Strains and sprains
 - 2. Fractures
 - a. Use of traction
 - 3. Meniscus injuries
 - 4. Carpal tunnel syndrome
 - 5. Compartment syndrome
- XIII. Interventions
 - a. Collaborative Interprofessional Therapy
 - i. Procedural
 - 1. Medical
 - 2. Surgical
 - ii. Diet Therapy
 - iii. Pharmacological Therapy

1. Action
 2. Classification
 3. Therapeutic uses
 4. Adverse effects
 5. Nursing implications
 6. Types:
 - a. Muscle relaxants
 - b. Skeletal muscle relaxants
 - iv. Physical/Occupational Therapy
 - b. Nursing Management
 - i. Teaching
 - ii. Interventions
 - iii. Evaluation
- XIV. Other
- a. Ethical Concerns (Financial concerns, Cultural sensitivity)
 - b. Holistic concerns (Psychosocial, Spiritual)
 - c. Gerontological
 - d. Prevention/ Patient Safety/ Risk Reduction
 - i. Fall prevention

Learning Activities:

Read:

- Harding, Kwong, Roberts, Hagler, Reinisch (2019):
 - Chapters 61-63 (listed disruptions only)
- Snyder, Collins & Lilley, 9th Edition (2020) Sherpath ebook:
 - Chapters 12 – page 190-196, 34 – pg 535-537

Unit 10: Disruptive Factors of the Neurosensory System

Part I: Neurological

Part II: Pain

Part III: 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 patients with common health needs.
2. Apply the nursing process in the care of adult neurosensory 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 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 patients with common health needs and their families.
5. Utilize effective communication with culturally and spiritually diverse adult neurosensory patients, their families, and members of the health care team.
6. Identify fundamental principles of neurosensory patient care management.
7. Apply principles of patient safety in the common health needs of neurosensory 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 system.
9. Utilize clinical data and current literature as a basis for decision making in the care of adult neurosensory patients with common health needs and their families.
10. Discuss ethical/legal issues related to the care of adult neurosensory patients with common health needs and their families.
11. Compare and contrast health care and financial resources available to assist culturally diverse adult neurosensory patients with common health needs and their families.

Learning Content:

- I. Neurosensory Anatomy
- II. Neurosensory Physiology/function
- III. Assessment
 - a. Objective
 - i. Health assessment
 - ii. Clinical Manifestations
 - iii. Medical Diagnostics
 1. Imaging
 2. Laboratory
 3. Pathology

- b. Subjective (patient history)
 - i. Important Health Information
 - 1. Past medical history
 - 2. Home medication profile
 - 3. Past surgeries
 - ii. Functional Health Patterns
- IV. Nursing diagnoses
- V. Disruption Name (Planning)
 - a. Pathophysiology of SYSTEM Disruptions
 - b. Risk factors (modifiable & nonmodifiable)
 - c. Assessment
 - d. Disruptions:
 - i. Neurological
 - 1. Brain disorders
 - a. Headaches
 - b. Ischemic Stroke
 - c. Hemorrhagic Stroke
 - 2. Spinal disorders
 - a. HNP
 - b. Lower back pain
 - ii. Pain.
 - 1. Acute & Chronic-Nursing Implication
 - 2. Concepts associated with Pain
 - 3. Physiology of Pain
 - 4. Nociception
 - 5. Gate Control Theory
 - 6. Response to Pain
 - 7. Factor Affects Pain Experience
 - 8. Migraine
 - iii. Sensory
 - 1. Visual disorders
 - a. Glaucoma
 - b. Cataracts
 - c. Retinal Detachment
 - d. Macular Degeneration
 - 2. Ear disorders
 - a. Hearing loss
 - b. Tinnitus
 - c. Vertigo
 - d. Otosclerosis
 - e. Meniere's Disease
- VI. Interventions
 - a. Collaborative Interprofessional Therapy
 - i. Procedural

