



VNSG 1432-501CL
Medical-Surgical Nursing II
Fall 2021
Tue & Wed 9:15 am – 11:45 am
Steam bldg. room 237
Course facilitator: Jalayne Henderson, RN, MSN
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jhenderson11@com.edu

Required Textbook/Materials:

Stromberg Dewit Medical-Surgical Nursing 4th Ed ISBN: 9780323608442

Elsevier Adaptive Quizzing for Medical-Surgical Nursing 4 th Ed Stromberg and Elsevier ISBN: 9780323761574

Additional Text: Dahlkemper, T. (2020). *Caring for Older Adults Holistically* (7 th .ed.). Philadelphia: F. A. Davis Company

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.

ATI EHR Tutor

Other Required Material:

College of the Mainland. Vocational Nursing Program Student Handbook, online

Course Description:

This course teaches the application of the nursing process to the care of adult patients experiencing medical-surgical conditions in the health-illness continuum. A variety of health care settings are utilized. (Lecture 3, Lab 2, Credit 4). Prerequisites: VNSG (vocational nursing) 1323 and VNSG 1260 with a grade of "C" or better. Co-requisites: VNSG 1231, VNSG 1236, VNSG 2331, VNSG 1261.

Course Objectives/Student Learning Outcomes:

Upon completion of this course, the student will:

As outlined in the Texas Board of Nurse Examiners Differential Essential Competencies (DECs) for the vocational nurse. Upon completion of this course, the student is expected to utilize clinical

reasoning skills as a Provider of Patient-Centered Care, Member of the Health Care Team, Patient Safety Advocate, and/or Member of the Profession:

1. Assist in the assessment of adult and older adult patients with intermediate health needs and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies patient goals/outcomes and nursing interventions utilizing evidence-based practice and in collaboration with adult and older adult patients with intermediate health needs from diverse spiritual beliefs and cultural backgrounds, their families, and the health care team.
4. Implement the plan of care within legal and ethical parameters in accordance with the scope of practice to provide safe, compassionate, ethical nursing care for adult and older adult patients with intermediate health needs and their families.
5. Apply effective communication when implementing teaching plans for adult and older adult patients with intermediate health needs and their families.
6. Assists in the evaluation of effectiveness of patient goals and related nursing interventions and assists in modification of the plan of care in response to changing patient needs in adult and older adult patients with intermediate health needs and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned adult and older adult patients with intermediate health needs and their families.
8. Use standards of nursing practice including the Texas Nursing Practice Act (NPA), the Texas Board of Nursing, accreditation organizations, and rules mandated by the federal, state and local governments to provide care to promote quality and a safe environment for adult and older adult patients with intermediate health needs, self, and others.
9. Collaborate and communicate with adult and older adult patients with intermediate health needs, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
10. Serve as a health care advocate in activities that focus on financial and community resources, improving the safety, quality, and health care of adult and older adult patients with intermediate health needs and their families.

Course requirements:

1. Unit exams (5): Assess knowledge and understanding of incremental course content. Exams will use multiple choice, multiple answer, and alternative style test questions as indicated to follow NCLEX-RN testing format. If a student receives a grade below 75% on any exam, he/she should schedule a counseling appointment with the instructor. **Tutoring** is highly recommended.
2. HESI final exam (1): Assesses overall knowledge and understanding of complete course content. Exam will use multiple choice, multiple answer, and alternative style test questions as indicated to follow NCLEX-RN testing format.
3. EAQ (Elsevier Adaptive Quiz) Quizzes: assignments/quizzes: Assist students in understanding concentrated unit and course concepts necessary for application of the nursing process. Students are encouraged to complete workbook activities for each chapter/unit before attending class and

mandatory tutoring to improve learning outcomes and critical thinking skills. Five Mastery quizzes in the semester.

Grading rubric is as follows:

Level 3—100

Level 2—87.5

Level 1—75

Answer at least 1 question but below a “1” –50

No questions answered-0

Methods of Instruction:

Lecture and discussion

Small group discussion

Audiovisual instructional aids

Critical thinking exercises

Computer-assisted instruction

Simulations and Case Scenarios

Skills relating to unit content

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 % EAQ Quizzes (5)/assignments/quizzes** 25%

Exam 1* 15%

Exam 2* 15%

Exam 3* 15%

Exam 4* 15%

HESI Final Exam* 15%

Total 100% *

≥ 75% exam average required to pass the course **Weighted assignments calculated only after 75% exam average met

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: Refer to VN handbook:

[http://build.com.edu/uploads/sitecontent/files/nursing-student-resources/22020-2021 College of the Mainland VN 08212020.pdf](http://build.com.edu/uploads/sitecontent/files/nursing-student-resources/22020-2021%20College%20of%20the%20Mainland%20VN%2008212020.pdf)

Communicating with your instructor: ALL electronic communication with the instructor must be through your COM (College of the Mainland) (College of the Mainland) email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means.

Course Description:

Upon completion of this course, the student is expected to use clinical reasoning skills as a Provider of Patient-Centered Care, Member of the Health Care Team, Patient Safety Advocate, and/or Member of the Profession:

1. Assist in the assessment of adult and older adult patients with complex health needs and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies patient goals/outcomes and nursing interventions utilizing evidence-based practice and in collaboration with adult and older adult patients with complex health needs from diverse spiritual beliefs and cultural backgrounds, their families, and the health care team.
4. Implement the plan of care within legal and ethical parameters in accordance with the scope of practice to provide safe, compassionate, ethical nursing care for adult and older adult patients with complex health needs and their families in long-term and acute care settings.
5. Apply effective communication when implementing teaching plan for adult and older adult patients with complex health needs and their families.
6. Assists in the evaluation of effectiveness of patient goals and related nursing interventions and assists in modification of the plan of care in response to changing patient needs in adult and older adult patients with complex health needs and their families. 3
7. Assists in the coordination of human, information, and material resources in providing care for assigned adult and older adult patients with complex health needs and their families.
8. Use standards of nursing practice including the Texas Nursing Practice Act (NPA), the Texas Board of Nursing, accreditation organizations, and rules mandated by the federal, state and local governments to provide care to promote quality and a safe environment for adult and older adult patients with complex health needs, self, and others.
9. Collaborate and communicate with adult and older adult patients with complex health needs, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
10. Serve as a health care advocate in activities that focus on financial and community resources, improving the safety, quality, and health care of adult and older adult patients with complex health needs and their families.

Academic Dishonesty:

Please refer to the 2020-2021 College of the Mainland student handbook under Standards of Student Conduct. https://www.com.edu/student-services/Student_Handbook_2020-2021_v3.pdf

Student Concerns: If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact Director of Nursing, Amanda Ordonez, at (409) 933-8425 / mordonez@com.edu.

