



**RNSG 1343-101CL Complex Concepts of Adult Health
Fall 2021, 16 Weeks**

Monday and Tuesday 1pm to 3 pm

Course Facilitator: Theresa Henry, MSN, RN, FNP-BC
thenry3@com.edu, (409) 933-8714

Office Hours
Monday & Thursday
9 am – 1 pm

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

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.

Required Textbooks:

Lewis, S., Bucher, L., Heitkemper, M., & Harding, M. (2019). *Medical-Surgical Nursing: Assessment and Management of Clinical Problems*, 11th Edition. St. Louis: Elsevier, Inc. Mulholland, J.M., & Turner, S.J.

Elsevier Adaptive Quizzing for Lewis Medical-Surgical Nursing - Classic Version, 11th Edition.
COURSE ID 162670_thenry337_1001

Elsevier Adaptive Quizzing for the NCLEX-RN Exam (36-Month) Classic Version, 2nd Edition
COURSE ID 160224_thenry337_1001

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

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

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

Elsevier Clinical Skills” Essentials Collection
Revised: January 2021

Texas Board of Nursing: Current Editions of Texas Nursing Practice Act & Nursing Peer Review Act.

http://www.bne.state.tx.us/laws_and_rules_nursing_practice_act.asp

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

Recommended Textbooks:

Mosby Nursing Drug Guide (current edition)

All previously purchased books that were required.

Alternative Online Classroom requirements:

A desktop or laptop computer with the following specifications (PC or Mac):

- 2 GB Free HDD space
- 4 GB RAM Required, 8 GB recommended
- CPU equivalent to Intel i3 2+GHz
- Operating System:
 - MAC OS 10.13, 10.14, or 10.15 ONLY, or
 - Windows 10 (version 1809 or 1903) ONLY

Course Description

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

WECM End-of-Course Outcomes:

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

Course Requirements

1. Unit exams - Assesses knowledge of course content discussed in class, in reading assignments, and pharmacology modules. Exams will use multiple choice, multiple answer, and alternative style test questions as indicated to follow NCLEX-RN testing format. If a student receives a grade below 75% on any exam, he/she should schedule a counseling appointment with the instructor and remediation is required prior to taking the next exam.
2. All students must take their Unit exams at the same time and day that is specific on the course calendar.

3. Final exam - Assesses overall knowledge and understanding of medical-surgical nursing concepts. Exams will use multiple choice, multiple answer, and alternative style test questions as indicated to follow NCLEX-RN testing format. All students must take their Final exam at the same time and day that is specific on the syllabus course calendar.
4. Poster Presentation-Grading will be based on the following: your group communication skills; visual presentation; actual evidence-based content which includes the, etiology and pathology, clinical manifestations, potential complications, diagnostic studies, labs & screening tools, medications- (Patient Teaching, Nursing Implications) interprofessional care, and nursing management and teaching points; resources used for presentation; and collaboration within group.
Final material must be submitted to instructor one week prior to presentation by specific due date in syllabus course calendar. Content and video will be uploaded in Blackboard under "Group Presentation" tab. See Rubric, Appendix A.
 - Pharmacology Lesson Quizzes-Assesses knowledge and application of selected pharmacologic content. Students must complete each required lesson by the due date listed in the syllabus. You will have **one attempt** for each Pharmacology Lesson Quiz. Failure to submit a lesson will result in a grade of zero for that lesson. The scores for all required lessons will be averaged for your Pharmacology Lesson Quiz grade.

Lab Guidelines

- There are specific Evolve module assignments for each lab. (See Blackboard and lab schedule). Students are responsible to complete the Evolve EAQ prior to each lab. It is the student responsibility to review skills video before each skills lab. Students are expected to come prepared to practice and demonstrate selected skills.
- Skills Lab Elsevier Adaptive Quiz (EAQ) quizzes-Assesses knowledge and application of content integrated within the course. Students are responsible to complete the Evolve EAQ Skills Quiz prior to each lab. Students are expected to come prepared to practice and demonstrate selected skills. You will have **one attempt** for each EAQ Skills Lab Quiz- Blood Transfusion and Tracheostomy Care. Failure to submit a quiz will result in a grade of **zero** for that quiz.

Skills Practice & Lab Participation

Students must actively participate in all lab opportunities. Students must come to lab prepared to practice each skill. Lab practice is the time for all students to learn the skills that are required for the profession. Unprofessional behavior and lack of serious attention to the learning process will not be tolerated.

Students who are not actively participating or who distract other students from the learning process will be asked to leave class and will receive an unexcused absence for the day. Students will also be required to meet with the faculty to discuss the unprofessional behavior.

