



**CLARENDON COLLEGE**  
**PROFESIONAL NURSING PROGRAM**  
**RNSG 1343 – Complex Concepts of Adult Health**

**Division of Workforce:**

**Course:** RNSG 1343 – Concepts of Adult Health

**Credit Hours:** 3 Hours

**Semester:** Fall 2024

**Classroom Location:**

**Pampa - Center:** 1601 W. Kentucky, Pampa, 79065 - Room 101

**Phone:** (806) 665-8801 Pampa

**Childress Campus:** 1902 Ave G NW, Childress, TX 79201 - Mesquite Room

**Phone:** (940) 937-2201 Childress

**Instructors:**

**Pampa Campus:** JoAnn Genn, MSN, BA, RN

**Office Location:** Auvenshine Bldg. 1601 W. Kentucky Ave., Pampa, TX 79065

**Phone:** (806) 665-8801 ext. 137

**Email:** [joann.genn@clarendoncollege.edu](mailto:joann.genn@clarendoncollege.edu)

**Childress Campus:** Dr. Michael Schlegel, DNP, MSN, RN, MBA, CNE

**Office Location:** 1902 Ave G NW, Childress, TX 79201

**Phone:** (940) 937-2201

**Email:** [michael.schlegel@clarendoncollege.edu](mailto:michael.schlegel@clarendoncollege.edu)

**Office Hours:** As posted or by appointment.

**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.

**Statement of Purpose:**

RNSG 1343 – Complex Concepts of Adult Health partially satisfies the requirement for the Associate Degree Program at Clarendon College.

**Prerequisites:** Completion of all Level I courses.

**Co-requisite:** RNSG 2260 Clinical – Complex Concepts of Adult Health

***\*Note: Students must successfully complete RNSG 1343 & RNSG 2260 simultaneously to receive credit in either course. RNSG 1343 must be successfully completed to progress.***

**Audio/Video/Photography/Distribution of Course Materials:**

All course materials are only for the use of students enrolled in this course for purposes associated with this course. Audio/Video recording or photography of courses in session is strictly prohibited by students unless previous permission has been granted by the faculty. Duplication and/or distribution of any classroom materials via print, email, or other electronic means to individuals who are not currently enrolled in this course are prohibited.

**Electronic Communication:**

Clarendon College Allied Health Department faculty and staff will send official correspondence to a student via Microsoft TEAMS or e-mail using the student's email address as assigned by Clarendon College. Faculty, students, and staff are expected to use their Clarendon College Microsoft TEAMS or bulldog email address for all official communication.

**Syllabus Disclaimer:**

Although every effort will be made NOT to change schedules, unforeseen events may cause changes to the scheduling of campus classes/labs/activities, exams, etc. Class topic and exam schedule may change with notice. Faculty reserve the right to make any changes deemed necessary to best fulfill the course objectives. Students registered for this course will be made aware of any changes in a timely fashion using reasonable means of communication. It is the responsibility of each student to know what changes if any, have been made to the provisions of this syllabus and to successfully complete the requirements of this course.

**\*Syllabi/Schedules subject to change.**

**End-of-Course Outcomes: (WECM)**

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 Outcomes: (DEC)**

The DEC competencies are fully integrated throughout the curriculum for the ADN student. The DEC relates to the entry level skills each student will acquire as they relate to the working world and the competencies required by the Texas Board of Nursing.

**Learning Outcomes: (DEC)****I. Member of the Profession:**

- A. Function within the nurse's legal scope of practice and in accordance with regulation and the policies and procedures of the employing health care institution or practice setting.
- B. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.
- C. Participate in activities that promote the development and practice of professional nursing.
- D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.

## **II. Provider of Patient-Centered Care:**

- A. Use clinical reasoning and knowledge based on the diploma or associate degree nursing program of study and evidenced-based practice outcomes as a basis for decision-making in nursing practice.
- B. Determine the physical and mental health status, needs, and preferences influenced by culture, spirituality, ethnicity, identity, and social diversity of patients and their families, and the interpretation of comprehensive health assessment findings compared with evidence-based health data derived from the diploma or associate degree nursing program of study.
- C. Analyze comprehensive assessment data to identify problems, formulate goals/outcomes, and develop plans of care for patients and their families using information from evidence-based practice in collaboration with patients, their families, and the interdisciplinary health care team.
- D. Provide safe, compassionate, comprehensive nursing care to patients and their families through a broad array of health care services.
- E. Implement the plan of care for patients and their families with legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles.
- F. Evaluate and report patient outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice, and plan follow-up nursing care.
- G. Develop, implement, and evaluate teaching plans for patients and their families to address health promotion, maintenance, and restoration.
- H. Coordinate human, information, and physical resources in providing care for patients and their families.

## **III. Patient Safety Advocate:**

- A. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.
- B. Implement measures to promote quality and a safe environment for patients, self, and others.
- C. Formulate goals and outcomes using evidence-based data to reduce patient risks.

- D. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.
- E. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.
- F. Accept and make assignments and delegate tasks that take into consideration patient safety and organizational policy.

#### IV. Member of the Health Care Team:

- A. Coordinate, collaborate, and communicate in a timely manner with patients, their families, and the interdisciplinary health care team to plan, deliver, and evaluate patient-centered care.
- B. Serve as a health care advocate in monitoring and promoting quality and access to health care for patients and their families.
- C. Refer patients and their families to resources that facilitate continuity of care; health promotion, maintenance, and restoration; and ensure confidentiality.
- D. Communicate and manage information using technology to support decision-making to improve patient care.
- E. Assign and/or delegate nursing activities to other members of the health care team based upon an analysis of patient or work place need.
- F. Supervise nursing care provided by others for whom the nurse is responsible by using evidence-based nursing practice.
- G. Participate with health care teams during local or global health emergencies or pandemics to promote health and safety, and prevent disease.



#### Reference

Texas Board of Nursing, (2021, January). *Differentiated Essential Competencies (DECs) of Graduates of Texas Nursing Programs Evidenced by Knowledge, Clinical Judgments, and Behaviors*. d from

