



Kingsborough Community College
The City University of New York
Department of Nursing

Nursing 2200 – Nursing the III Adult - II
Course Syllabus: Fall 2025-Spring 2026

Professor Christine Vaz, MSN, RN Assistant Professor Course Coordinator		Professor Carmel T. Ficarelli, MSN, FNP, RN Professor	
Credit – Hours: 5 credits, 17 hours. (one-half semester – 6 weeks)			
Pre-requisites	NUR 2100		
Pre or Co-requisite	PSY 3200	Recommended	SOC 3100, ENG 2400

Course Description

Nursing of the adult patient with common recurring health alterations includes advanced nursing interventions based on physiological and psychological needs of adult patients. This course builds on concepts of commonly recurring health alterations presented in Nursing the III Adult I (NUR 2100). The physiological and psychological needs of the adult patient are addressed through Quality and Safety for Nurses (QSEN) Initiative incorporating the concepts of patient centered care, teamwork and collaboration, evidence-based practice, safety, quality improvement and informatics; the Nursing Process; and the Categories of Client Needs. The principles of priority setting, leadership and delegation are incorporated throughout the course.

Class work for typical week consists of: six (6) hours of classroom instruction, three (3) hours of college laboratory/simulation, and eight (8) hours of health agency experiences. Laboratory sessions are on campus and in hospitals or other health agencies. It is essential for students to engage in additional practice for further development of skills. Provisions are available for additional time in the college laboratory for practice.

STUDENT LEARNING OUTCOMES (SLOs)

Upon completion of NUR 2200, using the Nursing Process in a variety of health care settings to a diverse population of adult patients, the student will:

Course SLOs
1. Assume safe nursing practices while providing care.
2. Prioritize nursing interventions in the delivery of patient care.
3. Employ evidence-based practice while delivering nursing care.
4. Implement critical thinking modalities while providing care.
5. Interact collaboratively with members of the healthcare team.
6. Assume a leadership role when providing care.
7. Demonstrate competency when using technology in the provision of care.
8. Apply understanding of ethical and legal principles related to the practice of nursing.

ASSESSMENT MEASURES for COURSE SLOs

Students will perform satisfactorily in the classroom, laboratory/simulation and clinical setting as evidenced by achieving 75% or greater on written exam, various course specific written assignments, and demonstration of satisfactory performance on course specific clinical competency and evaluation tools.

ASSESSMENT TECHNOLOGY INSTITUTE (ATI) TESTING

Kingsborough's Nursing Department uses ATI Nursing Education tutorials, testing and remediation each semester. Active participation in ATI assignments and testing is a requirement of this course and will account for 2% of the course grade. Failure to take the proctored exam as scheduled will result in a grade of **incomplete and will prevent progression in the program**.

ATTENDANCE

Complete participation in class is possible only when students are able to focus attention on the class, therefore entering class after it has begun is disrespectful to Faculty and classmates. Talking out of turn or exhibiting other disruptive behaviors is not tolerated and students will be asked to leave the classroom or lab.

All cell phones, smart devices or other multimedia devices that generate sound must be turned off when any member of the academic community enters a classroom. Cellular devices are allowed to be on in the classroom only if the owner is using the caller ID, voice messages or a vibrating battery. **NO TEXTING IS ALLOWED AT ANY TIME DURING CLASS AND/OR LABS.** Members of the academic community must exit the classroom to make or receive calls.

A student is deemed excessively absent in any course when he or she has been absent 15% of the number of contact hours a class meets during a semester. When a student is excessively absent, a grade of "WU" will be assigned as described in the college catalogue. Attendance at pre and post conference for laboratory experience is required. Absence from either pre or post conference constitutes an absence for the day's experience.

STUDENTS WITH DISABILITIES

Access-Ability Services (AAS) serves as a liaison and resource to the KCC community regarding disability issues, promotes equal access to all KCC programs and activities, and makes every reasonable effort to provide appropriate accommodations and assistance to students with disabilities. Your instructor will make the accommodations you need once you provide documentation from the Access-Ability office (D-205). Please contact AAS for assistance.

UPDATED EXAM POLICY

1. Students are required to arrive at least 15 minutes prior to the scheduled exam time.
2. All students (including NUR 2000 students) are required to wear the designated KCC clinical uniform for all examinations. No shirts can be worn under or over the uniform; arms need to be visible. Failure to comply with this requirement will result in the student being prohibited from sitting for the examination. A makeup exam will be scheduled on the next makeup exam date.
3. All students should have their hair tied back so that their ears are visible. Only medically prescribed hearing devices or devices required for an AAS accommodation are acceptable. Medical documentation needs to be provided at the beginning of the semester to the instructor.
4. The wearing of jewelry of any kind is strictly prohibited during the examination. This includes, but is not limited to earrings, necklaces, bracelets, all types of watches and any other item the faculty proctors deem unacceptable. Failure to comply with this requirement will result in the student being prohibited from sitting for the examination. A makeup exam will be scheduled on the next makeup exam date.
5. Any student who arrives 15 minutes later than the posted exam time will not be permitted to take the exam that day. A makeup exam will be scheduled on the next makeup exam date. There will be no exceptions to this policy. *Students will be allowed only one make up exam/semester.*
6. All eyeglasses are subject to inspection.