Dress For Skills Lab

To ensure safety and asepsis in the Skills Lab, the student is expected to:

- Dress in the approved nursing uniform
- Wear low-heeled slip-proof shoes with covered toes to prevent accidental injury
- Wear no dangling jewelry
- Maintain personal hygiene

- Wear no scented products, as some people are highly sensitive

Keep fingernails cut short and clean

Wear student name badge

Peer Observed Skills Validations

These skills must be observed by two peers. Each peer must sign the checklist by the end of lab showing that you completed the skill satisfactorily. Each student is responsible for uploading the checklist in the appropriate section in blackboard by the designated due date on course calendar. Checklists can be found in Blackboard. All skills must be satisfactorily performed in the clinical setting.

- Providing Tracheostomy Care
- Initiating a Transfusion
- Monitoring for Adverse Reaction to a Transfusion
- Preparing for a Transfusion
- Central Venous Access Device

5. Elsevier Adaptive Quiz (EAQ) quizzes-Assesses knowledge and application of content integrated within the course. Students will complete mastery quizzes as assigned in the syllabus. The quizzes are multiple choice, multiple answer, and alternative-style questions. The student will continue to answer questions until the specified mastery level is achieved prior to the specified due date. The scores for all required quizzes will be averaged for your Elsevier Adaptive Mastery Level Quizzes.

Grade Calculation

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

Assignment	%
Unit Exam 1 *	12
Unit Exam 2*	12
Unit Exam 3*	12
Unit Exam 4*	12
Final HESI Exam*	12
Exam Total*	60
Blood Transfusion Quiz	5
Tracheotomy Care	5
Group Poster Presentation**	5
Pharmacology Lessons Quizzes**	15
Unit Quizzes** Grading Scale for Mastery Quizzes 0 = No Questions Answered 50 = At least one question answered but did not achieve Master Level 1 "Beginner" 75 = Mastery Level 1 "Beginner" Achieved 100 = Mastery Level 2 "Intermediate" Achieved	10
Total	100
* ≥ 75% weighted exam average required to pass the course	

** Weighted assignments calculated only after 75% exam average met.

Methods of Instruction

Case studies
Lecture
Group discussions
Quizzes
Concept maps
Role-play and demonstration
Audio-visual instructional aids
Discussion boards
Practice questions
Patient care plans
Lab instruction
Recorded lecture over power point
Sherpath pharmacology

Grading Scale

A = 90 – 100%
B = 80 – 89.99%
C = 75 – 79.99%*
D = 60 – 74.99%
F = <60%

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

Attendance

See Attendance policy in the Nursing Student Handbook.

Tardiness

See Attendance policy in the Nursing Student Handbook.

Withdrawal

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 only permitted to withdraw six times during their college career by State law. The last day to withdraw for the 16 -week session is April 26th for 16 -week. See Admission, Progression, Dismissal, & Readmission policy in the Nursing Student Handbook.

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

ADA Statement

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

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention is very important to us. I have been

asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

Academic Dishonesty

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

Plagiarism

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

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

Concerns/Questions Statement

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

Course Objectives/ Student Learning Outcomes

Upon complete of this course, the student will:

1. Examine the pathophysiology and clinical management of adult patients with complex health needs.
2. Apply the nursing process in the care of adult patients with complex health needs and their families in primary, secondary, and tertiary settings to achieve, improve, or maintain an optimal level of wellness.
3. Utilize the principles of critical thinking, problem solving and clinical judgment in the performance of evidence based, advanced nursing skills while caring for adult patients with complex health needs.
4. Examine pharmacokinetics, pharmacodynamics, therapeutic actions, side/adverse effects, contraindications, drug and dietary interactions, precautions, and routes of administration of relevant medications used in treatment of adult patients with complex health needs.
5. Examine the roles of the associate degree nurse in caring for adult patients with complex health needs and their families.

6. Utilize effective communication with culturally and spiritually diverse adult patients, their families, and members of the health care team.
7. Apply principles of patient care management in the care of adult patients with complex health needs.
8. Apply principles of patient safety in the care of adult patients with complex healthcare needs and their families.
9. Discuss appropriate principles of teaching and learning for culturally and spiritually diverse adult patients with complex health needs.
10. Utilize clinical data and current literature as a basis for decision making in the care of adult patients with complex health needs and their families.
11. Discuss ethical/legal issues related to the care of adult patients with complex health needs and their families.
12. Examine health care and financial resources available to assist culturally diverse adult patients with complex health needs and their families.

Blackboard / Syllabus Assignment Submission Statement: It is the student's responsibility to confirm your submission. When submitting an assignment in Blackboard, particularly ones that include file attachments, you should take the time to verify your submission. You should receive a confirmation message after you submit your assignment. You should confirm your submission manually.