Schedule – VNSG 1432 MED/SURG 2 **SUBJECT TO CHANGE**

| Date | Subject | | QUIZ |
|--------------------|---|--|--|
| 8-24-21 TUE | Chapter 21 Neurologic system | | QUIZ DUE DATES: Q1 – 11/6 Q2 – 11/13 Q3- 11/30 Q4 – 11/30 Q5 – 11/30 |
| 8-25-21 WED | Chapter 22 Care of patients with Head and Spinal cord injuries | | |
| 8-31-21 Tue | Chapter 23 Care of patients with brain disorders | | |
| 9-1-21 WED | Chapter 24 Care of patient with peripheral nerve and degenerative disorders | | |

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| 9-07-21-21 Tue | Chapter 25 Sensory system Eyes | |
| 9-8-21 WED | Chapter 26 Sensory system Ears | |
| 9-14-21 Tue | EXAM 1 – CH 21,22,23,24,25,26 | |
| 9-15-21WED | Chapter 27 The GI system | |
| 9-21-21 Tue | Chapter 28 Upper GI system disorders | |
| 9-22-21 W | Chapter 29 Lower GI system disorders | |

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|------------|---|--|
| 9-28-21 T | Chapter 30 Disorders of the gallbladder, liver, & pancreas | |
| 9-29-21 W | Exam 2 Ch 27,28,29,30 | |
| | | |
| 10-5-21 T | Chapter 31 Musculoskeletal system | |
| 10-6-21W | Chapter 32 Musculoskeletal disorders | |
| 10-12-21T | Chapter 33 The urinary system | |
| 10-13-21 W | Chapter 34 Care of patients with disorders of the urinary system. | |
| 10-19-21 T | Chapter 35 The Endocrine system | |
| 10-20-21W | Chapter 36 Care of Patients with pituitary, thyroid, parathyroid, & adrenal disorders | |
| 10-26-21T | Chapter 37 Care of patients with diabetes & Hypoglycemia | |
| 10-27-21W | Exam 3 Ch 31,32,33,34,35,36,37 | |
| 11-2-21 T | Chapter 38 The Reproductive system | |
| 11-3-21 W | Chapter 39 Care of women with reproductive disorders | |
| 11-9-21 T | Chapter 40 Care of men with reproductive disorders | |
| 11-10-21 W | Chapter 41 Care of patients with STI's | |
| 11-16-21 T | Chapter 42 The integumentary system | |
| 11-17-21 W | Chapter 43 Care of patients with integumentary disorders and burns | |
| 11-23-21T | Chapter 44 Care of patients in disasters or Bioterrorism attack | |
| 11-24-21W | Chapter 45 Care of patients with emergent conditions, trauma, & shock | |
| 11-30-21 T | Lecture - Review | |
| 12-1-21 W | EXAM 4 Ch 38,39,40,41,42,43,44,45 | |
| 12-7-21 | **HESI FINAL** | |
| | | |

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 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.

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are especially 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 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.

Chapter 21 The Neurologic System

Student Learning Outcomes: Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

1. Assist in the assessment of developmental considerations in adult and older adult patients and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies developmental considerations when formulating patient goals/outcomes and nursing interventions utilizing evidence-based practice and in collaboration with adult and older adult patients from diverse spiritual beliefs and cultural backgrounds, their families, and the health care team.
4. Implement the plan of care within legal and ethical parameters in accordance with the scope of practice and developmental considerations to provide safe, compassionate, ethical nursing care for adult and older adult patients with emergent conditions and their families.

5. Apply effective communication according to developmental considerations when implementing teaching plans for adult and older adult patients and their families.
6. Assists in the evaluation of effectiveness of patient goals and related nursing interventions and assists in modification of the plan of care in response to changing patient needs and developmental considerations in adult and older adult patients and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned adult and older adult patients their families.
8. Use standards of nursing practice including the Texas Nursing Practice Act (NPA), the Texas Board of Nursing, accreditation organizations, and rules mandated by the federal, state and local governments to provide care to promote quality and a safe environment for adult and older adult patients according to developmental considerations, self, and others.
9. Collaborate and communicate according to developmental considerations with adult and older adult patients with emergent conditions, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
10. Serve as a health care advocate in activities that focus on developmental considerations, financial and community resources, and improving the safety, quality, and health care of adult and older adult patients.

Learning Content:

Health, Wellness, and Illness

Nurses Role in Supporting and Promoting Wellness

Developmental Stages

Young Adult

Middle Aged Adult

Older Adult

Chronic Illness

Effects of Chronic Illness

Health Promotion

Nursing Care

Learning Activities:

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Workbook exercises

Chapter 22 Care of Patients with Head and Spinal Cord injuries

Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

1. Assist in the assessment of developmental considerations in adult and older adult patients and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies developmental considerations when formulating patient goals/outcomes and nursing interventions utilizing evidence-based practice and in collaboration with adult and older adult patients from diverse spiritual beliefs and cultural backgrounds, their families, and the health care team.
4. Implement the plan of care within legal and ethical parameters in accordance with the scope of practice and developmental considerations to provide safe, compassionate, ethical nursing care for adult and older adult patients with emergent conditions and their families.
5. Apply effective communication according to developmental considerations when implementing teaching plans for adult and older adult patients and their families.
6. Assists in the evaluation of effectiveness of patient goals and related nursing interventions and assists in modification of the plan of care in response to changing patient needs and developmental considerations in adult and older adult patients and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned adult and older adult patients their families.
8. Use standards of nursing practice including the Texas Nursing Practice Act (NPA), the Texas Board of Nursing, accreditation organizations, and rules mandated by the federal, state and local governments to provide care to promote quality and a safe environment for adult and older adult patients according to developmental considerations, self, and others.
9. Collaborate and communicate according to developmental considerations with adult and older adult patients with emergent conditions, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
10. Serve as a health care advocate in activities that focus on developmental considerations, financial and community resources, and improving the safety, quality, and health care of adult and older adult patients.

Learning Content:

Health, Wellness, and Illness

Nurses Role in Supporting and Promoting Wellness

Developmental Stages

Young Adult
Middle Aged Adult
Older Adult
Chronic Illness
Effects of Chronic Illness
Health Promotion
Nursing Care

Learning Activities:

Readings from required and recommended texts.
Related topics and open skills labs to review system and the nursing process.
Case study reviews.
Critical thinking activities.
Lecture/Discussion
Clinical Reasoning Questions
Study Questions
Workbook exercises

Chapter 23 Care of Patients with Brain Disorders

Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

1. Assist in the assessment of developmental considerations in adult and older adult patients and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies developmental considerations when formulating patient goals/outcomes and nursing interventions utilizing evidence-based practice and in collaboration with adult and older adult patients from diverse spiritual beliefs and cultural backgrounds, their families, and the health care team.
4. Implement the plan of care within legal and ethical parameters in accordance with the scope of practice and developmental considerations to provide safe, compassionate,

ethical nursing care for adult and older adult patients with emergent conditions and their families.