<a href="https://www.bon.texas.gov/pdfs/publication_pdfs/Differentiated%20Essential%20Competencies%202021.pdf">https://www.bon.texas.gov/pdfs/publication_pdfs/Differentiated%20Essential%20Competencies%202021.pdf</a>					
Program: Professional Nursing Education					Credential: AAS
Competencies				Course ID	Course Title
1	2	3	4		
A – Knowledge: 1abc, 2, 3, & 4  B – Knowledge: 1abcde, 2ab, 3, 4, 5, 6ab, 7abc, & 8  C – Knowledge: 1, 2, 3, 4, & 5abc  D – Knowledge: 1, 2, 3, 4, & 5	A – Knowledge: 1ab, 2abc, 3, & 4  B – Knowledge: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, & 12  C – Knowledge: 1ab, 2ab, 3, 4ab, 5, 6, 7, & 8  D – Knowledge: 1abcde, 2, 3ab, 4abc, & 5ab  E – Knowledge: 1ab, 2, 3ab, 4ab, 5, 6ab, 7, 8, 9, 10, 11abc, 12, & 13  H – Knowledge: 1, 2, 3abc, 4ab, 5, 6, & 7	A – Knowledge: 1, 2, 3, 4, 5, & 6  B – Knowledge: 1ab, 2, 3abc, 4, & 5  E – Knowledge: 1abc & 2	A – Knowledge: 1ab, 2, 3ab, 4ab, & 5ab  B – Knowledge: 1ab, 2ab, 3ab, & 4  D – Knowledge: 1ab, 2, & 3	RNSG 1343	Complex Concepts of Adult Health
Competency References					
				4 – Member of the Health Care Team	
		3 – Patient Safety Advocate			
		2 – Provider of Patient-Centered Care			
1 – Member of the Profession					

### SCANS COMPETENCIES:

The individual SCANS Foundation Skills and competencies have been identified and are located on file in the nursing office. Demonstration of SCANS is documented by the student's ability to provide evidence that the skill has been mastered.

### Texas Higher Education Coordinating Board: (THECB):

Clarendon College endeavors to meet the Core Objectives proposed by the Texas Higher Education Coordinating Board (THECB). The THECB has determined the following categories as necessary achievements of core curriculum in higher education:

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication.
- **Empirical and Quantitative Skills** – including application of scientific and mathematical concepts.
- **Teamwork** – including the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- **Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making.

- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

### **Required Instructional Materials:**

#### **Textbook:**

Harding, M. M., Kwong, J., Roberts, D., Reinisch, C., & Hagler, D. (2023). *Lewis's medical-surgical nursing - 2-Volume set: Assessment and management of clinical problems* (12th ed.). Elsevier. ISBN (Volume Set): 9780323792424

Harding, M. M., Kwong, J., Roberts, D., Reinisch, C., & Hagler, D. (2023). *Lewis's medical-surgical nursing: Assessment and management of clinical problems study guide* (12th ed.). Elsevier. ISBN: 9780323792387

#### **Other Relevant Materials:**

Pens, pencils, paper, highlighters, laptop, ATI, Nurse Practice Act, Scantron answer sheets, Nurse Practice Act, and Scope of Practice.

### **Methods of Instruction:**

Lectures	Required Reading	Written Assignments	Quizzes
Classroom Discussions	Small Group Work	Audio-Visual Aids	Demonstrations
Return Demonstrations	ATI Modules	Projects	Concept Maps

\*Lectures may be in-class, via zoom, or recorded and uploaded to TEAMS.

### **Requirements & Evaluation Methods:**

<b>Exams</b>	<b>Percentage</b>
Exam 1	20
Exam 2	20
Exam 3	20
ATI Adaptive Quizzing – 500 Questions	10
ATI CMS Adult Medical Surgical (EOC)	10
Final Exam	20
<b>TOTAL for COURSE GRADE</b>	<b>100</b>

### **Grading Scale:**

The following grading scale is utilized for the ADN Nursing Program

<b>A</b>	<b>90-100</b>
<b>B</b>	<b>81-89</b>
<b>C</b>	<b>78-80</b>
<b>D</b>	<b>68-77</b>
<b>F</b>	<b>Below 68</b>

**Students must achieve an overall course grade at or above 78 to pass all courses in the LVN-to-RN Bridge Nursing Program.**

1. All grades will be posted by the instructor on the Clarendon College online grade book.
2. Grades **will not** be given out by phone, email, or text.

**3. THERE ARE NO OPTIONS FOR EXTRA-CREDIT WORK OR REPEATING EXAMS OR PAPERWORK TO RAISE COURSE GRADES, EITHER DURING OR AT THE END OF A COURSE.**

4. No late work will be accepted.
5. Refer to individual course syllabi for additional grading criteria.
6. Failure of a total of any two (2) nursing theory courses, two (2) nursing clinical courses, or any combination thereof equaling two (2) courses will result in ineligibility for transfer, admission, or readmission to Clarendon College's Professional Nursing Program at any campus.

**ATI CMS Adult Medical Surgical EOC Grading Rubric:**

A combination of the practice and proctored assessments to achieve 10% of the course grade.

Practice Assessment (4 Points)			
<ul style="list-style-type: none"><li>Complete Practice Assessment A.</li><li>Complete Remediation – Minimum 1 Hour Focused Review on Initial Attempt.</li><li>For each topic missed, complete a handwritten active learning template.</li><li>Take Post Study Quiz (if available) and complete an active learning template for each topic missed</li></ul>		<ul style="list-style-type: none"><li>Complete Practice Assessment B.</li><li>Complete Remediation – Minimum 1 Hour Focused Review on Initial Attempt.</li><li>For each topic missed, complete a handwritten active learning template.</li><li>Take Post Study Quiz (if available) and complete an active learning template for each topic missed.</li></ul>	
Standardized Proctored Assessment			
Level 3 (4 Points)	Level 2 (3 Points)	Level 1 (1 Point)	Below Level 1 (0 Points)
Remediation (2 Points) - All Levels			
<ul style="list-style-type: none"><li>Minimum 1 Hour Focused Review.</li><li>For each topic missed, complete a handwritten active learning template.</li></ul>			
10/10 Points	9/10 Points	7/10 Points	6/10 Points
Proctored Assessment Retake			
No retake required.	No retake required.	*Retake required.	*Retake required.

\*If student is required to retake a proctored assessment and student meets the program's benchmark of Level 2 on the retake, the student can earn an additional 1 point.

**Rounding Policy:**

In order to successfully complete a nursing course and progress in the nursing program, students are required to achieve an exam average of 78% or greater. The exam average will include all unit exams and the final exam. Students not attaining a major exam average of 78% or greater will not pass the course. Students must achieve a final overall course grade of 78% to pass any RNSG course in the nursing program. Each quiz/exam/project grade will be calculated to two decimal points. At the end of the semester, actual percentages will be used to determine letter grades.