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

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 career. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

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

Counseling Statement: Any student that is 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 setup their appointment. Appointments are strongly encouraged; however some concerns may be addressed on a walk-in basis.

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. Students are required to watch a training [video](#), complete the [self-screening](#), and acknowledge the safety guidance at: www.com.edu/selfscreen.

Technology Outage Policy: Students are responsible for completing all course work by the due dates stated in the syllabus. Occasionally the College may experience emergency campus-wide technology outages, should this occur during a Quiz or submission of an Assignment, you will need to notify the instructor. You will need the Quiz to be reset or for the instructor to extend assignment due date. The assignment due date will be extended, or the quiz will be reset after the campus-wide outage is confirmed by Informational Technology. An Announcement will be sent to all students relaying the information about the new due date for the assignment or quiz.

In case of a personal technology issue or if you have questions about an assignment or need clarification of requirements, you are expected to contact the instructor using Course Email. The College has several [computer labs](#) so access to requisite technology needed to complete assignments should not be an issue.

In addition, students, faculty, and staff must perform a [self-screening](#) prior to each campus visit. Finally, students, faculty, or staff which have had symptoms of COVID-19, received a positive test for COVID-19, or have had close contact with an individual infected with COVID-19 must complete the [self-report tool](#).

Classroom Conduct Policy/Student Conduct

Classroom Conduct Policy: College of the Mainland requires that students enrolled at COM be familiar with the Standards of Student Conduct, which can be found in the on-line Student Handbook. Students should act in a professional manner at all times. Disruptive students will be held accountable according to college policy. Any violations of the Code of Conduct will result in a referral to the Office for student Conduct and may result in dismissal from this class. In addition to the Standards of Student Conduct found in the online COM Student Handbook. Nursing students are expected to demonstrate good professional character as defined in in BON Rule 213.27 (http://bon.texas.gov/rr_current/213-27.asp). See Behavior/Conduct in the Nursing Student Handbook.

Make-Up Policy/Late Assignments

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

Success Tips for Students

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

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

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

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

ANA Scope and Standards of Practice

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

Student Handbooks

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

Syllabus Revisions

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

The Tutoring Center

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

Surviving Active Shooter Event Reference and Training Videos

Run, Hide, Fight * (Mandatory)

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

Last Resort ACTIVE SHOOTER SURVIVAL Measures by Alon Stivi

<https://www.youtube.com/watch?v=r2tIeRUbRHw>

Surviving an Active Shooter Event - Civilian Response to Active Shooter

<https://www.youtube.com/watch?v=j0It68YxLQQ>

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

Discussion Questions:

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

Notice to Students Regarding Licensing

January 2021

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

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

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

Unit 1: Cancer

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

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

8. Apply principles of patient safety in the care of adult patients with complex health needs related to cancer and their families.
9. Discuss appropriate principles of teaching and learning for culturally and spiritually diverse adult patients with complex health needs related to cancer.
10. Utilize clinical data and current literature as a basis for decision making in the care of adult patients with complex health needs related to cancer and their families.
11. Discuss ethical/legal issues related to the care of adult patients with cancer and their families.
12. Examine health care and financial resources available to assist culturally diverse adult patients with cancer.

Learning Content:

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

Learning Activities:

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

Unit 2: Disruptive Factors of the Hematologic System

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

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

Learning Content

- I. Structures and Functions of Hematologic System
 - A. Bone Marrow
 - B. Blood
 - C. Normal Iron Metabolism
 - D. Normal Clotting Mechanisms
 - E. Spleen
 - F. Lymph System
 - G. Gerontologic Considerations: Effects of Aging on Hematologic System
- II. Assessment of Hematologic System
 - A. Assessment Abnormalities
- III. Diagnostic Studies of Hematologic System
 - A. Laboratory Studies

- B. Biopsies
- C. Molecular Cytogenetics and Gene Analysis
- IV. Anemia
 - A. Nursing and Interprofessional Management: Anemia
 - B. Megaloblastic Anemias
 - 1. Cobalamin
 - C. Anemia of Chronic Disease
 - D. Aplastic Anemia
- V. Anemia Caused by Decreased Erythrocyte Production
 - A. Iron-Deficiency Anemia
- VI. Anemia Caused by Blood Loss
 - A. Acute Blood Loss
- VII. Other Red Blood Cell Disorders
 - A. Hemochromatosis
 - B. Polycythemia
- VIII. Problems of Hemostasis
 - A. Thrombocytopenia
 - B. Nursing Management: Thrombocytopenia
 - C. Neutropenia
 - D. Myelodysplastic Syndrome
 - E. Leukemia
 - F. Nursing Management: Leukemia
- IX. Multiple Myeloma
- X. Disorders of the Spleen
- XI. Blood Component Therapy
 - A. Administration Procedure
 - B. Common Blood Products
 - C. Blood Transfusion Reactions
 - D. Auto Transfusion