7. Students are required to line up outside of assigned classroom and will be seated at the discretion of the faculty.
8. All personal items (cell phones, smart watches, earbuds/pods, backpacks, purses, pens, highlighters, pencils, food and drinks etc.) must be placed in the classroom, at a location designated by the proctor before taking assigned seat.
9. Cell phones are to be turned off (not on vibrate) and placed with all personal items in the area designated by the proctor. At no time shall a student have their cell phone on their person once seated for the exam.
10. Students should remove all hats, scarves, sweatshirts, hoodies, prior to the beginning of the exam (The only exceptions are head coverings worn for religious purposes).
11. Students will be given a pencil and paper for med math calculations only. No other data should be written on the paper. Please write your name on the paper.
12. Students are prohibited from talking once the exam starts until the proctor states the exam is over and the students have exited the testing room.
13. Students are not permitted to discuss/record/write down the exam questions in any context on their own or with each other during or after the exam.
14. If the student has any questions once the exam begins, they are required to raise their hand and a proctor will come to them.
15. No questions related to the exam are allowed.
16. Once the student completes the exam, they are to raise their hand once the green check mark is visible on their computer screen. A proctor will come over to them to confirm their exam is uploaded.
17. After exam upload confirmation has occurred, the student will sign out of ExamSoft.
18. Once signed out of ExamSoft, the computer will not be used by the student for any reason. (Assignments, internet searching, personal use etc.).
19. Students will remain silent while they are waiting for the examination to be over.
20. If a student does not comply with the exam rules, they will be dismissed from the exam and receive a grade of zero for the exam.

EVALUATION

Grades will be calculated according to college and departmental policy as follows:

A+	97 – 100	B+	87 – 89	C+	78 – 79	D+	66 – 69
A	93 – 96	B	83 – 86	C	75 – 77	D	60 – 65
A-	90 – 92	B-	80 – 82	C-	70 – 74	F	< 60
W	Withdrew without penalty						
WU	Unofficial withdrawal (counts as failure)						
INC	Doing passing work, but missing an assignment or an examination; changes to a "FIN" if work is not made up by the 10th week of the next 12-week session						
FIN	Failure as a result of an Incomplete						

Nursing 2200 grades will be calculated as follows:

Lecture examinations average (2 exams)	63%
Final examination	35%
ATI assignments and testing	2%
Clinical competency	Satisfactory or Unsatisfactory
• Unfolding Nursing Care Plans	Satisfactory or Unsatisfactory
Writing assignment	Satisfactory or Unsatisfactory
Case Study	Satisfactory or Unsatisfactory

Students are expected to take all tests when scheduled. Exceptions to this rule will be for emergency situations and the faculty must know in advance. Students who do not take a test on the scheduled date

are required to take a makeup test. All makeup tests may be given at the end of the semester. Students who fail to take the scheduled exams or makeup exams will receive a grade of zero for that test.

All written assignments must comply with college standards for written work. Written assignments are to be turned in during the class period on the date that they are due. All assignments must be handed in by the end of the course to complete the requirements of the course. A late assignment will meet the requirements of the course but will not receive full credit. If written assignments are not submitted by the end of the course, the student will receive a grade of "INC" for the course. Students must submit all assignments prior to the beginning of the next semester in order to progress in the program.

Clinical agency performance will be evaluated as Satisfactory (S) or Unsatisfactory (U). Performance that has been designated as "U" at the end of the course will result in failure of the course. A minimum average grade of "75%" is required on all clinical assignments to achieve a satisfactory clinical grade.

A conference with the instructor is required at mid-semester, and at the end of the course, at which time the student's progress in the course will be discussed. In addition, students may initiate conferences with the instructor at other times.

DOSAGE CALCULATION COMPETENCY - Students are required to take the ATI: Dosage Calculation RN Adult Medical Surgical Online Practice Assessment 3.2 and quiz at the beginning of each semester to validate drug calculation competency. Students can complete the learning portion to refresh their med math skills. **Students must upload the 'Individual Performance Profile' to Brightspace Assignments. A minimum grade of 80% is required.** The student will receive a satisfactory/unsatisfactory grade for Dosage Calculation, as it is not part of the numerical calculation for your Final Grade in a course.