5. Apply effective communication according to developmental considerations when implementing teaching plans for adult and older adult patients and their families.
6. Assists in the evaluation of effectiveness of patient goals and related nursing interventions and assists in modification of the plan of care in response to changing patient needs and developmental considerations in adult and older adult patients and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned adult and older adult patients their families.
8. Use standards of nursing practice including the Texas Nursing Practice Act (NPA), the Texas Board of Nursing, accreditation organizations, and rules mandated by the federal, state and local governments to provide care to promote quality and a safe environment for adult and older adult patients according to developmental considerations, self, and others.
9. Collaborate and communicate according to developmental considerations with adult and older adult patients with emergent conditions, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
10. Serve as a health care advocate in activities that focus on developmental considerations, financial and community resources, and improving the safety, quality, and health care of adult and older adult patients.

Learning Content:

Health, Wellness, and Illness

Nurses Role in Supporting and Promoting Wellness

Developmental Stages

Young Adult

Middle Aged Adult

Older Adult

Chronic Illness

Effects of Chronic Illness

Health Promotion

Nursing Care

Learning Activities:

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Workbook exercises

Chapter 24 Care of Patients with Peripheral and Degenerative Neurologic Disorders

Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

1. Assist in the assessment of developmental considerations in adult and older adult patients and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies developmental considerations when formulating patient goals/outcomes and nursing interventions utilizing evidence-based practice and in collaboration with adult and older adult patients from diverse spiritual beliefs and cultural backgrounds, their families, and the health care team.
4. Implement the plan of care within legal and ethical parameters in accordance with the scope of practice and developmental considerations to provide safe, compassionate, ethical nursing care for adult and older adult patients with emergent conditions and their families.
5. Apply effective communication according to developmental considerations when implementing teaching plans for adult and older adult patients and their families.
6. Assists in the evaluation of effectiveness of patient goals and related nursing interventions and assists in modification of the plan of care in response to changing patient needs and developmental considerations in adult and older adult patients and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned adult and older adult patients their families.
8. Use standards of nursing practice including the Texas Nursing Practice Act (NPA), the Texas Board of Nursing, accreditation organizations, and rules mandated by the federal, state and local governments to provide care to promote quality and a safe environment for adult and older adult patients according to developmental considerations, self, and others.
9. Collaborate and communicate according to developmental considerations with adult and older adult patients with emergent conditions, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
10. Serve as a health care advocate in activities that focus on developmental considerations, financial and community resources, and improving the safety, quality, and health care of adult and older adult patients.

Learning Content:

Health, Wellness, and Illness
Nurses Role in Supporting and Promoting Wellness
Developmental Stages
Young Adult
Middle Aged Adult
Older Adult
Chronic Illness
Effects of Chronic Illness
Health Promotion
Nursing Care

Learning Activities:

Readings from required and recommended texts.
Related topics and open skills labs to review system and the nursing process.
Case study reviews.
Critical thinking activities.
Lecture/Discussion
Clinical Reasoning Questions
Study Questions
Workbook exercises

Chapter 25 The Sensory System – Eye

Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

1. Assist in the assessment of developmental considerations in adult and older adult patients and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies developmental considerations when formulating patient goals/outcomes and nursing interventions utilizing evidence-based practice and in collaboration with adult and older adult patients from diverse spiritual beliefs and cultural backgrounds, their families, and the health care team.

4. Implement the plan of care within legal and ethical parameters in accordance with the scope of practice and developmental considerations to provide safe, compassionate, ethical nursing care for adult and older adult patients with emergent conditions and their families.
5. Apply effective communication according to developmental considerations when implementing teaching plans for adult and older adult patients and their families.
6. Assists in the evaluation of effectiveness of patient goals and related nursing interventions and assists in modification of the plan of care in response to changing patient needs and developmental considerations in adult and older adult patients and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned adult and older adult patients their families.
8. Use standards of nursing practice including the Texas Nursing Practice Act (NPA), the Texas Board of Nursing, accreditation organizations, and rules mandated by the federal, state and local governments to provide care to promote quality and a safe environment for adult and older adult patients according to developmental considerations, self, and others.
9. Collaborate and communicate according to developmental considerations with adult and older adult patients with emergent conditions, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
10. Serve as a health care advocate in activities that focus on developmental considerations, financial and community resources, and improving the safety, quality, and health care of adult and older adult patients.

Learning Content:

Health, Wellness, and Illness

Nurses Role in Supporting and Promoting Wellness

Developmental Stages

Young Adult

Middle Aged Adult

Older Adult

Chronic Illness

Effects of Chronic Illness

Health Promotion

Nursing Care

Learning Activities:

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Workbook exercises

Chapter 26 The Sensory System – Ears

Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

1. Assist in the assessment of developmental considerations in adult and older adult patients and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies developmental considerations when formulating patient goals/outcomes and nursing interventions utilizing evidence-based practice and in collaboration with adult and older adult patients from diverse spiritual beliefs and cultural backgrounds, their families, and the health care team.
4. Implement the plan of care within legal and ethical parameters in accordance with the scope of practice and developmental considerations to provide safe, compassionate, ethical nursing care for adult and older adult patients with emergent conditions and their families.
5. Apply effective communication according to developmental considerations when implementing teaching plans for adult and older adult patients and their families.
6. Assists in the evaluation of effectiveness of patient goals and related nursing interventions and assists in modification of the plan of care in response to changing patient needs and developmental considerations in adult and older adult patients and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned adult and older adult patients their families.
8. Use standards of nursing practice including the Texas Nursing Practice Act (NPA), the Texas Board of Nursing, accreditation organizations, and rules mandated by the federal, state and local governments to provide care to promote quality and a safe environment for adult and older adult patients according to developmental considerations, self, and others.
9. Collaborate and communicate according to developmental considerations with adult and older adult patients with emergent conditions, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
10. Serve as a health care advocate in activities that focus on developmental considerations, financial and community resources, and improving the safety, quality, and health care of adult and older adult patients.

Learning Content:

Health, Wellness, and Illness

Nurses Role in Supporting and Promoting Wellness

Developmental Stages

Young Adult

Middle Aged Adult

Older Adult

Chronic Illness

Effects of Chronic Illness

Health Promotion

Nursing Care

Learning Activities:

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Workbook exercises

Chapter 27 The Gastrointestinal System

Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

1. Assist in the assessment of developmental considerations in adult and older adult patients and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies developmental considerations when formulating patient goals/outcomes and nursing interventions utilizing evidence-based practice and in collaboration with adult and older adult patients from diverse spiritual beliefs and cultural backgrounds, their families, and the health care team.