**\*\*NOTE: GRADES WILL NOT BE ROUNDED.** (Example: A grade of 77.5 to 77.99 will not be considered as passing).

**No late work will be accepted!!**

**Failure of a total of any two (2) nursing theory courses, two (2) nursing clinical courses, or any combination thereof equaling two (2) courses will result in ineligibility for transfer, admission, or readmission to Clarendon College's Professional Nursing Program at any campus.**

**Student Testing Policy:**

1. Exam schedules will be given to students at the beginning of the course each semester;
2. Examination attendance: Examinations will be given on dates noted on the course syllabus and course schedule. If a student cannot attend an examination, the course instructor/professor must be notified at their office number, Microsoft TEAMS, or by email ***before the examination begins***. It is the student's responsibility and a requirement to notify the instructor/professor in advance of any absence.
3. On examination days no late entry into the classroom or laboratory will be permitted to eliminate distractions for other students. In the event a student is going to be late they must notify their course instructor/professor through Microsoft TEAMS or by e-mail ***before the examination begins***. The student will receive an absence for the course for the day. It is the student's responsibility to contact the instructor to reschedule their make-up exam. The instructor has the discretion to administer a different version of the exam content.
4. Make-up exams will only be given at the discretion of the faculty member and can be a different version or alternate format than the scheduled exam.
5. All major exams include multiple-choice and alternate format questions based on the NCLEX-RN Test Plan;
6. All exams are timed; the Time allotted for a Final Exam is two (2) hours and will follow Clarendon College's policy.
7. Assigned seating may be used during any exam;
8. Grades will be available within one week following an exam;
9. Basic function calculators will be provided for exams with dosage calculation questions;
10. If the exam is given in paper format: SCANTRON™ forms and exam booklets are turned in to the proctor who is monitoring the exam and will be counted at the end of the testing period. Students must NOT remove exams from the testing room; the answer recorded on the Scantron™ will be the official answer sheet or submitted electronically if the test is a computerized test;
11. If the exam is given in electronic format, the student will need to bring a laptop or utilize a laptop/computer from Clarendon College. The device utilized will need the capability of connecting to the internet. It is the student's responsibility to ensure the device is charged or plugged into a power source during the duration of the examination.
12. Scratch paper, if used, will be provided by the instructor/professor and must be turned in immediately following the exam;
13. Classroom exam reviews will be conducted at the discretion of the faculty. Students will not be allowed to take any notes during the review, and all personal belongings must be left at the back of the classroom;
14. Students who score an eighty (80) or below will need to schedule an appointment with their instructor to complete a Student Action Report and be assigned required remediation.
15. Individual review of exams by a student with the instructor/professor must be scheduled within one (1) week of the exam being administered. Individual test reviews will be performed only in the faculty member's office. Students may review only the most recent test (In other words, exam one (1) cannot be reviewed after exam two (2) has been administered). Review of all tests taken by a student at one time will not be allowed;



### Test Taking Etiquette

1. Arrive at least 15 minutes early to prepare for the exam so that it may begin on time;
2. All belongings (book bags, books, caps, hats, purses, study guides, beverages, etc.) must be stored at the back of the classroom 10 minutes before the exam, this will allow the exam to begin on time;
3. You are not allowed to wear a cap, hat, or sunglasses during testing situations;
4. The student may have only a pencil during the testing period;
5. After the exam begins, there will be absolutely NO talking;
6. When you are finished with your exam, please submit the test and answer sheet to the proctor and quietly leave the room. **Do not re-enter the classroom until all students have completed the exam;**
7. Leave the classroom area – **DO NOT** congregate outside the classroom door; remain quiet as not to disrupt the classroom area.
8. It is the responsibility of all students to maintain test security. Do not discuss test content in the presence of students who have not tested. Students who have not tested are expected to remove themselves from the area if such conversations occur.

### Remediation:

Remediation will be required for students scoring an eighty (80) and below on Exams 1-3.

Remediation will be determined by the Course Instructor with consideration to the student's individual needs. It is the student's responsibility to schedule an appointment with their instructor to complete a Student Action Report and assigned required remediation. Remediation is the responsibility of the student and must be completed by the date assigned.

### Attendance:

Regular attendance and consistent study habits are essential to success in college and are expected of all students. Absences are defined as time away from classroom teaching, clinical laboratory, clinical, or clinical simulation of greater than 15 minutes. It is the responsibility of the student to consult with all instructors when an absence occurs. The student will notify the instructor each day the student will not be in attendance for class, lab, or clinical.

To evaluate attainment of course objectives, students are expected to attend and participate in all scheduled classroom/clinical experiences. Failure to meet course objectives, due to lack of attendance, will result in unsatisfactory evaluation, and may result in failure of the course.

### Absence Policy:

Absences are defined as time away from classroom teaching, clinical laboratory, clinical, or clinical simulation of greater than 15 minutes;

1. Any absences more than two absences or any class absences in excess of two absences in one semester will be grounds for dismissal.
2. Documentation of an absence must be submitted by the student immediately upon return or prior to if expected absence (*\*see Documentation of Student Action Report Form*);
3. If a student is to be absent from class or clinical, the student must notify his/her instructor thirty (30) minutes prior to the start of the scheduled experience. Notification will occur according to instructor through Microsoft TEAMS.

### Tardiness:

Students are required to be in the classroom and at clinical on time and remain the full time as scheduled. Excessive tardiness is disruptive to the educational process and may result in disciplinary

action. Students who have three (3) tardies in an individual course will be counted as one (1) absence. Due process and the right to appeal will be provided to students' subject to disciplinary action. Details can be found in the Student Handbook.

1. Tardiness: Defined as time away from classroom teaching and/or clinical laboratory/simulation teaching for up to 15 minutes. This includes:
  - a. arriving late in the morning;
  - b. returning late from provided breaks and lunch periods; and
  - c. Leaving early.
2. In order to prevent class disruptions, the course faculty member(s) may prohibit tardy students from entering the classroom or laboratory until the next break occurs.

### **Student Academic Integrity and Classroom Ethics:**

Failure to comply with lawful direction of a classroom instructor is a disruption for all students enrolled in the class.

#### **Cheating violations include, but are not limited to:**

- (1) obtaining an examination, classroom activity, or laboratory exercise by stealing or collusion.
- (2) discovering the content of an examination, classroom activity, laboratory exercise, or homework assignment before it is given.
- (3) using an unauthorized source of information during an examination, classroom activity, laboratory exercise, or homework assignment.
- (4) entering an office or building to obtain unfair advantage.
- (5) taking an examination for another person.
- (6) completing a classroom activity, laboratory exercise, homework assignment, or research paper for another person.
- (7) altering grade records.
- (8) using any unauthorized form of electronic communication device during an examination, classroom activity, or laboratory exercise.
- (9) Plagiarism. Plagiarism is the using, stating, offering, or reporting as one's own, an idea, expression, or production of another person without proper credit.
- (10) Students are required to dress in a manner as deemed appropriate for the classroom setting and should not disrupt the learning process.

Disciplinary actions for cheating or plagiarism in any course are at the discretion of the individual instructor. The instructor of that course will file a report with the Director of Nursing and/or the Dean of Students when a student is caught cheating or for plagiarism in the course, whether it be a workforce or academic course. The report shall include the course, instructor, student's name, and the type of cheating involved. Students who are reported for cheating or plagiarism to the Director of Nursing and the Dean of Students more than once shall be disciplined by the Dean. The Dean will notify all involved parties within fourteen days of any action taken.