1. Medical
2. Surgical
- ii. Diet Therapy
- iii. Pharmacological Therapy
 1. Action
 2. Classification
 3. Therapeutic uses
 4. Adverse effects
 5. Nursing implications
 6. Types:
 - a. Analgesics
 - b. Pain management
 - c. Cholinergic drugs
 - d. Glaucoma meds
- iv. Physical/Occupational Therapy
- b. Nursing Management
 - i. Teaching
 - ii. Interventions
 - iii. Evaluation
- c. Other
 - i. Ethical Concerns (Financial concerns, Cultural sensitivity)
 - ii. Holistic concerns (Psychosocial, Spiritual)
 - iii. Gerontological
 - iv. Prevention/ Patient Safety/ Risk Reduction

Learning Activities:

Read:

- Harding, Kwong, Roberts, Hagler, Reinisch (2019):
 - Chapters 8, 55, 57, 58 (through 1358)
- Snyder, Collins & Lilley, 9th Edition (2020) Sherpath ebook:
 - Chapters 12 – page 190-196, 34 – pg 535-537
- Sherpath
 - 3J – Ergot Alkaloids (class only) pg 209

Unit 11: 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 and optimal level of wellness for adults 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 adults 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.

Content

- I. Preoperative
 - A. Settings
 - B. Assessment
 - C. Consents (informed consent)
- II. Intraoperative
 - A. Anesthesia checklist
 - B. Time out
 - C. SCIP
 - D. Post-procedure inventory
- III. Postoperative
 - A. PACU
 - B. Assessment
 - 1. Handoff
 - 2. Priority focused assessments
 - a) Cardiovascular
 - b) Respiratory
 - c) Pain
 - C. Transfer/Discharge
 - D.

Learning Activities:

Read:

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

Unit 12: Grief, Loss, & Dying

Palliative Care, End of Life, and Patient Rights

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 end of life issues.
2. Apply the nursing process in the care of adult patients related to end of life issues 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 end of life issues.
4. Examine the roles of the associate degree nurse in caring for adult patients with common health needs related to end of life issues and their families.
5. Utilize effective communication with culturally and spiritually diverse adult patients, their families, and members of the health care team.
6. Identify fundamental principles of patient care management related to end of life issues.
7. Apply principles of patient safety in the common health needs of patients and their families
8. Select appropriate principles of teaching and learning for culturally and spiritually diverse patients with common health needs related to end of life issues.
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 end of life issues and their families.
10. Discuss ethical/legal issues related to the care of adult patients with common health needs related to end of life issues 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 end of life issues and their families.

Learning Content:

- I. Introduction to Ethical issues for the patient facing imminent death
 - A. Ethical Dilemmas
 1. Informed Consent
 2. Do Not Resuscitate Directives
 3. Withdrawal of Fluids and Nutrition
 4. Organ/Tissue Donation
 - B. Ethical Decision Support
 1. Ethics Committees
 2. Advanced Directives

3. Living Wills
- II. Care at the end of life
- A. Palliative Care
 1. Structure and Process of Care
 2. Physical Aspects of Care
 3. Psychological and Psychiatric Aspects of Care
 4. Social Aspects of Care
 5. Spiritual, Religious and Existential Aspects of Care
 6. Cultural Aspects of Care
 7. Care of the Imminently Dying
 - a) System management
 - b) Family support
 - c) Postmortem care
 - d) Pharmacologic aspects of care
 8. Ethical and Legal aspects of Care
 9. Nursing Self Care

Learning Activity:

Read:

- Harding, Kwong, Roberts, Hagler, Reinisch (2019):
 - Chapter 9

Appendix A

Wk #	Date	Day	Unit	Professor	Required Sherpath & EAQ Quiz	Recommended Sherpath Lesson
1	1/18/21	Tuesday	Orientation	Ketcherside		
	1/20/21	Thursday	Unit 1 F&E 1: Electrolytes and Fluid Balance	Ketcherside		
2	1/25/21	Tuesday	Unit 1 F&E 2: Acid Base Balance & F&E Pharm	Ketcherside		Proton pump inhibitors
	1/27/21	Thursday	Unit 2 GU 1: Urinary / Reproductive Female	Ketcherside		
3	2/1/21	Tuesday	Unit 2 GU 2: Reproductive Male / STDs	Ketcherside		
	2/3/21	Thursday	Unit 3 Integumentary	Ketcherside		