4. Implement the plan of care within legal and ethical parameters in accordance with the scope of practice and developmental considerations to provide safe, compassionate, ethical nursing care for adult and older adult patients with emergent conditions and their families.
5. Apply effective communication according to developmental considerations when implementing teaching plans for adult and older adult patients and their families.
6. Assists in the evaluation of effectiveness of patient goals and related nursing interventions and assists in modification of the plan of care in response to changing patient needs and developmental considerations in adult and older adult patients and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned adult and older adult patients their families.
8. Use standards of nursing practice including the Texas Nursing Practice Act (NPA), the Texas Board of Nursing, accreditation organizations, and rules mandated by the federal, state and local governments to provide care to promote quality and a safe environment for adult and older adult patients according to developmental considerations, self, and others.
9. Collaborate and communicate according to developmental considerations with adult and older adult patients with emergent conditions, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
10. Serve as a health care advocate in activities that focus on developmental considerations, financial and community resources, and improving the safety, quality, and health care of adult and older adult patients.

Learning Content:

Health, Wellness, and Illness

Nurses Role in Supporting and Promoting Wellness

Developmental Stages

Young Adult

Middle Aged Adult

Older Adult

Chronic Illness

Effects of Chronic Illness

Health Promotion

Nursing Care

Learning Activities:

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Workbook exercises

Chapter 28 Care of Patients with Disorders of the Upper Gastrointestinal System

Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

1. Assist in the assessment of developmental considerations in adult and older adult patients and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies developmental considerations when formulating patient goals/outcomes and nursing interventions utilizing evidence-based practice and in collaboration with adult and older adult patients from diverse spiritual beliefs and cultural backgrounds, their families, and the health care team.
4. Implement the plan of care within legal and ethical parameters in accordance with the scope of practice and developmental considerations to provide safe, compassionate, ethical nursing care for adult and older adult patients with emergent conditions and their families.
5. Apply effective communication according to developmental considerations when implementing teaching plans for adult and older adult patients and their families.
6. Assists in the evaluation of effectiveness of patient goals and related nursing interventions and assists in modification of the plan of care in response to changing patient needs and developmental considerations in adult and older adult patients and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned adult and older adult patients their families.
8. Use standards of nursing practice including the Texas Nursing Practice Act (NPA), the Texas Board of Nursing, accreditation organizations, and rules mandated by the federal, state and local governments to provide care to promote quality and a safe environment for adult and older adult patients according to developmental considerations, self, and others.
9. Collaborate and communicate according to developmental considerations with adult and older adult patients with emergent conditions, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
10. Serve as a health care advocate in activities that focus on developmental considerations, financial and community resources, and improving the safety, quality, and health care of adult and older adult patients.

Learning Content:

Health, Wellness, and Illness
Nurses Role in Supporting and Promoting Wellness
Developmental Stages
Young Adult
Middle Aged Adult
Older Adult
Chronic Illness
Effects of Chronic Illness
Health Promotion
Nursing Care

Learning Activities:

Readings from required and recommended texts.
Related topics and open skills labs to review system and the nursing process.
Case study reviews.
Critical thinking activities.
Lecture/Discussion
Clinical Reasoning Questions
Study Questions
Workbook exercises

Chapter 29 Care of Patients with Disorders of the Lower Gastrointestinal System**Student Learning Outcomes:**

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

1. Assist in the assessment of developmental considerations in adult and older adult patients and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies developmental considerations when formulating patient goals/outcomes and nursing interventions utilizing evidence-based practice and in collaboration with adult and older adult patients from diverse spiritual beliefs and cultural backgrounds, their families, and the health care team.

4. Implement the plan of care within legal and ethical parameters in accordance with the scope of practice and developmental considerations to provide safe, compassionate, ethical nursing care for adult and older adult patients with emergent conditions and their families.
5. Apply effective communication according to developmental considerations when implementing teaching plans for adult and older adult patients and their families.
6. Assists in the evaluation of effectiveness of patient goals and related nursing interventions and assists in modification of the plan of care in response to changing patient needs and developmental considerations in adult and older adult patients and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned adult and older adult patients their families.
8. Use standards of nursing practice including the Texas Nursing Practice Act (NPA), the Texas Board of Nursing, accreditation organizations, and rules mandated by the federal, state and local governments to provide care to promote quality and a safe environment for adult and older adult patients according to developmental considerations, self, and others.
9. Collaborate and communicate according to developmental considerations with adult and older adult patients with emergent conditions, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
10. Serve as a health care advocate in activities that focus on developmental considerations, financial and community resources, and improving the safety, quality, and health care of adult and older adult patients.

Learning Content:

Health, Wellness, and Illness

Nurses Role in Supporting and Promoting Wellness

Developmental Stages

Young Adult

Middle Aged Adult

Older Adult

Chronic Illness

Effects of Chronic Illness

Health Promotion

Nursing Care

Learning Activities:

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Workbook exercises

Chapter 30 Care of Patients with Disorders of the Gallbladder, Liver, and Pancreas

Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

1. Assist in the assessment of developmental considerations in adult and older adult patients and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies developmental considerations when formulating patient goals/outcomes and nursing interventions utilizing evidence-based practice and in collaboration with adult and older adult patients from diverse spiritual beliefs and cultural backgrounds, their families, and the health care team.
4. Implement the plan of care within legal and ethical parameters in accordance with the scope of practice and developmental considerations to provide safe, compassionate, ethical nursing care for adult and older adult patients with emergent conditions and their families.
5. Apply effective communication according to developmental considerations when implementing teaching plans for adult and older adult patients and their families.
6. Assists in the evaluation of effectiveness of patient goals and related nursing interventions and assists in modification of the plan of care in response to changing patient needs and developmental considerations in adult and older adult patients and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned adult and older adult patients their families.
8. Use standards of nursing practice including the Texas Nursing Practice Act (NPA), the Texas Board of Nursing, accreditation organizations, and rules mandated by the federal, state and local governments to provide care to promote quality and a safe environment for adult and older adult patients according to developmental considerations, self, and others.
9. Collaborate and communicate according to developmental considerations with adult and older adult patients with emergent conditions, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
10. Serve as a health care advocate in activities that focus on developmental considerations, financial and community resources, and improving the safety, quality, and health care of adult and older adult patients.