RETENTION CRITERIA

Criteria for retention in the Nursing Program mandates that students;

1. Earn a minimum of a "C" grade in every required Nursing and co-requisite course inclusive of BIO 1200, BIO 5100, ENG 2400, and PSY 3200.
2. **Students who achieve a "C-" grade in required clinical nursing course may apply to repeat the course one time only in the semester immediately following, subject to space availability. The minimum grade for clinical courses that are repeated is a "B."** The "Intent to Return to Nursing Course" form can be found on the KCC Website Nursing Department page under "Forms". This must be completed and include a plan of success that demonstrates significant changes in how they will approach the course when repeated. Only one required nursing course may be repeated. A grade of less than a "C" in a second nursing course will cause the student to be dismissed from the program.
3. Students must achieve a grade of "B" in order to pass NUR 1700. Students in NUR 1700 who achieve a failing grade of no less than "C-" may repeat the course one time only after submitting an "Intent to Return Form."
4. Students who enter Nursing 1700 and Nursing 1800 **MUST** complete the Nursing Program within four years from the date of entry into this course. Any student who has not attended nursing courses for two or more consecutive semesters cannot be readmitted into the Nursing Program unless qualifying examinations have been passed in the required nursing courses previously successfully completed. Qualifying examinations may be repeated only once.
5. Students in the clinical component can only appeal the retention criteria one time.
6. Students in the clinical component can only withdraw once and must be passing to do so.

Teaching Strategies

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| <ul style="list-style-type: none"> • Lecture/Discussion • Simulated Laboratory Experiences | <ul style="list-style-type: none"> • Computer Assisted Instruction/ATI • Course Point/Prep-U |
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| <ul style="list-style-type: none"> • Demonstration/Return Demonstration • Case Studies • Multicultural Written Assignment • Multimedia • Role Playing • Gaming | <ul style="list-style-type: none"> • Pre and Post Conferences • Health Agency Experiences • Unfolding Nursing Care Plan |
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REQUIRED ELECTRONIC TEXTBOOK:

Lippincott CoursePoint for Brunner & Suddarth's Medical-Surgical Textbook of Medical-Surgical Nursing
Retail Purchases (i.e., Bookstore):

ISBN: 978-1-9751-8677-7 or Direct/Microsite Purchase: 9781975124502

REQUIRED TEXTBOOK:

LaCharity, Kumagai, Bartz (2021), Prioritization, Delegation, and Assignment, 5th Edition,
Evolve.elsevier.com **eBook**(ISBN# 9780323683180)
Paperback (ISBN# 9780323683166)

REQUIRED RESOURCES:

Assessment Technology Institute (ATI)

SUGGESTED REFERENCES:

Nursing Central by Unbound Medicine

- Davis Drug Guide
- Diseases and Disorders
- Taber's Medical Dictionary
- Davis Lab and Diagnostic Guide

All students are expected to have read and to adhere to the policies pertaining to the following, as outlined in the department's Nursing Student Handbook:

Attendance	Netiquette
Malpractice insurance, health clearance, and CPR training	Specific dress requirements for each clinical course
Evaluation and grading	Drug calculation policy
Clinical competencies	Mandatory skills review
College laboratory practice requirements	Criteria for retention in the nursing program
Clinical Agency experience requirements (including appropriate dress)	Civility
	Integrity

Topical Outline

Each unit incorporates the Categories of Client Needs: Safe and Effective Care Environment (Management of Care, Safety and Infection Control), Health Promotion and Maintenance, Psychosocial Integrity, Physiological Integrity (Basic Care and Comfort, Pharmacological and Parenteral Therapies, Reduction of Risk Potential, Physiological Adaptation.

(11/17/2011, Rev. 3/06/12, 8/21/13, 2/12/2014, 7/29/2014, 9/15/14, 1/6/15, 7/5/15, 2/2/18, 6/29/18, 3/1/19, 6/25/20, 2/26/22, 8/6/22, 8/13/23, 2/1/24, 8/19/24)

- Unit 1 – Assessment & Management of the Patient who has an Oncological Disorder
- Unit 2 – Assessment & Management of the Patient who has a Hematologic Cancer
- Unit 3A – Assessment & Management of the Patient who has a Head & Neck / Lung Cancer
- Unit 3B – Assessment & Management of the Patient who has a Gastrointestinal Cancer
- Unit 3C – Assessment & Management of the Patient who has a Reproductive Cancer
- Unit 3D – Care of the Patient who has Skin Cancer
- Unit 3E – Care of the Patient who has Skin Cancer
- Unit 4A – Assessment & Management of the Patient who has an Acute Neurological Disorder
- Unit 4B – Assessment & Management of the Patient who has a Chronic Neurological Disorder
- Unit 5 – Assessment & Management of the Patient who has a Spinal Cord Injury / Connective Tissue Disorder / Rehabilitative Disorder
- Unit 6 - Assessment & Management of the Patient who has – Assessment & Management of the Patient who has a Sensory Perceptual Disorder