Learning Activities:

- Read: Harding, et al. (2019): Chapter 29 (pp. 585-605); 30 (pp. 606-615, 619-626, 631-640, 645-652).23 (pp 407 -413); Chapter 30 (pp. 606-629, 632-640, 646-656)
- Read: Bristol (2019): 185, 206-207, 210, 216-218

Resources

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

Unit 3: Disruption Factors of the Respiratory System

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

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

Learning Content:

- I. Problems of Nose and Paranasal Sinuses
 - A. Deviated Septum
 - B. Nasal Fracture
 - C. Rhinoplasty
 - D. Nursing Management: Nasal Surgery
 - E. Epistaxis
 - F. Allergic Rhinitis
 - G. Sinusitis
 - H. Obstruction of Nose and Sinuses
- II. Problems of Trachea
 - A. Tracheostomy
 - B. Nursing Management: Tracheostomy

RNSG 1343 Complex Common of Adult Health Course Calendar

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

Learning Activities:

- Read: Harding, et al. Chapter 26 (pp. 477-500); Chapter 27 (pp. 516-522, 532); Chapter 28 (pp. 580-582).
- Read: Bristol (2019): 211-213

Resources:

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

Unit Student Learning Outcomes

Upon complete of this unit, the student will:

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

Learning Content:

- I. Assessment: Cardiovascular System
 - A. Assessment Abnormalities
 - B. Electrocardiography
 - C. Interventional and Invasive Studies
 1. Cardiac Catheterization
 2. Intravascular Ultrasound
 3. Electrophysiology Study
- II. Chronic Stable Angina
- III. Interprofessional and Nursing Care: Chronic Stable Angina
- IV. Rhythm Identification and Treatment

- A. Conduction System
- B. Nervous Control of the Heart
- C. Electrocardiographic Monitoring
- D. Electrophysiologic Mechanisms of Dysrhythmias
- E. Evaluation of Dysrhythmias
- F. Overview of Cardiac Rhythms
 - 1. Normal Cardiac Rhythms
- G. Types of Dysrhythmias
 - 1. Sinus Bradycardia
 - 2. Sinus Tachycardia
- V. Vascular Disorders
 - A. Acute Arterial Ischemic Disorders
 - B. Thromboangiitis Obliterans
 - C. Raynaud's Phenomenon

Learning Activities:

- Read: Harding et al. (2019): Chapter 31 (pp. 665, 673, 675-676); Chapter 33 (pp. 710-717); Chapter 35 (pp. 754-762); Chapter 37 (pp. 805-807)
- Read: Bristol (2019): pp. 71, 74

Resources:

- Elsevier. Clinical Skills: Essential Collection: Providing Tracheostomy

Unit 5: Disruptive Factors of the Gastrointestinal System

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

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

Learning Content:

- VI. Diagnostic Studies of GI System
- VII. Laboratory Studies
- VIII. Esophageal & Stomach Cancer
 - A. Etiology and Pathophysiology
 - B. Clinical Manifestations and Complications
 - C. Diagnostic Studies
 - D. Interprofessional Management
- IX. Nursing Management: Esophageal & Stomach Cancer
- X. Inflammatory Disorders
 - A. Peritonitis
 - B. Nursing Management: Peritonitis
 - C. Inflammatory Bowel Disease
 1. Ulcerative Colitis vs. Chron's Disease
 - D. Nursing Management: Inflammatory Bowel Disease
 - E. Intestinal Obstruction

- F. Nursing Management: Intestinal Obstruction
- G. Polyps of Large Intestine
- H. Colorectal Cancer
- I. Nursing Management: Colorectal Cancer
- J. Bowel Resection and Ostomy Surgery
- K. Nursing Management: Bowel Resection
 - 1. Preoperative Care
 - 2. Postoperative Care
 - 3. Colostomy Care
 - 4. Ileostomy Care
 - 5. Psychologic Adaptation to an Ostomy
 - 6. Sexual Function
- XI. Anorectal Problems
 - A. Anal Cancer

Learning Activities:

- Read: Harding et al. Chapter 38 (pp. 832-833, 841-848); Chapter 41 (pp. 901-902, pp. 911-14); Chapter 42 (pp. 938-957, 965-967)
- Read: Bristol (2019): pp. 104-105

Resources:

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

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

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

Learning Content:

- I. Disorders of the Liver
 - A. Hepatitis
 1. Viral Hepatitis
 - a) Hepatitis A Virus
 - b) Hepatitis B Virus
 - c) Hepatitis C Virus
 - d) Hepatitis D Virus
 - e) Hepatitis E Virus
 2. Pathophysiology
 3. Clinical Manifestations and Complications
 - a) Acute Hepatitis
 - b) Acute Liver Failure
 - c) Chronic Hepatitis

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

Learning Activities:

- Read: Harding et al. (2019): Chapter 43 (pp. 968-991; 996-1005)

Unit 7: Disruptive Factors of the Renal and Urinary Systems

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

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

Learning Content

- I. Obstructive Uropathies
 - A. Urinary Tract Calculi
 - i. Etiology and Pathophysiology
 - ii. Types of Urinary Stones
 - iii. Clinical Manifestations
 - iv. Diagnostic Studies
 - v. Interprofessional Care
 1. Endourologic Procedures
 2. Lithotripsy
 3. Surgical Therapy
 4. Nutritional Therapy

- B. Nursing Management: Urinary Tract Calculi
- C. Strictures
- D. Renal Trauma
- II. Renal Vascular Problems
 - A. Nephrosclerosis
 - B. Renal Artery Stenosis
 - C. Renal Vein Thrombosis
- III. Urinary Tract Tumors
 - A. Kidney Cancer
 - B. Bladder Cancer
 - C. Nursing and Interprofessional Management: Bladder Cancer
- IV. Bladder Dysfunction
 - A. Urinary Retention
 - B. Nursing Management: Urinary Retention
- V. Catheterization
 - A. Indications for and Complications of Catheterization
 - B. Catheter Construction
 - C. Types of Catheters
- VI. Surgery of the Urinary Tract
 - A. Renal and Ureteral Surgery
 - B. Urinary Diversion
 - C. Nursing Management: Urinary Diversion

Learning Activities:

- Read; Harding, et al. (2019): Chapter 45 (pp. 1035-1041, 1043-1045, 1050-1058)

Resources:

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

Unit 8: Disruptive Factors of the Endocrine System

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

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

Learning Content

- I. Structures and Functions of Endocrine System
 - A. Glands
 - B. Hormones
 - C. Hypothalamus
 - D. Pituitary
 - E. Pineal Gland
 - F. Thyroid Gland
 - G. Parathyroid Glands
 - H. Adrenal Glands
 - I. Pancreas
 - J. Gerontologic Considerations: Effects of Aging on Endocrine System
- II. Assessment of Endocrine System
 - A. Subjective Data
 - B. Objective Data

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

Learning Activities:

- Read: Harding, et al. (2019): Chapter 47 (pp. 1089-1107); Chapter 49 (pp. 1143-1146, 1149-1170).

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

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

1. Examine the pathophysiology and clinical management of adult patients with complex health needs related to disruptions in the nervous system and chronic neurologic system.
2. Apply the nursing process in the care of adult patients with complex health needs related to

disruptions in the nervous system and chronic neurologic system and their families in primary, secondary and tertiary settings to achieve, improve, or maintain an optimal level of wellness.

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

Learning Content

- I. Structures and Functions of Nervous System
 - A. Cells of Nervous System
 - B. Nerve Regeneration
 - C. Nerve Impulse
 - D. Central Nervous System
 - E. Peripheral Nervous System
 - F. Cerebral Circulation
 - G. Protective Structures
 - H. Gerontologic Considerations: Effects of Aging on Nervous System
- II. Assessment of Nervous System
 - A. Subjective Data
 - B. Objective Data
- III. Diagnostic Studies of Nervous System
 - A. Radiologic Studies
 - B. Electrographic Studies
- IV. Chronic Neurologic Disorders
 - A. Seizure Disorder
 - i. Etiology and Pathophysiology

- ii. Genetic Link
- iii. Clinical Manifestations
 - 1. Generalized-Onset Seizures
 - 2. Focal-Onset Seizures
 - 3. Psychogenic Nonepileptic Seizures
- iv. Complications
- v. Diagnostic Studies
- vi. Interprofessional Care
- vii. Gerontologic Considerations: Drug Therapy for Seizure Disorder
- B. Nursing Management: Seizure Disorder
- C. Restless Legs Syndrome
- V. Degenerative Neurologic Disorders
 - A. Multiple Sclerosis
 - B. Nursing Management: Multiple Sclerosis
 - C. Parkinson's Disease
 - D. Nursing Management: Parkinson's Disease
 - E. Myasthenia Gravis
 - F. Nursing Management: Myasthenia Gravis
 - G. Amyotrophic Lateral Sclerosis
 - H. Huntington's Disease
- VI. Peripheral Nerve Problems
 - A. Trigeminal Neuralgia
 - B. Nursing Management: Trigeminal Neuralgia
 - C. Bell's Palsy
 - D. Nursing Management: Bell's Palsy