Learning Content:

Health, Wellness, and Illness
Nurses Role in Supporting and Promoting Wellness
Developmental Stages
Young Adult
Middle Aged Adult
Older Adult
Chronic Illness
Effects of Chronic Illness
Health Promotion
Nursing Care

Learning Activities:

Readings from required and recommended texts.
Related topics and open skills labs to review system and the nursing process.
Case study reviews.
Critical thinking activities.
Lecture/Discussion
Clinical Reasoning Questions
Study Questions
Workbook exercises

Chapter 31 The Musculoskeletal System

Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

1. Assist in the assessment of developmental considerations in adult and older adult patients and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies developmental considerations when formulating patient goals/outcomes and nursing interventions utilizing evidence-based practice and in collaboration with adult and older adult patients from diverse spiritual beliefs and cultural backgrounds, their families, and the health care team.

4. Implement the plan of care within legal and ethical parameters in accordance with the scope of practice and developmental considerations to provide safe, compassionate, ethical nursing care for adult and older adult patients with emergent conditions and their families.
5. Apply effective communication according to developmental considerations when implementing teaching plans for adult and older adult patients and their families.
6. Assists in the evaluation of effectiveness of patient goals and related nursing interventions and assists in modification of the plan of care in response to changing patient needs and developmental considerations in adult and older adult patients and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned adult and older adult patients their families.
8. Use standards of nursing practice including the Texas Nursing Practice Act (NPA), the Texas Board of Nursing, accreditation organizations, and rules mandated by the federal, state and local governments to provide care to promote quality and a safe environment for adult and older adult patients according to developmental considerations, self, and others.
9. Collaborate and communicate according to developmental considerations with adult and older adult patients with emergent conditions, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
10. Serve as a health care advocate in activities that focus on developmental considerations, financial and community resources, and improving the safety, quality, and health care of adult and older adult patients.

Learning Content:

Health, Wellness, and Illness

Nurses Role in Supporting and Promoting Wellness

Developmental Stages

Young Adult

Middle Aged Adult

Older Adult

Chronic Illness

Effects of Chronic Illness

Health Promotion

Nursing Care

Learning Activities:

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Workbook exercises

Chapter 32 Care of Patients with Musculoskeletal and Connective Tissue Disorders

Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

1. Assist in the assessment of developmental considerations in adult and older adult patients and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies developmental considerations when formulating patient goals/outcomes and nursing interventions utilizing evidence-based practice and in collaboration with adult and older adult patients from diverse spiritual beliefs and cultural backgrounds, their families, and the health care team.
4. Implement the plan of care within legal and ethical parameters in accordance with the scope of practice and developmental considerations to provide safe, compassionate, ethical nursing care for adult and older adult patients with emergent conditions and their families.
5. Apply effective communication according to developmental considerations when implementing teaching plans for adult and older adult patients and their families.
6. Assists in the evaluation of effectiveness of patient goals and related nursing interventions and assists in modification of the plan of care in response to changing patient needs and developmental considerations in adult and older adult patients and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned adult and older adult patients their families.
8. Use standards of nursing practice including the Texas Nursing Practice Act (NPA), the Texas Board of Nursing, accreditation organizations, and rules mandated by the federal, state and local governments to provide care to promote quality and a safe environment for adult and older adult patients according to developmental considerations, self, and others.
9. Collaborate and communicate according to developmental considerations with adult and older adult patients with emergent conditions, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
10. Serve as a health care advocate in activities that focus on developmental considerations, financial and community resources, and improving the safety, quality, and health care of adult and older adult patients.

Learning Content:

Health, Wellness, and Illness
Nurses Role in Supporting and Promoting Wellness
Developmental Stages
Young Adult
Middle Aged Adult
Older Adult
Chronic Illness
Effects of Chronic Illness
Health Promotion
Nursing Care

Learning Activities:

Readings from required and recommended texts.
Related topics and open skills labs to review system and the nursing process.
Case study reviews.
Critical thinking activities.
Lecture/Discussion
Clinical Reasoning Questions
Study Questions
Workbook exercises

Chapter 33 The Urinary System**Student Learning Outcomes:**

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

1. Assist in the assessment of developmental considerations in adult and older adult patients and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies developmental considerations when formulating patient goals/outcomes and nursing interventions utilizing evidence-based practice and in collaboration with adult and older adult patients from diverse spiritual beliefs and cultural backgrounds, their families, and the health care team.

4. Implement the plan of care within legal and ethical parameters in accordance with the scope of practice and developmental considerations to provide safe, compassionate, ethical nursing care for adult and older adult patients with emergent conditions and their families.
5. Apply effective communication according to developmental considerations when implementing teaching plans for adult and older adult patients and their families.
6. Assists in the evaluation of effectiveness of patient goals and related nursing interventions and assists in modification of the plan of care in response to changing patient needs and developmental considerations in adult and older adult patients and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned adult and older adult patients their families.
8. Use standards of nursing practice including the Texas Nursing Practice Act (NPA), the Texas Board of Nursing, accreditation organizations, and rules mandated by the federal, state and local governments to provide care to promote quality and a safe environment for adult and older adult patients according to developmental considerations, self, and others.
9. Collaborate and communicate according to developmental considerations with adult and older adult patients with emergent conditions, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
10. Serve as a health care advocate in activities that focus on developmental considerations, financial and community resources, and improving the safety, quality, and health care of adult and older adult patients.

Learning Content:

Health, Wellness, and Illness

Nurses Role in Supporting and Promoting Wellness

Developmental Stages

Young Adult

Middle Aged Adult

Older Adult

Chronic Illness

Effects of Chronic Illness

Health Promotion

Nursing Care

Learning Activities:

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Workbook exercises

Chapter 34 Care of Patients with Disorders of the Urinary System

Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

1. Assist in the assessment of developmental considerations in adult and older adult patients and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies developmental considerations when formulating patient goals/outcomes and nursing interventions utilizing evidence-based practice and in collaboration with adult and older adult patients from diverse spiritual beliefs and cultural backgrounds, their families, and the health care team.
4. Implement the plan of care within legal and ethical parameters in accordance with the scope of practice and developmental considerations to provide safe, compassionate, ethical nursing care for adult and older adult patients with emergent conditions and their families.
5. Apply effective communication according to developmental considerations when implementing teaching plans for adult and older adult patients and their families.
6. Assists in the evaluation of effectiveness of patient goals and related nursing interventions and assists in modification of the plan of care in response to changing patient needs and developmental considerations in adult and older adult patients and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned adult and older adult patients their families.
8. Use standards of nursing practice including the Texas Nursing Practice Act (NPA), the Texas Board of Nursing, accreditation organizations, and rules mandated by the federal, state and local governments to provide care to promote quality and a safe environment for adult and older adult patients according to developmental considerations, self, and others.
9. Collaborate and communicate according to developmental considerations with adult and older adult patients with emergent conditions, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
10. Serve as a health care advocate in activities that focus on developmental considerations, financial and community resources, and improving the safety, quality, and health care of adult and older adult patients.