<i>Unit 1 – Care of the Patient who has an Oncological Disorder</i>
Content/Lecture Discussion
<p>The structure and function of the immune system</p> <ul style="list-style-type: none"> ○ Role of the immune system, cell cycle review, abnormal cellular growth, classifications of tumors <p>Strategies to involve the adult patient and family in reaching successful outcomes</p> <ul style="list-style-type: none"> ○ Health teaching related to cancer prevention, care, oncological emergencies and end of life care <p>Strategies for identifying and managing care</p> <ul style="list-style-type: none"> ○ Coordination of care utilizing leadership, delegation, and priority setting ○ Team functioning on safety & quality of care <p>Strategies relevant to the outcomes of care</p> <ul style="list-style-type: none"> ○ Provision of cancer care with sensitivity and respect specific to the adult patient with cancer including <ul style="list-style-type: none"> ▪ Combination chemotherapy ▪ Radiation therapy ▪ Surgery ▪ Bone marrow and stem cell transplant ▪ Biological response modifiers ▪ Pain management <p>Application of critical thinking processes when practicing safely in the delivery of care</p> <ul style="list-style-type: none"> ○ Use of the nursing process throughout the mutually designed plan of care <p>Utilization of technology</p> <ul style="list-style-type: none"> ○ Communication and documentation of care rendered via electronic medical record ○ Uses hand held computer devices for health teaching ○ Uses the EMR to communicate and document care, and impart for medication reconciliation
Related Learner Experiences
<p>Review: Hinkle & Cheever: Chs.1, 5, 12, 13, 31.</p> <p>Required Reading Prior to 1st day of class:</p> <p><i>Hinkle & Cheever:</i></p> <p>Read Chapters 1 pp. 10-22; pp. 29-30; Ch. 5 pp. 103-114; Ch.12 pp. 303-309, pp. 312-315, pp. 316-331, pp. 349-357, pp. 360-363, Ch.13 pp. 368-370, pp. 375-377, pp. 382-383, pp. 386-387; Ch. 31 pp. 996-999</p> <p>Computer Assisted Instruction & A/V materials</p>

Unit 1 – Care of the Patient who has an Oncological Disorder

Access using the Class Code at **Lippincott CoursePoint+ for Hinkle: Brunner & Suddarth's Textbook of Medical-Surgical Nursing, Fifteenth Edition.**

Picmonic: Cancer Warning Signs (CAUTION)

Interactive Tutorial: Cancer

Video: Watch and Learn: The Five Stages of Grief

Prep-U Mastery Level Quiz

Ch. 12: Management of Patients with Oncologic Disorders

Ch. 13: End-of-Life Care (Prep-U Mastery Level Quiz)

ATI Nursing Education

ATI Video Case Studies – Delegation, Pain Management, Palliative and Hospice Care, Priority Settings.

Laboratory/Simulation Experiences

Leadership and Delegation

- The five rights of delegation
- Roles of UAP and LPN
- Communicating effectively
- Managing conflicts

Gaming

Jeopardy

Case Study

Unit 2 – Care of the Patient with a Hematological Cancer

Content/Lecture Discussion

The structure and function of the Hematological system

Types of cancers

- Acute/chronic myelogenous
- Lymphocytic leukemia
- Hodgkin/ Non-Hodgkin's lymphoma
- Multiple myeloma

Strategies to involve the adult patient and family in reaching successful

- Health teaching regarding hematological cancer prevention and care.

Strategies for identifying and managing

- Coordination of care in meeting related needs for the adult patient with a hematological cancer
- Team functioning on safety & quality of care

Strategies relevant to the outcomes of care

- Provision of cancer care with sensitivity and respect specific to the adult patient with a hematological cancer including
 - Combination chemo and radiation therapies
 - Bone marrow and stem cell transplant
 - Pain management

Application of critical thinking processes when practicing safely in the delivery of care

- Use of the nursing process throughout the mutually designed plan of care

Utilization of technology

- Communication and documentation of care rendered via electronic medical record
- Uses hand held computer devices for health teaching
- Uses the EMR to communicate and document care, and impart for medication reconciliation

Related Learner Experiences

Unit 1 – Care of the Patient who has an Oncological Disorder

Required Reading

Hinkle & Cheever: Ch. 28 pp. 894-896; pp. 905; Ch. 30 pp. 951-959; pp. 960-962, pp. 969-973; Ch. 34 pp. 971-997.

Computer Assisted Instruction & AV materials

Access using the Class Code at **Lippincott CoursePoint+ for Hinkle: Brunner & Suddarth's Textbook of Medical-Surgical Nursing, Fifteenth Edition.**

Prep-U Mastery Level Quiz

Ch. 30 Management of Patients with Hematologic Neoplasms

Videos:

Watch and Learn: Accessing a Peripherally Inserted Central Catheter (PICC) Site

Watch and Learn: Accessing an Implanted Port

Watch and Learn: Caring for a Patient Experiencing Complications from Chemotherapy

Laboratory/Simulation Experiences

Central Venous Access Devices (CVAD)

- Ports, PICCS
 - Accessing
 - De-accessing
 - Medication administration
 - Flushing
 - Sterile dressing change

Case Study

Unit 3A – Care of the Patient who has a Head & Neck / Lung Cancer

Content/Lecture Discussion

The structure and function of the Respiratory System

Strategies to involve the adult patient and family in reaching successful outcomes