Learning Activities:

- Read Harding, et al. (2019): Chapter 55 (pp. 1279-1299); Chapter 58 (pp. 1365-1381); Chapter 60 (pp. 1421-1424)

Unit 10: Arthritis, Connective Tissue, and Musculoskeletal

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

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

Learning Content

- I. Autoimmunity
 - A. Autoimmune Diseases
 - B. Apheresis
- II. Immunodeficiency Disorders
 - A. Primary Immunodeficiency Disorders
 - B. Secondary Immunodeficiency Disorders
- III. Arthritis
 - A. Osteoarthritis
 - B. Nursing Management: Osteoarthritis
 - C. Rheumatoid Arthritis
 - D. Nursing Management: Rheumatoid Arthritis
 - i. Drug Therapy
 - E. Gout

- F. Interprofessional and Nursing Management: Gout
- G. Septic Arthritis
- IV. Spondyloarthropathies
 - A. Ankylosing Spondylitis
 - B. Psoriatic Arthritis
 - C. Reactive Arthritis
 - D. Systemic Lupus Erythematosus
 - E. Nursing Management: Systemic Lupus Erythematosus
 - F. Scleroderma
 - G. Nursing Management: Scleroderma
 - H. Polymyositis and Dermatomyositis
 - I. Sjogren's Syndrome
 - J. Myofascial Pain Syndrome
 - K. Fibromyalgia
 - L. Systemic Exertion Intolerance Disease
- V. Amputation
- VI. Nursing Management: Amputation
- VII. Common Joint Surgical Procedures
 - A. Types of Joint Surgeries
 - i. Synovectomy
 - ii. Osteotomy
 - iii. Debridement
 - iv. Arthroplasty
 - v. Arthrodesis
 - vi. Complications of Joint Surgery
 - B. Nursing and Interprofessional Management: Joint Surgery
 - i. Preoperative Management
 - ii. Postoperative Management
- VIII. Osteomyelitis
- IX. Nursing Management: Osteomyelitis
- X. Bone Tumors
 - A. Benign Bone Tumors
 - i. Osteochondroma
 - B. Malignant Bone Tumors
 - i. Osteosarcoma
 - ii. Metastatic Bone Cancer
 - C. Nursing Management: Bone Cancer
- XI. Healing Process
- XII. Nursing and Interprofessional Management: Wound Healing

Learning Activities:

- Read: Harding, et al. (2019): Chapter 13 (pp. 202-203); Chapter 64 (pp. 1499-1530); Chapter 63 (pp. 1478-1484); Chapter 62 (pp. 1469-1472); Chapter 11 (pp. 161-168)

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

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

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

Learning Content

- I. Assessment of Breast Disorders
- II. Benign Breast Disorders
 - A. Mastalgia
 - B. Breast Infections
 - C. Fibrocystic Changes
 - D. Fibroadenoma
 - E. Nipple Discharge
 - F. Atypical Hyperplasia
 - G. Intraductal Papilloma

- H. Ductal Ectasia
- I. Male Gynecomastia
- III. Breast Cancer
 - A. Etiology and Risk Factors
 - B. Genetic Link
 - C. Pathophysiology
 - D. Types of Breast Cancer
 - E. Clinical Manifestations
 - F. Complications
 - G. Diagnostic Studies
 - H. Interprofessional Care
 - i. Staging
 - ii. Surgical Therapy
 - iii. External Radiation Therapy
 - iv. Brachytherapy
 - v. Drug Therapy
 - vi. Culturally Competent Care
- IV. Nursing Management: Breast Cancer
- V. Mammoplasty
 - A. Breast Reconstruction
 - B. Breast Augmentation
 - C. Breast Reduction
- VI. Nursing Management: Breast Augmentation and Reduction
- VII. Infertility
- VIII. Problems Related to Menstruation
 - A. Premenstrual Syndrome
 - B. Nursing Management: Premenstrual Syndrome
 - C. Dysmenorrhea
 - D. Perimenopause and Postmenopausal
 - E. Nursing Management: Perimenopause and Postmenopausal
 - F. Infections of Lower Genital Tract
 - G. Nursing Management: Infections of Lower Genital Tract
 - H. Chronic Pelvic Pain
 - I. Endometriosis
- IX. Benign Tumors of the Female Reproductive System
 - A. Leiomyomas
 - B. Ovarian Cysts
 - C. Cervical Polyps
- X. Cancers of the Female Reproductive System
 - A. Cervical Cancer
 - B. Endometrial Cancer
 - C. Ovarian Cancer
 - D. Vaginal Cancer
 - E. Vulvar Cancer
 - F. Nursing and Interprofessional Management: Cancers of Female Reproductive System