Learning Content:

Health, Wellness, and Illness
Nurses Role in Supporting and Promoting Wellness
Developmental Stages
Young Adult
Middle Aged Adult
Older Adult
Chronic Illness
Effects of Chronic Illness
Health Promotion
Nursing Care

Learning Activities:

Readings from required and recommended texts.
Related topics and open skills labs to review system and the nursing process.
Case study reviews.
Critical thinking activities.
Lecture/Discussion
Clinical Reasoning Questions
Study Questions
Workbook exercises

Chapter 35 The Endocrine System**Student Learning Outcomes:**

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

1. Assist in the assessment of developmental considerations in adult and older adult patients and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies developmental considerations when formulating patient goals/outcomes and nursing interventions utilizing evidence-based practice and in collaboration with adult and older adult patients from diverse spiritual beliefs and cultural backgrounds, their families, and the health care team.

4. Implement the plan of care within legal and ethical parameters in accordance with the scope of practice and developmental considerations to provide safe, compassionate, ethical nursing care for adult and older adult patients with emergent conditions and their families.
5. Apply effective communication according to developmental considerations when implementing teaching plans for adult and older adult patients and their families.
6. Assists in the evaluation of effectiveness of patient goals and related nursing interventions and assists in modification of the plan of care in response to changing patient needs and developmental considerations in adult and older adult patients and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned adult and older adult patients their families.
8. Use standards of nursing practice including the Texas Nursing Practice Act (NPA), the Texas Board of Nursing, accreditation organizations, and rules mandated by the federal, state and local governments to provide care to promote quality and a safe environment for adult and older adult patients according to developmental considerations, self, and others.
9. Collaborate and communicate according to developmental considerations with adult and older adult patients with emergent conditions, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
10. Serve as a health care advocate in activities that focus on developmental considerations, financial and community resources, and improving the safety, quality, and health care of adult and older adult patients.

Learning Content:

Health, Wellness, and Illness

Nurses Role in Supporting and Promoting Wellness

Developmental Stages

Young Adult

Middle Aged Adult

Older Adult

Chronic Illness

Effects of Chronic Illness

Health Promotion

Nursing Care

Learning Activities:

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Workbook exercises

Chapter 36 Care of Patients with Pituitary, Thyroid, Parathyroid, and Adrenal Disorders

Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

1. Assist in the assessment of developmental considerations in adult and older adult patients and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies developmental considerations when formulating patient goals/outcomes and nursing interventions utilizing evidence-based practice and in collaboration with adult and older adult patients from diverse spiritual beliefs and cultural backgrounds, their families, and the health care team.
4. Implement the plan of care within legal and ethical parameters in accordance with the scope of practice and developmental considerations to provide safe, compassionate, ethical nursing care for adult and older adult patients with emergent conditions and their families.
5. Apply effective communication according to developmental considerations when implementing teaching plans for adult and older adult patients and their families.
6. Assists in the evaluation of effectiveness of patient goals and related nursing interventions and assists in modification of the plan of care in response to changing patient needs and developmental considerations in adult and older adult patients and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned adult and older adult patients their families.
8. Use standards of nursing practice including the Texas Nursing Practice Act (NPA), the Texas Board of Nursing, accreditation organizations, and rules mandated by the federal, state and local governments to provide care to promote quality and a safe environment for adult and older adult patients according to developmental considerations, self, and others.
9. Collaborate and communicate according to developmental considerations with adult and older adult patients with emergent conditions, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
10. Serve as a health care advocate in activities that focus on developmental considerations, financial and community resources, and improving the safety, quality, and health care of adult and older adult patients.

Learning Content:

Health, Wellness, and Illness
Nurses Role in Supporting and Promoting Wellness
Developmental Stages
Young Adult
Middle Aged Adult
Older Adult
Chronic Illness
Effects of Chronic Illness
Health Promotion
Nursing Care

Learning Activities:

Readings from required and recommended texts.
Related topics and open skills labs to review system and the nursing process.
Case study reviews.
Critical thinking activities.
Lecture/Discussion
Clinical Reasoning Questions
Study Questions
Workbook exercises

Chapter 37 Care of Patients with Diabetes and Hypoglycemia**Student Learning Outcomes:**

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

1. Assist in the assessment of developmental considerations in adult and older adult patients and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies developmental considerations when formulating patient goals/outcomes and nursing interventions utilizing evidence-based practice and in collaboration with adult and older adult patients from diverse spiritual beliefs and cultural backgrounds, their families, and the health care team.

4. Implement the plan of care within legal and ethical parameters in accordance with the scope of practice and developmental considerations to provide safe, compassionate, ethical nursing care for adult and older adult patients with emergent conditions and their families.
5. Apply effective communication according to developmental considerations when implementing teaching plans for adult and older adult patients and their families.
6. Assists in the evaluation of effectiveness of patient goals and related nursing interventions and assists in modification of the plan of care in response to changing patient needs and developmental considerations in adult and older adult patients and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned adult and older adult patients their families.
8. Use standards of nursing practice including the Texas Nursing Practice Act (NPA), the Texas Board of Nursing, accreditation organizations, and rules mandated by the federal, state and local governments to provide care to promote quality and a safe environment for adult and older adult patients according to developmental considerations, self, and others.
9. Collaborate and communicate according to developmental considerations with adult and older adult patients with emergent conditions, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
10. Serve as a health care advocate in activities that focus on developmental considerations, financial and community resources, and improving the safety, quality, and health care of adult and older adult patients.

Learning Content:

Health, Wellness, and Illness

Nurses Role in Supporting and Promoting Wellness

Developmental Stages

Young Adult

Middle Aged Adult

Older Adult

Chronic Illness

Effects of Chronic Illness

Health Promotion

Nursing Care

Learning Activities:

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Workbook exercises

Chapter 38 The Reproductive System

Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

1. Assist in the assessment of developmental considerations in adult and older adult patients and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies developmental considerations when formulating patient goals/outcomes and nursing interventions utilizing evidence-based practice and in collaboration with adult and older adult patients from diverse spiritual beliefs and cultural backgrounds, their families, and the health care team.
4. Implement the plan of care within legal and ethical parameters in accordance with the scope of practice and developmental considerations to provide safe, compassionate, ethical nursing care for adult and older adult patients with emergent conditions and their families.
5. Apply effective communication according to developmental considerations when implementing teaching plans for adult and older adult patients and their families.
6. Assists in the evaluation of effectiveness of patient goals and related nursing interventions and assists in modification of the plan of care in response to changing patient needs and developmental considerations in adult and older adult patients and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned adult and older adult patients their families.
8. Use standards of nursing practice including the Texas Nursing Practice Act (NPA), the Texas Board of Nursing, accreditation organizations, and rules mandated by the federal, state and local governments to provide care to promote quality and a safe environment for adult and older adult patients according to developmental considerations, self, and others.
9. Collaborate and communicate according to developmental considerations with adult and older adult patients with emergent conditions, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
10. Serve as a health care advocate in activities that focus on developmental considerations, financial and community resources, and improving the safety, quality, and health care of adult and older adult patients.