- Head & Neck Cancers
 - Larynx
- Lung Cancer
 - Small and Large cell

Health teaching regarding head & neck / lung cancer prevention and care

Strategies for identifying and managing care

- Coordination of care in meeting related needs for the adult patient
- Team functioning on safety & quality of care when meeting the needs of the adult patient

Strategies relevant to the outcomes of care

- Provision of cancer care with sensitivity and respect specific to the adult patient with a head & neck cancer or lung cancer including
 - Surgery (Wedge Resection, Segmental Resection, Pneumonectomy, Lobectomy, Laryngectomy, Radical Neck Dissection)
 - Combination chemo and radiation therapies
 - Phototherapy
 - Biological Response Modifier (BRM)
 - Respiratory care

Application of critical thinking processes when practicing safely in the delivery of care

Use of the nursing process throughout the mutually designed plan of care

Unit 3A – Care of the Patient who has a Head & Neck / Lung Cancer**Utilization of technology**

- Uses the EMR to communicate and document care, and impart for medication reconciliation
- Uses hand held computer devices for health teaching.

Related Learner Experiences**Required Reading**

Hinkle & Cheever: Ch. 17 pp. 483-490; pp. 492-493; Ch. 18 pp. 514- 524; Ch. 19 pp.577-582, pp. 585-588; Ch. 39 pp: 1235-1244

ATI Nursing Education

Skills Module 3.0 – CVAD (Central Venous Access Device), Ostomy Care, Infection Control

Computer Assisted Instruction & AV Material

Access using the Class Code at **Lippincott CoursePoint+ for Hinkle: Brunner & Suddarth's Textbook of Medical-Surgical Nursing, Fifteenth Edition.**

Prep-U Mastery Level Quiz

Ch. 17: Assessment of Respiratory Function

Ch. 18: Management of Patients with Upper Respiratory Disorders

Ch. 19: Management of Patients with Chest and Lower Respiratory Disorders

Ch. 39: Management of Patients with Oral and Esophageal Disorders

Video:

Watch and Learn: Assessing the Head and Neck

Lab/Simulation Experiences**Case Study****Unit 3B – Care of the Patient who has a Gastrointestinal Cancer****Content/Lecture Discussion**

The structure and function of the Gastrointestinal System

Strategies to involve the adult patient and family in reaching successful outcomes for the patient with a GI cancer

- Pancreatic
- Liver
- Colon
- Rectum

Health teaching related to cancer prevention, cancer care, oncological emergencies, and end of life care

Strategies for identifying and managing care utilizing a team approach

- Coordination of care utilizing leadership, delegation, and priority setting
- Team functioning on safety and quality of care when meeting the needs of the adult patient with a GI cancer

Strategies relevant to the outcomes of care

- Provision of cancer care with sensitivity and respect specific to the adult patient with a GI cancer including
 - Surgery
 - Gastrectomy
 - Hemicolectomy
 - A-P resection
 - Combination Chemo and radiation therapies
 - BRM
 - Pain management.

Unit 3B – Care of the Patient who has a Gastrointestinal Cancer

Application of critical thinking processes when practicing safely in the delivery of care
 Use of the nursing process throughout the mutually designed plan of care
 Utilization of technology in the care
 Communicates and documents care rendered via electronic medical record

- Uses hand held computer devices for health teaching
- Uses the EMR impart for medication reconciliation

Related Learner Experiences**Required Reading**

Hinkle & Cheever: Ch. 39 pp. 1235-1244; Ch. 40, pp. 1277-1283; Ch. 41, pp. 1319-1323; pp. 1324-1333; Ch. 43 pp. 1404-1408; Ch. 44 pp 1439-1442

Computer Assisted Instruction & A/V Material

Access using the Class Code at **Lippincott CoursePoint+ for Hinkle: Brunner & Suddarth's Textbook of Medical-Surgical Nursing, Fifteenth Edition.**

Video: Watch and Learn: Changing an Ostomy Appliance

Prep-U Mastery Level Quiz

Ch. 39: Management of Patients with Oral and Esophageal Disorders

Ch. 40: Management of Patients with Gastric and Duodenal Disorders

Ch. 41: Management of Patients with Intestinal and Rectal Disorders

Ch. 43: Assessment and Management of Patients with Hepatic Disorders

Ch. 44: Management of Patients with Biliary Disorders

ATI Targeted Medical-Surgical 2019: Immune/Neurosensory/Musculoskeletal

Case Study**Lab/Simulation Experiences**

Ostomies

- End stoma
 - Loop stoma
 - Double barrel stoma
- Koch pouch

Unit 3C – Care of the Patient who has a Reproductive Cancer**Content/Lecture Discussion**

The structure and function of the Reproductive System:

- Review the male and female reproductive systems

Strategies to involve the adult patient and family in reaching successful

- Health teaching related to cancer prevention, cancer care, oncological emergencies, and end of life care

Strategies for identifying and managing care utilizing a team approach

- Coordination of care utilizing leadership, delegation, and priority
- Team functioning on safety and quality of care

Strategies relevant to the outcomes of care for the adult patient with a reproductive cancer:

- Provision of cancer care with sensitivity and respect specific to the adult patient with a reproductive cancer including

- Surgery

- Cryotherapy
- LEEP

▫ TAH-BSO

▫ Prostatectomy

Unit 3C – Care of the Patient who has a Reproductive Cancer

- ✧ Conization
 - ✧ Mastectomy
 - ✧ Orchiectomy
 - Combination chemo, radiation and hormonal Therapies
 - BRM
 - Pain management.
- Application of critical thinking processes when practicing safely in the delivery of care
- Use of the nursing process throughout the mutually designed plan of care
- Utilization of technology
- Communication and documentation of care rendered via electronic medical record
 - Uses hand held computer devices for health teaching
 - Uses the EMR to communicate and document care, and impart for medication reconciliation

Related Learner Experiences**Required Reading**

Hinkle & Cheever: Ch. 51 pp. 1695-1698; pp. 1700-1705; Ch. 52 pp. 1711-1717; pp. 1719-1730; pp. 1731-1735; pp. 1737-1740; Ch. 53 pp. 1755-1769; pp. 1771-1774

Computer Assisted Instruction & A/V Materials

Access using the Class Code at **Lippincott CoursePoint+ for Hinkle: Brunner & Suddarth's Textbook of Medical-Surgical Nursing, Fifteenth Edition.**

Prep-U Mastery Level Quiz

Ch. 51: Management of Patients with Female Reproductive Disorders

Ch. 52: Assessment and Management of Patients with Breast Disorders

Ch. 53: Assessment and Management of Patients with Male Reproductive Disorders

Interactive Case Study

Practice and Learn: Breast Cancer

Practice and Learn: Prostate Cancer

Testicular Carcinoma Assessment

ATI Practice Assessment RN Medical-Surgical Online Practice 2019 A

Case Study

Laboratory / Simulation Experience

Simulation: Care of the Patient with Mastectomy

Surgical Models of Female & Male Cancers

- Breast
- Vulva
- Cervix
- Uterus
- Ovaries
- Prostate
- Testicular
- Bladder

Unit 3D – Care of the Patient who has Skin Cancer**Content/Lecture Discussion**

The structure and function of the Integumentary System

Strategies to involve the adult patient and family in reaching successful outcomes for the patient with skin cancer

- Actinic keratoses
- Basal cell carcinomas
- Squamous cell carcinomas
- Melanomas

Health teaching related to cancer prevention, cancer care, oncological emergencies, and end of life care

Strategies for identifying and managing care utilizing a team approach

- Coordination of care utilizing leadership, delegation, and priority setting

<ul style="list-style-type: none"> ○ Team functioning on safety and quality of care when meeting the needs of the adult patient with skin cancer <p>Strategies relevant to the outcomes of care</p> <ul style="list-style-type: none"> ○ Provision of cancer care with sensitivity and respect specific to the adult patient with skin cancer including <ul style="list-style-type: none"> ▪ Surgery <ul style="list-style-type: none"> ✧ Cryosurgery ✧ Excision ✧ Wide excision ▪ Chemotherapy/Radiation ▪ Biotherapy ▪ Targeted Therapy ✧ Curettage and electrodesiccation ✧ Moh's surgery <p>Application of critical thinking processes when practicing safely in the delivery of care</p> <p>Use of the nursing process throughout the mutually designed plan of care</p> <p>Utilization of technology in the care</p> <p>Communicates and documents care rendered via electronic medical record</p> <ul style="list-style-type: none"> ○ Uses hand held computer devices for health teaching <p>Uses the EMR impart for medication reconciliation</p>
Related Learner Experiences
<p>Required Reading</p> <p><i>Hinkle & Cheever: Ch. 56 pp. 1852-1859</i></p> <p>Computer Assisted Instruction & A/V Materials</p> <p><i>Access using the Class Code at Lippincott CoursePoint+ for Hinkle: Brunner & Suddarth's Textbook of Medical-Surgical Nursing, Fifteenth Edition.</i></p> <p>Picmonic:</p> <p><i>ABCDEs of Melanoma</i></p> <p>Prep-U Mastery Level Quiz</p> <p><i>Ch. 61 Management of Patients with Dermatologic Disorders</i></p> <p>Video</p> <p><i>Watch and Learn: Assessing the Skin, Hair and Nails</i></p>

Unit 3E-Care of the Patient who has Renal Cancer
Content/Lecture Discussion
<ul style="list-style-type: none"> • The structure and function of the Renal System • Strategies to involve the adult patient and family in reaching successful outcomes for the patient with a Renal system cancer of the <ul style="list-style-type: none"> – Bladder • Health teaching related to cancer prevention, cancer care, oncological emergencies, and end of life care • Strategies for identifying and managing care utilizing a team approach • Coordination of care utilizing leadership, delegation, and priority setting • Team functioning on safety and quality of care when meeting the needs of the adult patient with a Renal and Bladder cancer • Strategies relevant to the outcomes of care