Complex Concepts of Adult Health Course Calendar

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- XI. Pelvic Organ Prolapse
 - A. Uterine Prolapse
 - B. Cystocele and Rectocele
 - C. Nursing and Interprofessional Management: Pelvic Organ Prolapse
 - D. Fistula
- XII. Prostate Cancer
- XIII. Nursing Management: Prostate Cancer
- XIV. Prostatitis
- XV. Problems of the Penis
 - A. Congenital Problems
 - B. Problems of Prepuce
 - C. Cancer of Penis
- XVI. Problems of Scrotum and Testes
 - A. Inflammatory and Infectious Problems
 - B. Congenital Problems
 - C. Acquired Problems
 - D. Testicular Cancer
- XVII. Sexual Function
 - A. Vasectomy
 - B. Hypogonadism
 - C. Infertility

Learning Activities:

- Read Harding, et al. (2019): Chapter 51 (pp. 1190-1211) Chapter 53 (pp. 1228-1237, 1238-1252); Chapter 54 (pp. 1262-1273)

Complex Concepts of Adult Health Course Calendar

Week Number	Week Date Range	1343 Complex Concepts Course Theory Course Content	RNSG 1343 Course Assignment Due Dates
1	8/23/2021 to 8/29/2021	<ul style="list-style-type: none"> Course Orientation Review Course Syllabus Unit 1 Cancer 	<ul style="list-style-type: none"> ADN Student Handbook Acknowledgement DUE DATE 8/29/2021 Run, Hide Fight Acknowledge DUE DATE 8/29/2021 Complex Course Syllabus Acknowledgement DUE DATE 8/29//2021 by 1159pm Math Comp # 1 – Date 9/2/2020
2	8/30/2021 to 9/5/2021	<ul style="list-style-type: none"> Unit 1 Cancer Continue 8/30/2021 Unit 2: Hematology (Blood Transfusion lab on 8/31/2021) 	<ul style="list-style-type: none"> Math Comp # 2– Date 9/4/2020 Math Comp # 3– Date 9 /8/2020
3	9/6/2021 to 9/12/2021	<ul style="list-style-type: none"> Unit 2: Hematology (Blood Transfusion lab on 9/13/2021) Unit 2: Hematology (9/7/2021) Unit 4: Cardiac & Vascular (possible record lecture) 	<p>EAQ Units 1,2, & 3 Quizzes Due in Evolve by 2359 LABOR DAY-SEPTEMBER 6TH 2021</p>

		<ul style="list-style-type: none">• No class September 6th (Labor Day Holiday)	
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Complex Concepts of Adult Health Course Calendar

4	9/13/2021 to 9/19/2021	<ul style="list-style-type: none"> Unit 3: Respiratory (With Trach Care Lab on 9/14/2021) 	
5	9/20/2021 to 9/26/2021	<ul style="list-style-type: none"> Unit 3: Respiratory (9/20/2021) Unit 3: Respiratory Unit 4: Cardiac & Vascular Unit 6: Hepatic Biliary 	EAQ Unit 6 Due
6	9/27/2021 to 10/3/2021	<ul style="list-style-type: none"> Unit 4: Cardiac & Vascular (9/27/2021) Unit 4: Cardiac & Vascular (9/28/2021) 	EXAM I Monday, September 27, 2021 (Units 1,2,3) in class at 1pm
7	10/4/2021 to 10/10/2021	<ul style="list-style-type: none"> Unit 5 Central line Dressing Change Lab (10/4/2021) Unit 5: Gastrointestinal (10/5/2021) <p>Unit 7: Renal, Urinary & Integumentary</p>	

Complex Concepts of Adult Health Course Calendar

8	10/11/2021 to 10/17/2021	<ul style="list-style-type: none">• Unit 5: Gastrointestinal • (10/11/2021)• Unit 6: Hepatic Biliary • (10/12/2021)	
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Complex Concepts of Adult Health Course Calendar