Learning Content:

Health, Wellness, and Illness
Nurses Role in Supporting and Promoting Wellness
Developmental Stages
Young Adult
Middle Aged Adult
Older Adult
Chronic Illness
Effects of Chronic Illness
Health Promotion
Nursing Care

Learning Activities:

Readings from required and recommended texts.
Related topics and open skills labs to review system and the nursing process.
Case study reviews.
Critical thinking activities.
Lecture/Discussion
Clinical Reasoning Questions
Study Questions
Workbook exercises

Chapter 39 Care of Women with Reproductive Disorders

Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

1. Assist in the assessment of developmental considerations in adult and older adult patients and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies developmental considerations when formulating patient goals/outcomes and nursing interventions utilizing evidence-based practice and in collaboration with adult and older adult patients from diverse spiritual beliefs and cultural backgrounds, their families, and the health care team.

4. Implement the plan of care within legal and ethical parameters in accordance with the scope of practice and developmental considerations to provide safe, compassionate, ethical nursing care for adult and older adult patients with emergent conditions and their families.
5. Apply effective communication according to developmental considerations when implementing teaching plans for adult and older adult patients and their families.
6. Assists in the evaluation of effectiveness of patient goals and related nursing interventions and assists in modification of the plan of care in response to changing patient needs and developmental considerations in adult and older adult patients and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned adult and older adult patients their families.
8. Use standards of nursing practice including the Texas Nursing Practice Act (NPA), the Texas Board of Nursing, accreditation organizations, and rules mandated by the federal, state and local governments to provide care to promote quality and a safe environment for adult and older adult patients according to developmental considerations, self, and others.
9. Collaborate and communicate according to developmental considerations with adult and older adult patients with emergent conditions, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
10. Serve as a health care advocate in activities that focus on developmental considerations, financial and community resources, and improving the safety, quality, and health care of adult and older adult patients.

Learning Content:

Health, Wellness, and Illness

Nurses Role in Supporting and Promoting Wellness

Developmental Stages

Young Adult

Middle Aged Adult

Older Adult

Chronic Illness

Effects of Chronic Illness

Health Promotion

Nursing Care

Learning Activities:

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Workbook exercises

Chapter 40 Care of Men with Reproductive Disorders

Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

1. Assist in the assessment of developmental considerations in adult and older adult patients and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies developmental considerations when formulating patient goals/outcomes and nursing interventions utilizing evidence-based practice and in collaboration with adult and older adult patients from diverse spiritual beliefs and cultural backgrounds, their families, and the health care team.
4. Implement the plan of care within legal and ethical parameters in accordance with the scope of practice and developmental considerations to provide safe, compassionate, ethical nursing care for adult and older adult patients with emergent conditions and their families.
5. Apply effective communication according to developmental considerations when implementing teaching plans for adult and older adult patients and their families.
6. Assists in the evaluation of effectiveness of patient goals and related nursing interventions and assists in modification of the plan of care in response to changing patient needs and developmental considerations in adult and older adult patients and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned adult and older adult patients their families.
8. Use standards of nursing practice including the Texas Nursing Practice Act (NPA), the Texas Board of Nursing, accreditation organizations, and rules mandated by the federal, state and local governments to provide care to promote quality and a safe environment for adult and older adult patients according to developmental considerations, self, and others.
9. Collaborate and communicate according to developmental considerations with adult and older adult patients with emergent conditions, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
10. Serve as a health care advocate in activities that focus on developmental considerations, financial and community resources, and improving the safety, quality, and health care of adult and older adult patients.

Learning Content:

Health, Wellness, and Illness
Nurses Role in Supporting and Promoting Wellness
Developmental Stages
Young Adult
Middle Aged Adult
Older Adult
Chronic Illness
Effects of Chronic Illness
Health Promotion
Nursing Care

Learning Activities:

Readings from required and recommended texts.
Related topics and open skills labs to review system and the nursing process.
Case study reviews.
Critical thinking activities.
Lecture/Discussion
Clinical Reasoning Questions
Study Questions
Workbook exercises

Chapter 41 Care of Patients with Sexually Transmitted Infections

Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

1. Assist in the assessment of developmental considerations in adult and older adult patients and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies developmental considerations when formulating patient goals/outcomes and nursing interventions utilizing evidence-based practice and in collaboration with adult and older adult patients from diverse spiritual beliefs and cultural backgrounds, their families, and the health care team.

4. Implement the plan of care within legal and ethical parameters in accordance with the scope of practice and developmental considerations to provide safe, compassionate, ethical nursing care for adult and older adult patients with emergent conditions and their families.
5. Apply effective communication according to developmental considerations when implementing teaching plans for adult and older adult patients and their families.
6. Assists in the evaluation of effectiveness of patient goals and related nursing interventions and assists in modification of the plan of care in response to changing patient needs and developmental considerations in adult and older adult patients and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned adult and older adult patients their families.
8. Use standards of nursing practice including the Texas Nursing Practice Act (NPA), the Texas Board of Nursing, accreditation organizations, and rules mandated by the federal, state and local governments to provide care to promote quality and a safe environment for adult and older adult patients according to developmental considerations, self, and others.
9. Collaborate and communicate according to developmental considerations with adult and older adult patients with emergent conditions, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
10. Serve as a health care advocate in activities that focus on developmental considerations, financial and community resources, and improving the safety, quality, and health care of adult and older adult patients.

Learning Content:

Health, Wellness, and Illness

Nurses Role in Supporting and Promoting Wellness

Developmental Stages

Young Adult

Middle Aged Adult

Older Adult

Chronic Illness

Effects of Chronic Illness

Health Promotion

Nursing Care

Learning Activities:

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Workbook exercises

Chapter 42 The Integumentary System

Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

1. Assist in the assessment of developmental considerations in adult and older adult patients and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies developmental considerations when formulating patient goals/outcomes and nursing interventions utilizing evidence-based practice and in collaboration with adult and older adult patients from diverse spiritual beliefs and cultural backgrounds, their families, and the health care team.
4. Implement the plan of care within legal and ethical parameters in accordance with the scope of practice and developmental considerations to provide safe, compassionate, ethical nursing care for adult and older adult patients with emergent conditions and their families.
5. Apply effective communication according to developmental considerations when implementing teaching plans for adult and older adult patients and their families.
6. Assists in the evaluation of effectiveness of patient goals and related nursing interventions and assists in modification of the plan of care in response to changing patient needs and developmental considerations in adult and older adult patients and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned adult and older adult patients their families.
8. Use standards of nursing practice including the Texas Nursing Practice Act (NPA), the Texas Board of Nursing, accreditation organizations, and rules mandated by the federal, state and local governments to provide care to promote quality and a safe environment for adult and older adult patients according to developmental considerations, self, and others.
9. Collaborate and communicate according to developmental considerations with adult and older adult patients with emergent conditions, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
10. Serve as a health care advocate in activities that focus on developmental considerations, financial and community resources, and improving the safety, quality, and health care of adult and older adult patients.