### **American with Disabilities Act Statement:**

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, any student who feels that he or she may need any special assistance or accommodation because of an impairment or disabling condition should contact the Associate Dean of Enrollment Services at 806-874-4837 / [janean.reish@clarendoncollege.edu](mailto:janean.reish@clarendoncollege.edu) or visit the Clarendon campus at Clarendon College. It is the policy of Clarendon College to provide reasonable accommodation as required to afford equal

educational opportunity. It is the student's responsibility to contact the Associate Dean of Enrollment Services.

#### **Nondiscrimination Policy:**

Clarendon College, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status.

It is the policy of Clarendon College not to discriminate based on gender, age, disability, race, color, religion, marital status, veteran's status, national or ethnic origin, or sexual orientation. Harassment of a student in class, i.e., a pattern of behavior directed against a particular student with the intent of humiliating or intimidating that student will not be tolerated. The mere expression of one's ideas is not harassment and is fully protected by academic freedom, but personal harassment of individual students is not permitted.

#### **Withdrawal:**

If a student decides that they are unable to complete this course or that it will be impossible to complete the course with a passing grade, you may drop the course and receive a "W" on your transcript. Withdrawal must occur on or before the official Withdrawal Date posted by Clarendon College. Withdrawal from a course is a formal procedure that must be initiated by the student. If the student does not go through the formal withdrawal procedure, the student will receive a grade of "F" on their transcript.

#### **Grievance/Appeals:**

If you have a dispute concerning your grade or policies in this class, it is the student's responsibility to contact the instructor to discuss the matter. Should things remain unresolved, please follow the procedures described in the Clarendon College Student Handbook or College Policy Manual.

#### **Cell Phone Policy, Classroom Etiquette, and Academic Honesty:**

See Vocational Nursing Handbook for policies.

#### **Student Rights and Responsibilities are listed on the College website at:**

<http://www.clarendoncollege.edu/Resources/Student%20Services/StudentRightsResponsibilities.pdf>

For students in this course who may have a criminal background, please be advised that the background could keep you from being licensed by the State of Texas. If you have a question about your background and licensure, please speak with your instructor or the Vice President of Academic Affairs. You also have the right to request a criminal history evaluation letter from the applicable licensing agency.

WEEK	COURSE OBJECTIVES	LEARNING ACTIVITIES
1: 8/28/2024	Syllabus, Master schedule, Syllabus agreements Chapter 3: Health History and Physical Examination 1. Explain the purpose, components, and techniques of a patient's health history and physical examination.	Read Chapters

	<ol style="list-style-type: none"> <li>Obtain a nursing history using a functional health pattern format.</li> <li>Distinguish among emergency, comprehensive, and focused types of assessment in terms of indications, purposes, and components.</li> </ol> <p><b>Chapter 4: Patient and Caregiver Teaching</b></p> <ol style="list-style-type: none"> <li>Apply the teaching-learning process to diverse patient populations.</li> <li>Apply strategies to support patient learning.</li> <li>Relate the physical, psychologic, and sociocultural characteristics of the patient and caregiver to the teaching-learning process.</li> </ol> <p><b>Chapter 5: Chronic Illness and Older Adults</b></p> <ol style="list-style-type: none"> <li>Describe the prevention and major causes of chronic illness.</li> <li>Describe nursing interventions to assist older adults with chronic illness.</li> <li>Describe common problems of older adults related to hospitalization and acute illness and the nurse's role in assisting them.</li> <li>Differentiate among care alternatives to meet needs of older adults.</li> <li>Explain the drug therapy and related nursing management associated with arthritis and connective tissue diseases.</li> </ol> <p><b>Chapter 6: Caring for Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, and Gender Diverse Patients</b></p> <ol style="list-style-type: none"> <li>Describe the difference between biologic sex, sexual orientation, and gender identity</li> <li>Explain how health disparities affect lesbian, gay, bisexual, transgender, queer or questioning, and gender diverse populations.</li> <li>Explain strategies to create an LGBTQ+ inclusive environment.</li> </ol>	<p><b>Review PowerPoint Lecture/Discussion Discussion Posts Case Studies</b></p>
2: 9/4/2024	<p><b>Chapter 8: Sleep and Sleep Disorders</b></p> <ol style="list-style-type: none"> <li>Define sleep and the stages of sleep.</li> <li>Explain the relationship of various diseases/disorders and sleep disorders.</li> <li>Describe the etiology, clinical manifestations, and interprofessional, and nursing management of sleep disorders.</li> </ol> <p><b>Chapter 9: Pain</b></p> <ol style="list-style-type: none"> <li>Define pain and the neural mechanisms of pain and pain modulation.</li> <li>Distinguish between nociceptive and neuropathic types of pain.</li> <li>Explain the physical and psychologic effects of unrelieved pain.</li> <li>Interpret the subjective and objective data that are obtained from a comprehensive pain assessment.</li> <li>Describe drug and nondrug methods of pain relief.</li> <li>Explain your role and responsibility in pain management.</li> </ol> <p>Discuss ethical and legal issues related to pain and pain management.</p>	<p><b>Read Chapters Review PowerPoint Lecture/Discussion Discussion Posts Case Studies</b></p>

	<p><b>Chapter 69: Arthritis and Connective Tissue Diseases</b></p> <ol style="list-style-type: none"> <li>1. Outline the sequence of events leading to joint destruction in osteoarthritis and rheumatoid arthritis.</li> <li>2. Detail the clinical manifestations and interprofessional and nursing management of osteoarthritis and rheumatoid arthritis.</li> <li>3. Describe the pathophysiology, clinical manifestations, interprofessional, and nursing management of gout, Lyme disease, and septic arthritis.</li> <li>4. Describe the pathophysiology, clinical manifestations, interprofessional, and nursing management of ankylosing spondylitis, psoriatic arthritis, and reactive arthritis.</li> <li>5. Describe the pathophysiology, clinical manifestations, interprofessional, and nursing management of systemic lupus erythematosus, scleroderma, polymyositis, dermatomyositis, and Sjogren's syndrome.</li> </ol>	
<p><b>3:</b> <b>9/11/2024</b></p>	<p><b>Chapter 14: Immune Responses and Transplantation</b></p> <ol style="list-style-type: none"> <li>1. Describe the components and functions of the immune system.</li> <li>2. Outline the clinical manifestations and emergency management of a systemic anaphylactic reaction.</li> <li>3. Describe the assessment and interprofessional care of a patient with chronic allergies.</li> <li>4. Describe the etiologic factors, clinical manifestations, and treatment modalities of autoimmune diseases. And immunodeficiency disorders.</li> <li>5. Distinguish among the types of rejections after transplantation.</li> <li>6. Identify the types and side effects of immunosuppressive therapy.</li> </ol> <p><b>Chapter 15: Infection</b></p> <ol style="list-style-type: none"> <li>1. Identify interventions to reduce health care-associated infections.</li> <li>2. Explain the pathophysiology, transmission, and testing of human immunodeficiency virus (HIV).</li> <li>3. Apply the diagnostic criteria for acquired immunodeficiency syndrome (AIDS).</li> <li>4. Discuss the role of HIV antiretroviral therapy.</li> <li>5. Summarize the characteristics of opportunistic disease associated with AIDS.</li> <li>6. Compare and contrast HIV prevention methods.</li> <li>7. Describe the nursing management of HIV-infected patients and HIV-at-risk patients.</li> </ol> <p><b>Chapter 16: Cancer</b></p> <ol style="list-style-type: none"> <li>1. Describe the processes involved in the biology of cancer and outline the stages of cancer development.</li> </ol>	<p><b>Read Chapters</b> <b>Review</b> <b>PowerPoint</b> <b>Lecture/Discussion</b> <b>Discussion Posts</b> <b>Case Studies</b></p>