4	2/8/21	Tuesday	Unit 4 Immunity 1: Inflammation and the Immune response / Lab - Exam Review	Ketcherside	F&E, Integumen tary, GU EAQ & Sherpath Pharm quiz due at midnight, Wednesda y 2/9/22	Diuretics
	2/10/21	Thursday	Exam 1 - F&E, Integumentary , GU / Unit 4 - Immunity 2: Hypersensitivi ties	Ketcherside		
5	2/15/21	Tuesday	Unit 4 Immunity 3: Infectious disease, HIV,	Ketcherside		ACEIs
	2/17/21	Thursday	Unit 4 Immunity 3: Immunity Pharmacology	Ketcherside		
6	2/22/21	Tuesday	Unit 5 - GI 1: Nutrition	Ketcherside		

	2/24/21	Thursday	Unit 5 - GI 2: Nutritional disruptions, Obesity, Enteral/Parent eral Feedings	Ketcherside		
7	3/1/21	Tuesday	Unit 5 - GI 3: Upper GI & Stomach	Ketcherside		Beta Blockers
	3/3/21	Thursday	Unit 5 - GI 4: Lower GI	Ketcherside		
8	3/8/21	Tuesday	Unit 5 - GI 5: GI Pharmacology / Lab - Exam Review	Onyirioha / Ketcherside	Immunity & GI EAQ and Sherpath Pharm Quizzes due on Wednesda y 3/9/22 at midnight	
	3/10/21	Thursday	Exam 2 - Immunity and GI / Unit 6 Respiratory	Ketcherside / Onyirioha		
9	3/15/21	Tuesday	SPRING	BREAK		
	3/17/21	Thursday	SCHOOL	CLOSED		
10	3/22/21	Tuesday	Unit 7 - CV 1: Hematology & Anemias	Onyirioha		Calcium Channel Blockers

	3/24/21	Thursday	Unit 7 - CV 2: Atherosclerosis / CAD / Chronic Stable Angina & Related Pharmacology	Onyirioha		
11	3/29/21	Tuesday	Unit 7 - CV 3: Hypertension & related pharmacology	Onyirioha		
	3/31/21	Thursday	Unit 7 CV 4: CHF	Onyirioha		
12	4/5/21	Tuesday	Unit 7 CV5: Vascular & Related Pharmacology	Onyirioha		
	4/7/21	Thursday	Unit 8 Endocrine: Diabetes, Diabetic complications & Diabetic medications / Lab - Exam Review	Onyirioha		Diabetic meds

13	4/12/21	Tuesday	Exam 3 - Respiratory, CV, Diabetes / Unit 9 Musculoskeletal: soft tissue injuries & spinal disruptions	Onyirioha	Respiratory, CV, DM EAQ and Sherpath Pharm Quizzes due on Monday 4/11/22 at midnight	
	4/14/21	Thursday	Unit 9 Musculoskeletal 2: Fractures & complications	Onyirioha		
14	4/19/21	Tuesday	Unit 10: Neurosensory 1 - Pain	Onyirioha		
	4/21/22	Thursday	Unit 10 - Neurosensory 2: Senses	Onyirioha		ARBs
15	4/26/21	Tuesday	Unit 10 - Neurosensory 3 -Stroke / Unit 11 - Perioperative Experience	Onyirioha		Statins

	4/28/21	Thursday	Unit 12 - End of Life / Lab - Exam Review	Onyirioha / Ketcherside		
16	5/3/21	Tuesday	Exam 4 - Musculoskeletal, Neurosensory, Perioperative, End of life / HESI Review I	Ketcherside & Onyirioha	MS, Neuro, Periop, End of Life EAQ and Sherpath pharm quiz due Monday, 5/2/22 at midnight	
	5/5/21	Thursday	HESI REVIEW Part 2 / Mock Final (Non-graded)	Ketcherside & Onyirioha		
	5/9/21	Monday	FINAL Exam	Ketcherside & Onyirioha		