Learning Content:

Health, Wellness, and Illness
Nurses Role in Supporting and Promoting Wellness
Developmental Stages
Young Adult
Middle Aged Adult
Older Adult
Chronic Illness
Effects of Chronic Illness
Health Promotion
Nursing Care

Learning Activities:

Readings from required and recommended texts.
Related topics and open skills labs to review system and the nursing process.
Case study reviews.
Critical thinking activities.
Lecture/Discussion
Clinical Reasoning Questions
Study Questions
Workbook exercises

Chapter 43 Care of Patients with Integumentary Disorders and Burns**Student Learning Outcomes:**

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

1. Assist in the assessment of developmental considerations in adult and older adult patients and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies developmental considerations when formulating patient goals/outcomes and nursing interventions utilizing evidence-based practice and in collaboration with adult and older adult patients from diverse spiritual beliefs and cultural backgrounds, their families, and the health care team.

4. Implement the plan of care within legal and ethical parameters in accordance with the scope of practice and developmental considerations to provide safe, compassionate, ethical nursing care for adult and older adult patients with emergent conditions and their families.
5. Apply effective communication according to developmental considerations when implementing teaching plans for adult and older adult patients and their families.
6. Assists in the evaluation of effectiveness of patient goals and related nursing interventions and assists in modification of the plan of care in response to changing patient needs and developmental considerations in adult and older adult patients and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned adult and older adult patients their families.
8. Use standards of nursing practice including the Texas Nursing Practice Act (NPA), the Texas Board of Nursing, accreditation organizations, and rules mandated by the federal, state and local governments to provide care to promote quality and a safe environment for adult and older adult patients according to developmental considerations, self, and others.
9. Collaborate and communicate according to developmental considerations with adult and older adult patients with emergent conditions, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
10. Serve as a health care advocate in activities that focus on developmental considerations, financial and community resources, and improving the safety, quality, and health care of adult and older adult patients.

Learning Content:

Health, Wellness, and Illness
Nurses Role in Supporting and Promoting Wellness
Developmental Stages
Young Adult
Middle Aged Adult
Older Adult
Chronic Illness
Effects of Chronic Illness
Health Promotion
Nursing Care

Learning Activities:

Readings from required and recommended texts.
Related topics and open skills labs to review system and the nursing process.
Case study reviews.
Critical thinking activities.
Lecture/Discussion
Clinical Reasoning Questions
Study Questions
Workbook exercises

Chapter 44 Care of Patients in Disasters or Bioterrorism Attack

Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

1. Assist in the assessment of developmental considerations in adult and older adult patients and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies developmental considerations when formulating patient goals/outcomes and nursing interventions utilizing evidence-based practice and in collaboration with adult and older adult patients from diverse spiritual beliefs and cultural backgrounds, their families, and the health care team.
4. Implement the plan of care within legal and ethical parameters in accordance with the scope of practice and developmental considerations to provide safe, compassionate, ethical nursing care for adult and older adult patients with emergent conditions and their families.
5. Apply effective communication according to developmental considerations when implementing teaching plans for adult and older adult patients and their families.
6. Assists in the evaluation of effectiveness of patient goals and related nursing interventions and assists in modification of the plan of care in response to changing patient needs and developmental considerations in adult and older adult patients and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned adult and older adult patients their families.
8. Use standards of nursing practice including the Texas Nursing Practice Act (NPA), the Texas Board of Nursing, accreditation organizations, and rules mandated by the federal, state and local governments to provide care to promote quality and a safe environment for adult and older adult patients according to developmental considerations, self, and others.
9. Collaborate and communicate according to developmental considerations with adult and older adult patients with emergent conditions, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
10. Serve as a health care advocate in activities that focus on developmental considerations, financial and community resources, and improving the safety, quality, and health care of adult and older adult patients.

Learning Content:

Health, Wellness, and Illness
Nurses Role in Supporting and Promoting Wellness
Developmental Stages
Young Adult
Middle Aged Adult
Older Adult
Chronic Illness
Effects of Chronic Illness
Health Promotion
Nursing Care

Learning Activities:

Readings from required and recommended texts.
Related topics and open skills labs to review system and the nursing process.
Case study reviews.
Critical thinking activities.
Lecture/Discussion
Clinical Reasoning Questions
Study Questions
Workbook exercises

Chapter 45 Care of Patients with Emergent Conditions, Trauma, and Shock

Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

Student Learning Outcomes:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

1. Assist in the assessment of developmental considerations in adult and older adult patients and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies developmental considerations when formulating patient goals/outcomes and nursing interventions utilizing evidence-based practice and in collaboration with adult and older adult patients from diverse spiritual beliefs and cultural backgrounds, their families, and the health care team.

4. Implement the plan of care within legal and ethical parameters in accordance with the scope of practice and developmental considerations to provide safe, compassionate, ethical nursing care for adult and older adult patients with emergent conditions and their families.
5. Apply effective communication according to developmental considerations when implementing teaching plans for adult and older adult patients and their families.
6. Assists in the evaluation of effectiveness of patient goals and related nursing interventions and assists in modification of the plan of care in response to changing patient needs and developmental considerations in adult and older adult patients and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned adult and older adult patients their families.
8. Use standards of nursing practice including the Texas Nursing Practice Act (NPA), the Texas Board of Nursing, accreditation organizations, and rules mandated by the federal, state and local governments to provide care to promote quality and a safe environment for adult and older adult patients according to developmental considerations, self, and others.
9. Collaborate and communicate according to developmental considerations with adult and older adult patients with emergent conditions, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
10. Serve as a health care advocate in activities that focus on developmental considerations, financial and community resources, and improving the safety, quality, and health care of adult and older adult patients.

Learning Content:

Health, Wellness, and Illness

Nurses Role in Supporting and Promoting Wellness

Developmental Stages

Young Adult

Middle Aged Adult

Older Adult

Chronic Illness

Effects of Chronic Illness

Health Promotion

Nursing Care

Learning Activities:

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Workbook exercises