	<ol style="list-style-type: none"> <li>Describe the role of the immune system related to cancer.</li> <li>Discuss the role of the nurse in prevention, detection, and diagnosis of cancer.</li> <li>Explain the use of surgery, chemotherapy, radiation therapy, immunotherapy, targeted therapy, and hormone therapy in the treatment of cancer.</li> <li>Describe the nursing management of patients receiving chemotherapy, radiation therapy, immunotherapy, and targeted therapy.</li> <li>Describe nutritional therapy for patients with cancer.</li> <li>Describe support interventions for cancer patients, cancer survivors, and their caregivers.</li> </ol> <p><b>Chapter 57: Sexually Transmitted Infections</b></p> <ol style="list-style-type: none"> <li>Identify factors contributing to sexually transmitted infections (STIs) in the United States.</li> <li>Describe the etiology, clinical manifestations, complications, and diagnostic studies for chlamydia, gonorrhea, trichomoniasis, genital herpes, genital warts, and syphilis.</li> <li>Explain the interprofessional care and treatment of chlamydia, gonorrhea, trichomoniasis, genital herpes, genital warts, and syphilis.</li> </ol>	
4: 9/18/2024	<p><b>Chapter 56: Breast Problems</b></p> <ol style="list-style-type: none"> <li>State risk factors screening guidelines for the early detection of breast cancer.</li> <li>Describe the pathophysiology, clinical manifestations, interprofessional and nursing management of breast cancer.</li> <li>Explain the types, causes, clinical manifestations, and interprofessional and nursing management of common benign breast disorders.</li> </ol> <p><b>Chapter 59: Male Reproductive and Genital Problems</b></p> <ol style="list-style-type: none"> <li>Describe the pathophysiology, clinical manifestations, and interprofessional and nursing management of benign prostatic hyperplasia, prostate cancer, and testicular cancer.</li> <li>Specify the pathophysiology, clinical manifestations, and interprofessional and nursing management of prostatitis and problems of the penis and scrotum.</li> <li>Describe the pathophysiology, clinical manifestations, and interprofessional and nursing management of problems related to male sexual function</li> </ol>	
5: 9/25/2024	<p><b>Exam 1: Chapters 3, 4, 5, 6, 8, 9, 69, 14, 15, 16, 57. 56, 59</b></p> <p><b>Chapter 17: Fluid, Electrolyte, and Acid-Base Balances</b></p> <ol style="list-style-type: none"> <li>Describe the composition of the major body fluid compartments.</li> <li>Define processes involved in regulating the movement of water and electrolytes between the body fluid compartments.</li> </ol>	<p><b>Exam 1</b></p> <p><b>Read Chapters</b></p> <p><b>Review</b></p> <p><b>PowerPoint</b></p> <p><b>Lecture/Discussion</b></p> <p><b>Discussion Posts</b></p>

	<ol style="list-style-type: none"> <li>Describe the etiology, laboratory diagnostic findings, clinical manifestations, and nursing and interprofessional management of extracellular fluid volume imbalances and electrolyte imbalances.</li> <li>Discuss the etiology, diagnostic findings, clinical manifestations, and nursing and interprofessional management of acid-base imbalances.</li> <li>Describe the composition of and indications for common IV fluid solutions.</li> </ol> <p><b>Chapter 18: Preoperative Care</b></p> <ol style="list-style-type: none"> <li>Distinguish the common purposes and settings of surgery.</li> <li>Apply knowledge and the purpose and components of a preoperative nursing assessment.</li> <li>Interpret the significance of data related to the preoperative patient's health status and operative risk.</li> <li>Analyze the components and purpose of the patient's informed consent for surgery.</li> <li>Discern the purposes and types of common preoperative medications.</li> </ol> <p><b>Chapter 19: Intraoperative Care</b></p> <ol style="list-style-type: none"> <li>Distinguish various areas of perioperative department and appropriate attire.</li> <li>Outline the roles and responsibilities of interprofessional surgical team members.</li> <li>Prioritize needs of patients undergoing surgery.</li> <li>Apply basic principles of infection prevention and aseptic technique in the operating room.</li> <li>Recognize operating room safety measures related to patients, equipment, and anesthesia.</li> </ol> <p><b>Chapter 20: Postoperative Care</b></p> <ol style="list-style-type: none"> <li>Prioritize nursing responsibilities related to managing patients in the post-anesthesia care unit (PACU).</li> <li>Prioritize nursing responsibilities to maintain patient safety and prevent postoperative complications in the PACU to clinical unit.</li> <li>Apply data from the initial nursing assessment to the management of the patient after transfer from the PACU to the clinical unit.</li> <li>Select nursing interventions to manage potential problems during the postoperative period.</li> </ol>	<b>Case Studies</b>
6: 10/2/2024	<p><b>Chapter 67: Musculoskeletal Trauma and Orthopedic Surgery</b></p> <ol style="list-style-type: none"> <li>Distinguish the etiology, pathophysiology, manifestations, and interprofessional, and nursing management of soft tissue injuries.</li> </ol>	<b>Read Chapters</b> <b>Review</b> <b>PowerPoint</b> <b>Lecture/Discussion</b> <b>Discussion Posts</b> <b>Case Studies</b>