9	10/18/2021 to 10/24/2021	<ul style="list-style-type: none"> • Unit 6: Hepatic Biliary (10/18/2021) • Unit 7: Renal, Urinary & Integumentary (10/19/2021) 	
10	10/25/2021 to 10/31/2021	<ul style="list-style-type: none"> • Unit 7: Renal, Urinary & Integumentary (10/25/2021) • Unit 7: Renal, Urinary & Integumentary (10/26/2021) 	<ul style="list-style-type: none"> • Cardiovascular EAQ Quiz DUE DATE 10/29/2020(Open 6 am to 11: 59 pm) EXAM II: Monday, October 27, 2021 (Units 4,5,6) Testing Center at 1 pm
11	11/1/2021 to 11/7/2021	<ul style="list-style-type: none"> • Unit 8 Endocrine (11/1/2021) • Unit 8 Endocrine (11/2/2021) 	<ul style="list-style-type: none"> • Sherpath Quiz #4 (ACE i's and Diabetic Drugs) DUE DATE 11/30/2020 • Group Paper DUE DATE 11/10/2020
12	11/8/2021 to 11/14/2021	<ul style="list-style-type: none"> • Unit 9: Nervous (11/8/2021) • Unit 9: Nervous 	<ul style="list-style-type: none"> EXAM III, Monday, November 8th (Units 7 & 8)

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		<ul style="list-style-type: none"> • (11/9/2021) 	
13	11/15/2021 to 11/21/2021	<ul style="list-style-type: none"> • Unit 10: Arthritis, Connective Tissue, & Musculoskeletal Unit (11/15/2021) • 10: Arthritis, Connective Tissue, & Musculoskeletal cont'd (11/16/2021) 	<ul style="list-style-type: none"> • EXAM IV: Thursday, November 30th Exam 4 (Units 9,10,11)

Complex Concepts of Adult Health Course Calendar

14	11/22/2021 to 11/28/2021	<ul style="list-style-type: none"> Unit 11: Breast, Female, & Male Reproductive (11/22/2021) Unit 11: Breast, Female, & Male Reproductive (11/23/2021) 	<ul style="list-style-type: none"> End of Life EAQ Quiz DUE DATE 11/24/2020 (Open 6 am to 11: 59 pm) ❖ NOVEMBER 26TH, 2020 THANKSGIVING Discussion Question # 12 (End of Life) DUE DATE 11/22/2020
15	11/29/2021 to 12/5/2021	HESI FINAL REVIEW	<ul style="list-style-type: none"> EXAM IV: Monday, Thursday November 30th
16	12/6/2021 to 12/12/2021	FINALS WEEK	<ul style="list-style-type: none"> HESI FINAL EXAM: Wednesday, December 8th

Class will be from 1pm to 3pm

- Med-Surgical EAQ Mastery Level 3 quizzes are due at midnight by a specific by due date on course calendar at 2359 hours (MANDATORY)
- Sherpath EAQ Pharmacology Quizzes due at midnight specific by due date on course calendar at 2359 hours. (MANDATORY)
- Sherpath EAQ Pharmacology Lesson are due at midnight specific by due date on course calendar at 2359 hours (OPTIONAL)

Complex Concepts of Adult Health Course Calendar

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Disease Topic Online Poster Presentation Grading Rubric

You will have **20 minutes** for your presentation. Please refer to the grading rubric for required content. The presentation will at least 10 minutes by no longer than 20 minutes.

Be creative! You must apply all the required information into your content during the presentation. Be prepared to answer questions from the audience. You may choose to present your presentation in a PowerPoint format or Poster Board format as long as learning occurs, and your presentation follows the rubric.

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

Final presentation material must be submitted to clinical instructor one week prior to presentation as stated in the course calendar. Presentation will be uploaded in Blackboard under "Group Presentation" tab. See Rubric, Appendix A.

Group evaluation form is posted to Blackboard. All students must complete a group evaluation form for the group to receive a presentation grade.

Presentation Topics

Disease Topic are to be presented online. You may work in groups of 5-6 people. All group members are required to speak on the topic during the online presentation. Instructor will assign disease topic to group.

APA

Each student is responsible for formatting their own references in APA format on the subject the student has researched. Make sure that the group makes a reference list page.

Appendix A

Category	Needs Improvement	Satisfactory	Competent
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Complex Concepts of Adult Health Course Calendar

<p>Group Communication</p> <p>0-10 points: Poor verbal communication from notes; difficult to hear presentation.</p>	<p>10-15 points: All verbal communication from notes; difficult to hear presentation.</p>	<p>15-20 points: Good verbal communication; easy to hear and content flows very well.</p>
<p>No group members participated in presentation.</p>	<p>Less than 2 group members participated during presentation</p>	<p>All group members participated and presented information</p>
<p>Visual Presentation</p> <p>0-10 points: Poor visual presentation; writing too small, poorly organized; more than 8 grammatical errors.</p>	<p>10.1 – 15 points: 50-75 % of presentation difficult to read and partially organized; 5-8 grammatical errors.</p>	<p>15.1 – 20 points: Information legible; information organized; creative presentation; 1-3 grammatical errors.</p>

Complex Concepts of Adult Health Course Calendar

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