<ul style="list-style-type: none"> • Provision of cancer care with sensitivity and respect specific to the adult patient with a Renal System cancer including • Surgery 	
<ul style="list-style-type: none"> • Combination Chemo and radiation therapies • BRM • Pain management. • Application of critical thinking processes when practicing safely in the delivery of care • Use of the nursing process throughout the mutually designed plan of care • Utilization of technology in the care • Communicates and documents care rendered via electronic medical record • Uses hand held computer devices for health teaching • Uses the EMR impart for medication reconciliation. 	<ul style="list-style-type: none"> • Transurethral Resection • Simple Cystectomy • Radical Cystectomy • Cutaneous Urinary Diversions • Continent Urinary Diversions
Related Learner Experiences	
Required Reading <i>Hinkle & Cheever: Ch. 48 pp. 1563 – 1564, 1562 – 1565; pp.1593-1596</i> Computer Assisted Instruction & A/V Materials <i>Access using the Class Code at Lippincott CoursePoint+ for Hinkle: Brunner & Suddarth's Textbook of Medical-Surgical Nursing, Fifteenth Edition.</i> Prep-U Mastery Level Quiz <i>Ch. 48: Management of Patients with Kidney Disorders</i> <i>Ch. 49: Management of Patients with Urinary Disorders</i> Case Study Laboratory / Simulation Experience	

<i>Unit 4A – Care of the Patient who has an Acute Neurological Disorder</i>
Content/Lecture Discussion
<p>The structure and function of the Neurological System:</p> <ul style="list-style-type: none"> ○ Review the Neurological System <p>Strategies to involve the adult patient and family in reaching successful outcomes for the patient with an acute neurological disorder</p> <ul style="list-style-type: none"> ○ Neuro Overview / Assessment ○ Head trauma ○ Increased ICP ○ Subdural & intracerebral hematomas ○ Cerebral herniation ○ CVA ○ Brain tumors <ul style="list-style-type: none"> ▪ Supratentorial & infratentorial mass lesions ○ Infection <ul style="list-style-type: none"> ▪ Meningitis <p>Health teaching related to the prevention, immediate treatment, management of emergencies, management of sensory – motor deficits, and end of life care (brain death)</p> <p>Strategies for identifying and managing care utilizing a team approach</p>

Unit 4A – Care of the Patient who has an Acute Neurological Disorder

- Coordination of care utilizing leadership, delegation, and priority setting
 - Team functioning on safety & quality of care
- Strategies relevant to the outcomes of care
- Provision of care with sensitivity and respect specific to the adult patient with an acute neurological disorder
 - Emergency care
 - Medications
 - Surgery
 - ✧ Burr holes
 - ✧ Craniotomy
 - Ongoing neuro monitoring
 - Respiratory interventions
 - Chemo and radiation therapies
 - BRMs
 - Pain management
- Application of critical thinking processes when practicing safely in the delivery of care
- Use of the nursing process throughout the mutually designed plan of care
- Utilization of technology
- Communication and documentation of care rendered via electronic medical record
 - Uses hand held computer devices for health teaching.
 - Uses the EMR to communicate and document care, and impart for medication reconciliation

Related Learner Experiences**Required Reading**

Hinkle & Cheever: Ch. 60 pp. 1966-1991; Ch. 61 pp. 1992 – 2015, Ch. 63 pp. 2058 – 2069, Ch. 63 pp. 2055 – 2057, Ch. 64 pp. 2088 – 2090, Ch. 65 pp. 2113-2121

Computer Assisted Instruction & A/V materials

Access using the Class Code at **Lippincott CoursePoint+ for Hinkle: Brunner & Suddarth's Textbook of Medical-Surgical Nursing, Fifteenth Edition.**

Prep-U Mastery Level Quiz

Ch. 60 Assessment of Neurologic Function

Ch. 61: Management of Patients with Neurologic Dysfunction

Ch. 63: Management of Patients with Neurologic Trauma (Prep-U Mastery Level Quiz)

Ch. 64: Management of Patients with Neurologic Infections, Autoimmune Disorders and Neuropathies

Picmonic:

Cranial Nerve Function

Glasgow Coma Scale

Level of Consciousness: Descriptive guide for Glasgow Coma Scale

Increased Intracranial Pressure (ICP) Assessment

Neurovascular Assessment 6 P's

Video:

Watch and Learn: Assessing the Cranial Nerves

Watch and Learn: Assessing the Musculoskeletal and Neurological System

Watch and Learn: Caring for a Patient Who Has Had a Cerebrovascular Accident

Animation:

Concepts in Action: Stroke

Interactive Case Study

Practice and Learn: Hemorrhagic Stroke

Practice and Learn: Ischemic Stroke

ATI Targeted Medical-Surgical 2019: Neurosensory and Musculoskeletal

*Unit 4A – Care of the Patient who has an Acute Neurological Disorder***Case Study****Lab/Simulation Experience**