	<ol style="list-style-type: none"> <li>2. Compare closed reduction, cast immobilization, open reduction, and traction in terms of purpose, complications, and nursing management.</li> <li>3. Assess the neurovascular condition of an injured extremity.</li> <li>4. Describe indications for and interprofessional and nursing management of the patient with an amputation. Describe types of joint replacement surgery.</li> </ol> <p><b>Chapter 65: Spinal cord and peripheral nerve problems</b></p> <ol style="list-style-type: none"> <li>1. Discuss the various certification opportunities for critical care registered nurses.</li> <li>2. Select appropriate nursing interventions to manage common problems and needs of critically ill patients.</li> <li>3. Develop strategies to manage issues related to caregivers of critically ill patients.</li> <li>4. Apply the principles of hemodynamic monitoring to the nursing and interprofessional management of patients receiving monitoring.</li> </ol> <p>Distinguish the indications for and modes of mechanical ventilation</p> <p><b>Chapter 42: Shock, Sepsis, Multiple Organ Dysfunction Syndrome</b></p> <ol style="list-style-type: none"> <li>1. Relate the pathophysiology to the clinical manifestations of the different types of shock: cardiogenic, hypovolemic, distributive, and obstructive.</li> <li>2. Compare the effects of shock, sepsis, systemic inflammatory response syndrome, and multiple organ dysfunction syndrome on the major body systems.</li> <li>3. Compare the interprofessional care, drug therapy, and nursing management of patients with different types of shock.</li> <li>4. Describe the interprofessional care and management of a patient experiencing multiple organ dysfunction syndrome.</li> </ol>	
7: 10/09/2024	<p><b>Chapter 29: Upper Respiratory Problems</b></p> <ol style="list-style-type: none"> <li>1. Describe the clinical manifestations and nursing and interprofessional management of problems with the nose, paranasal sinuses, pharynx, and larynx.</li> <li>2. Relate the nursing and interprofessional management of the patient who has a tracheostomy.</li> <li>3. Outline the risk factors for and clinical manifestations of head and neck cancer.</li> <li>4. Explain essential components of discharge teaching for the patient going home with a permanent tracheostomy.</li> </ol> <p><b>Chapter 30: Lower Respiratory Problems</b></p> <ol style="list-style-type: none"> <li>1. Compare and contrast the clinical manifestations and nursing and interprofessional management of patients with acute bronchitis, and pertussis.</li> <li>2. Distinguish among the types of pneumonia and their etiology.</li> <li>3. Describe the pathophysiology, clinical manifestations, diagnostic studies, and interprofessional and nursing</li> </ol>	<p><b>Read Chapters</b>  <b>Review</b>  <b>PowerPoint</b>  <b>Lecture/Discussion</b>  <b>Discussion Posts</b>  <b>Case Studies</b></p>



	<p>management of patients with pneumonia, tuberculosis, pulmonary fungal infections, lung abscess, environmental lung diseases, lung cancer, fractured ribs, flail chest, pneumothorax.</p> <ol style="list-style-type: none"> <li>Describe the purpose, function, and nursing responsibilities related to chest tubes and chest drainage systems.</li> <li>Describe the etiology, clinical manifestations, and nursing and interprofessional management of patients with restrictive lung disorders.</li> <li>Describe the etiology, clinical manifestations, and nursing and interprofessional management of patients with pulmonary embolism, pulmonary hypertension, and cor pulmonale.</li> </ol> <p><b>Chapter 31: Obstructive Pulmonary Diseases</b></p> <ol style="list-style-type: none"> <li>Describe the etiology, pathophysiology, clinical manifestations, and interprofessional and nursing management of asthma.</li> <li>Explain the difference between an acute asthma exacerbation and status asthmaticus.</li> <li>Describe the etiology, pathophysiology, clinical manifestations, and interprofessional and nursing management of COPD.</li> <li>Relate the indications for O<sub>2</sub> therapy, methods of delivery, and complications of O<sub>2</sub> administration.</li> <li>Describe the etiology, pathophysiology, clinical manifestations, and interprofessional and nursing management of cystic fibrosis.</li> <li>Describe the etiology, pathophysiology, clinical manifestations, and interprofessional and nursing management of bronchiectasis.</li> </ol>	
8: 10/16/2024	<p><b>Chapter 32: Acute Respiratory Failure and Acute Respiratory Distress Syndrome</b></p> <ol style="list-style-type: none"> <li>Describe the etiology, pathophysiology, clinical manifestations, and interprofessional and nursing management of hypoxemic and hypercapnic acute respiratory failure.</li> <li>Discuss the pathophysiology, clinical manifestations, and nursing and interprofessional management of acute respiratory distress syndrome (ARDS).</li> </ol> <p>Select measures to prevent and manage complications of acute respiratory failure and ARDS.</p> <p><b>Chapter 36: Hypertension</b></p> <ol style="list-style-type: none"> <li>Relate the pathophysiologic mechanisms associated with primary hypertension to the clinical manifestations and complications.</li> <li>Choose appropriate strategies for the prevention of primary hypertension.</li> <li>Describe the interprofessional care for primary hypertension, including drug therapy, and lifestyle modifications.</li> <li>Prioritize the nursing management of the patient with primary hypertension.</li> <li>Describe the nursing and interprofessional care of a patient with a hypertensive crisis.</li> </ol>	

	<p><b>Chapter 37: Coronary Artery Disease and Acute Coronary Syndrome</b></p> <ol style="list-style-type: none"> <li>1. Relate the etiology and pathophysiology of coronary artery disease (CAD), chronic stable angina, and acute coronary syndrome (ACS) to the clinical manifestations of each disorder.</li> <li>2. Describe the precipitating factors, clinical manifestations, and interpersonal and nursing role in the promotion and management of therapeutic lifestyle changes in patients at risk for CAD and with CAD, chronic stable angina, and ACS.</li> <li>3. Outline drug therapy used to treat patients with CAD, chronic stable angina, and ACS.</li> <li>4. Prioritize key components to include in the rehabilitation of patients recovering from ACS and coronary revascularization procedures.</li> </ol> <p><b>Chapter 38: Heart Failure</b></p> <ol style="list-style-type: none"> <li>1. Compare the pathophysiology of heart failure with reduced ejection fraction and heart failure with preserved ejection fraction.</li> <li>2. Relate the compensatory mechanisms involved in heart failure to the development of acute decompensated heart failure (ADHF) and chronic heart failure (HF).</li> <li>3. Describe appropriate nursing and interprofessional care to manage the patient with ADHF and chronic HF.</li> </ol> <p><b>Chapter 39: Dysrhythmias</b></p> <ol style="list-style-type: none"> <li>1. Examine the nursing care of patients needing continuous electrocardiographic (ECG) monitoring.</li> <li>2. Distinguish the clinical characteristics and ECG patterns of normal sinus rhythm, common dysrhythmias, and pacemaker rhythms.</li> <li>3. Describe the nursing and interprofessional management of patients with common dysrhythmias.</li> <li>4. Compare and contrast defibrillation and cardioversion, including indications for use and physiologic effects.</li> <li>5. Describe the nursing and interprofessional management of patients with pacemakers and implantable cardioverter-defibrillators.</li> </ol>	
9: 10/23/2024	<p><b>Exam 2: Chapters 17, 18, 19, 20, 29, 30, 31, 32, 36, 37, 38, 39, 42, 65, 67</b></p> <p><b>Chapter 44: Nutritional Problems</b></p> <ol style="list-style-type: none"> <li>1. Describe the etiology, clinical manifestations, and interprofessional and nursing management of malnutrition.</li> <li>2. Explain the indications, complications, and nursing management of enteral and parenteral nutrition.</li> <li>3. Compare the etiology, clinical manifestations, and nursing management of eating disorders.</li> </ol> <p><b>Chapter 45: Obesity</b></p> <ol style="list-style-type: none"> <li>1. Discuss the epidemiology, etiology, and health risks of obesity.</li> <li>2. Compare the classification systems for determining a person's body size.</li> </ol>	<p><b>Exam 2</b></p> <p><b>Read Chapters</b></p> <p><b>Review</b></p> <p><b>PowerPoint</b></p> <p><b>Lecture/Discussion</b></p> <p><b>Discussion Posts</b></p> <p><b>Case Studies</b></p>

	<ol style="list-style-type: none"> <li>Discuss nutritional therapy and exercise plans for the obese patient.</li> <li>Distinguish among the bariatric surgical procedures used to treat obesity.</li> <li>Describe the etiology, clinical manifestations, and nursing and interprofessional management of metabolic syndrome.</li> </ol> <p><b>Chapter 53: Diabetes</b></p> <ol style="list-style-type: none"> <li>Describe the pathophysiology and clinical manifestations of diabetes mellitus.</li> <li>Distinguish between type 1 and type 2 diabetes mellitus.</li> <li>Describe the role of interprofessional care, nutrition and exercise, nursing management of a patient with diabetes.</li> <li>Describe the nursing management of a patient with diabetes mellitus in the ambulatory and home care settings.</li> <li>Relate the pathophysiology of acute and chronic complications of diabetes mellitus.</li> </ol> <p><b>Chapter 54: Endocrine Problems</b></p> <ol style="list-style-type: none"> <li>Describe the pathophysiology, clinical manifestations, risk factors, and interprofessional and nursing management of the patient with an imbalance of hormones made by the anterior pituitary gland, posterior pituitary gland, adrenal cortex, and adrenal medulla.</li> <li>Describe the pathophysiology, clinical manifestations, risk factors, and interprofessional and nursing management of the patient with thyroid dysfunction and parathyroid dysfunction.</li> </ol> <p>List the side effects of corticosteroid therapy.</p>	
10: 10/30/2024	<p><b>ATI CMS Adult Medical Surgical EOC</b></p> <p><b>Chapter 48: Liver, Biliary Tract, and Pancreas Problems</b></p> <ol style="list-style-type: none"> <li>Distinguish among the types of viral hepatitis, including etiology, pathophysiology, clinical manifestations, interprofessional and nursing management, and complications.</li> <li>Describe the pathophysiology, clinical manifestations, risk factors, and interprofessional and nursing management of the patient with nonalcoholic fatty liver disease, cirrhosis, and liver cancer.</li> <li>Describe the pathophysiology, clinical manifestations, risk factors, and interprofessional and nursing management of the patient with acute and chronic pancreatitis.</li> <li>Describe the pathophysiology, clinical manifestations, and interprofessional and nursing management of gallbladder disorders and the patient undergoing surgical treatment of cholecystitis and cholelithiasis.</li> </ol> <p><b>Chapter 46: Upper Gastrointestinal Problems</b></p> <ol style="list-style-type: none"> <li>Describe the pathophysiology, clinical manifestations, risk factors, and interprofessional and nursing management of nausea, vomiting, common oral inflammations and infections, diverticula, esophageal cancer, and oral cancer.</li> </ol>	<p><b>EXAM</b></p> <p><b>Read Chapters</b></p> <p><b>Review</b></p> <p><b>PowerPoint</b></p> <p><b>Lecture/Discussion</b></p> <p><b>Discussion Posts</b></p> <p><b>Case Studies</b></p>

	<ol style="list-style-type: none"> <li>Describe the pathophysiology, clinical manifestations, risk factors, and interprofessional and nursing management of gastroesophageal reflux disease, hiatal hernia.</li> <li>Compare and contrast gastric and duodenal ulcers, including the etiology, pathophysiology, clinical manifestations, complications, and interprofessional and nursing management.</li> <li>Explain the common etiologies, clinical manifestations, and interprofessional and nursing management of upper gastrointestinal bleeding.</li> </ol> <p><b>Chapter 47: Lower Gastrointestinal Problems</b></p> <ol style="list-style-type: none"> <li>Describe the pathophysiology, clinical manifestations, risk factors, and interprofessional and nursing management of diarrhea, fecal incontinences, constipation, acute appendicitis, peritonitis, and gastroenteritis.</li> <li>Compare and contrast the inflammatory bowel diseases of ulcerative colitis and Crohn's disease, including pathophysiology, clinical manifestations, complications, and interprofessional and nursing management.</li> <li>Distinguish among small and large bowel obstructions, including causes, clinical manifestations, and interprofessional and nursing management.</li> <li>Select nursing interventions to manage the care of the patient after bowel resection and ostomy surgery.</li> <li>Distinguish between diverticulosis and diverticulitis, including clinical manifestations and interprofessional and nursing management.</li> <li>Compare and contrast the types of hernias, including etiology and surgical and nursing management.</li> </ol> <p>Describe the types of malabsorption syndromes and interprofessional care of celiac disease, lactase deficiency, and short bowel syndrome.</p>	
11: 11/6/2024	<p><b>Chapter 33: Assessment: Hematologic System</b></p> <ol style="list-style-type: none"> <li>Describe the structures and functions of the hematologic system.</li> <li>Explain the purpose of hemostasis.</li> <li>Obtain significant subjective and objective assessment data related to the hematologic system from a patient.</li> <li>Distinguish normal from common abnormal findings of a physical assessment of the hematologic system.</li> <li>Describe the purpose, significance of results, and nursing responsibilities related to diagnostic studies of the hematologic system.</li> </ol> <p><b>Chapter 34: Hematologic Problems</b></p> <ol style="list-style-type: none"> <li>Describe the etiologies, clinical manifestations, diagnostic findings, and interprofessional and nursing management of iron-deficiency, megaloblastic, and aplastic anemias.</li> </ol>	<p><b>Read Chapters</b>  <b>Review</b>  <b>PowerPoint</b>  <b>Lecture/Discussion</b>  <b>Discussion Posts</b>  <b>Case Studies</b></p>

	<ol style="list-style-type: none"> <li>2. Explain the nursing management of anemia from blood loss.</li> <li>3. Describe the pathophysiology, clinical manifestations, and interprofessional and nursing management of anemia caused by increased erythrocyte destruction.</li> <li>4. Describe the pathophysiology and nursing and interprofessional management of polycythemia.</li> <li>5. Explain the pathophysiology, clinical manifestations, and nursing and interprofessional management of various types of thrombocytopenia.</li> <li>6. Describe the types, clinical manifestations, diagnostic findings, and interprofessional and nursing management of hemophilia, von Willebrand disease, disseminated intravascular coagulation, neutropenia, myelodysplastic syndrome.</li> <li>7. Explain the nursing and interprofessional management of acute and chronic leukemias.</li> <li>8. Compare Hodgkin's lymphoma and non-Hodgkin's lymphomas in terms of clinical manifestations, staging, and interprofessional and nursing management.</li> <li>9. Describe the spleen disorders and related interprofessional care.</li> <li>10. Describe the nursing management of the patient receiving transfusions of blood and blood components.</li> </ol> <p><b>Chapter 40: Inflammatory and Structural Heart Disorders</b></p> <ol style="list-style-type: none"> <li>1. Describe the pathophysiology, clinical manifestations, and interprofessional and nursing management of the patient with infective endocarditis, myocarditis, or pericarditis.</li> <li>2. Distinguish the etiology, pathophysiology, clinical manifestations, and interprofessional and nursing management of rheumatic fever and rheumatic heart disease.</li> <li>3. Describe the etiology, pathophysiology, clinical manifestations, and interprofessional and nursing management of patients with various types of valvular heart disease.</li> <li>4. Describe the etiology, pathophysiology, clinical manifestations, and interprofessional and nursing management of patients with different types of cardiomyopathy.</li> </ol>	
12: 11/13/2024	<p><b>Chapter 37: Coronary Artery Disease and Acute Coronary Syndrome</b></p> <ol style="list-style-type: none"> <li>1. Describe the pathophysiology, clinical manifestations, risk factors, and interprofessional and nursing management of the patient with peripheral artery disease (PAD).</li> <li>2. Plan appropriate nursing and interprofessional management for the patient with acute arterial ischemic disorders of the lower extremities.</li> <li>3. Distinguish the pathophysiology, clinical manifestations, and interprofessional and nursing management of the patient with Buerger's disease and Raynaud's phenomenon.</li> <li>4. Describe the pathophysiology, clinical manifestations, risk factors, and interprofessional and nursing management of the patient with aortic aneurysms and aortic dissection.</li> <li>5. Evaluate the risk factors predisposing patients to develop superficial vein thrombosis or venous thromboembolism (VTE)</li> </ol>	<p><b>Read Chapters</b>  <b>Review</b>  <b>PowerPoint</b>  <b>Lecture/Discussion</b>  <b>Discussion Posts</b>  <b>Case Studies</b></p>

	<p>and outline the interprofessional and nursing management care of these patients.</p> <ol style="list-style-type: none"> <li>Prioritize the key aspects of nursing management for the patient receiving anticoagulant therapy.</li> </ol> <p>Relate the pathophysiology and clinical manifestations to the interprofessional care of patients with varicose veins, chronic venous insufficiency, and venous leg ulcers.</p> <p><b>Chapter 50: Renal and Urologic Problems</b></p> <ol style="list-style-type: none"> <li>Describe the pathophysiology, clinical manifestations, risk factors, and interprofessional and nursing management of the patient with urinary tract infections, cystitis, urethritis, pyelonephritis, glomerulonephritis, and nephrotic syndrome.</li> <li>Compare and contrast the etiology, clinical manifestations, and interprofessional and nursing management of various types of renal calculi.</li> <li>Distinguish the common causes and management of renal trauma, renal vascular problems, and hereditary kidney diseases.</li> <li>Describe the common causes and management of urinary incontinence and urinary retention.</li> <li>Distinguish among urethral, suprapubic, and nephrostomy catheters regarding indications for use and nursing responsibilities.</li> </ol> <p><b>Chapter 51: Acute Kidney Injury and Chronic Kidney Disease</b></p> <ol style="list-style-type: none"> <li>Outline criteria used to classify acute kidney injury using the acronym RIFLE (Risk, Injury, Failure, Loss, End-Stage Renal Disease).</li> <li>Relate the clinical course and explain the interprofessional and nursing management of a patient with acute kidney injury.</li> <li>Define chronic kidney disease and delineate its 5 stages based on the glomerular filtration rate.</li> <li>Identify risk factors that contribute to the development of chronic kidney disease.</li> <li>Compare and contrast nursing interventions for patients on peritoneal dialysis and hemodialysis.</li> </ol>	
13: 11/20/2024	<p><b>Chapter 61: Acute Intracranial Problems</b></p> <ol style="list-style-type: none"> <li>Explain the physiologic mechanisms that maintain normal intracranial pressure.</li> <li>Describe the common etiologies, clinical manifestations, and interprofessional care of the patient with increased intracranial pressure.</li> <li>Describe the nursing management of the patient with increased intracranial pressure.</li> <li>Distinguish types of interprofessional and nursing management with patient's head injury by mechanism of injury and clinical manifestations.</li> <li>Compare they types, clinical manifestations, and interprofessional and nursing management of patients with brain tumors.</li> </ol>	

	<p>6. Distinguish among the primary causes and interprofessional and nursing management of brain abscess, meningitis, and encephalitis.</p> <p><b>Chapter 62: Stroke</b></p> <ol style="list-style-type: none"> <li>1. Describe the incidence of and risk factors for stroke.</li> <li>2. Compare and contrast the etiology and pathophysiology of ischemic and hemorrhagic strokes.</li> <li>3. Identify diagnostic studies done for patients with strokes.</li> <li>4. Distinguish among the interprofessional care, drug therapy, and surgical therapy for patients with ischemic and hemorrhagic strokes.</li> <li>5. Describe the acute nursing management and rehabilitative nursing management of a patient with a stroke.</li> <li>6. Explain the psychosocial impact of a stroke on the patient, caregiver, and family.</li> </ol> <p><b>Chapter 63: Chronic Neurologic Problems</b></p> <ol style="list-style-type: none"> <li>1. Compare and contrast the etiology, clinical manifestations, and interprofessional and nursing management of tension-type, migraine, and cluster headaches.</li> <li>2. Distinguish the etiology, clinical manifestations, and interprofessional and nursing management of seizure disorder, multiple sclerosis, Parkinson's disease, and myasthenia gravis.</li> <li>3. Describe the clinical manifestations and nursing and interprofessional management of restless leg syndrome, amyotrophic lateral sclerosis, and Huntington's disease.</li> <li>4. Explain the potential impact of chronic neurologic disease on physical and psychologic well-being.</li> </ol> <p><b>Chapter 64: Dementia and Delirium</b></p> <ol style="list-style-type: none"> <li>1. Define and classify the etiologies of dementia and delirium.</li> <li>2. Describe the clinical manifestations, diagnostic studies, and nursing and interprofessional care for a patient with dementia, delirium, and Alzheimer's disease.</li> </ol>	
14: 11/27/2024	<b>Exam 3: Chapters 33, 34, 37, 40, 44, 45, 46, 47, 48, 50, 51, 53, 54, 61, 62, 63, 64</b>	<b>Exam 3</b>
15: 12/4/2024	<b>ATI CMS Adult Medical Surgical (EOC) - Retake</b>	<b>EXAM</b>
16	<b>FINAL EXAMS</b>	<b>EXAM</b>

\*Schedule subject to change.