Cerebrovascular Accident: Treatment, stabilization, and rehabilitation

- Head Trauma Model with Increased ICP
- Interprofessional CVA simulation

Clinical Experiences

Neuro Assessment

Glasgow Coma Scale

Cushing's Triad

*Unit 4B – Care of the Patient who has a Chronic Neurological Disorder***Content/Lecture Discussion**

Review of the structure and function of the Neurological System continued

Strategies to involve the adult patient and family in reaching successful outcomes for the patient with a chronic neurological disorder

- Headache (migraine)
- Seizure disorder
- Parkinson disease (PD)
- Multiple Sclerosis (MS)
- Myasthenia Gravis (MG)
- Guillain-Barre Syndrome (GBS)
- Amyotrophic Lateral Sclerosis (ALS)

Health teaching related to the prevention, immediate treatment and management of emergencies, management of sensory-motor deficits, and end of life care (brain death)

Strategies for identifying and managing care

- Coordination of care utilizing leadership, delegation, and priority setting in meeting the patient's needs
- Team functioning on safety and quality of care

Strategies relevant to the outcomes of care

- Provision of care with sensitivity and respect specific to the adult patient with a chronic neurological disorder
 - Emergency care
 - Medications
 - Surgery
 - ✧ Deep brain stimulation
 - ✧ Vagal nerve stimulation
 - Ongoing neuro monitoring
 - Respiratory interventions
 - Biofeedback
 - PT/OT
 - Pain management, PT/OT.
- ✧ Thymectomy

Application of critical thinking processes when practicing safely in the delivery of care

- Use of the nursing process throughout the mutually designed plan of care

Utilization of technology

- Uses the EMR to communicate and document care, and impart for medication reconciliation
- Uses hand held computer devices for health teaching

Related Learner Experiences

Unit 4B – Care of the Patient who has a Chronic Neurological Disorder**Required Reading**

Hinkle & Cheever: Ch. 61 pp. 2017 – 2030; Ch. 64 pp. 2094 – 2109; Ch. 65 pp. 2122 – 2126, 2131 – 2132

Computer Assisted Instruction & A/V materials

Access using the Class Code at **Lippincott CoursePoint+ for Hinkle: Brunner & Suddarth's Textbook of Medical-Surgical Nursing, Fifteenth Edition.**

Picmonic:

Guillain-Barre Syndrome Assessment

Parkinson's Disease Assessment

Parkinson's Drugs

Seizure Precautions

ATI Practice Assessment RN Medical-Surgical Online Practice 2019 B

Unit 5 – Care of the Patient who has a Spinal Cord Injury / Connective tissue Disorder/Rehabilitation**Content/Lecture Discussion**

Review of the structure and function of the spinal column and musculoskeletal system

Strategies to involve the adult patient and family in reaching successful outcomes for the patient with a spinal cord injury/joint disease/rehab

- Spinal cord injury
- Degenerative Joint Disease (DJD)
- Arthritis:
 - Osteoarthritis (OA)
 - Inflammatory arthritis:
 - Rheumatoid Arthritis (RA)
 - Gouty Arthritis
 - Systemic Lupus Erythematosus (SLE)

Health teaching related to the prevention, immediate treatment, management of emergencies, management of sensory-motor deficits for patients with a spinal cord injury, joint or rehabilitative disease

Strategies for identifying and managing care

- Coordination of care utilizing leadership, delegation, and priority setting in meeting the rehabilitative related needs for the adult patient
- Team functioning on safety and quality of care when meeting the needs of the adult patient with a spinal cord injury/joint disease/rehab.

Strategies relevant to the outcomes of care

- Provision of care with sensitivity and respect specific to the adult patient with a spinal cord injury/joint disease/rehab including
 - Emergency care
 - ✧ Ventilation
 - ✧ Intubation
 - ✧ Spinal shock
 - ✧ Neurogenic shock
 - ✧ Autonomic dysreflexia
- Medication
- Surgery
 - Halo traction
 - Cervical tongs
- Ongoing neuro monitoring
- Respiratory interventions
- Pain management
- Referral/community resources.

Application of critical thinking processes when practicing safely in the delivery of care

Unit 4B – Care of the Patient who has a Chronic Neurological Disorder

- Use of the nursing process throughout the mutually designed plan of care
- Utilization of technology in the care
- Uses the EMR to communicate, document care, and impart for medication reconciliation.
 - Uses hand held computer devices for health teaching.

Required Reading

Hinkle & Cheever: Ch. 34 pp. 1078 – 1084; Ch. 36 pp. 1122 – 1125; Ch. 63 pp. 2070 – 2087

Case Study**Laboratory/Simulation Experiences**

Traumatic Spinal Cord Injury: Cervical collar, neuro and cardiac assessment, logrolling, spinal shock
Computer Assisted Instruction & A/V materials

Access using the Class Code at **Lippincott CoursePoint+ for Hinkle: Brunner & Suddarth's Textbook of Medical-Surgical Nursing, Fifteenth Edition.**

Interactive Case Study:

Practice and Learn: Acute Spinal Cord Injury

Practice and Learn: Osteoarthritis

Practice and Learn: Systemic Lupus Erythematosus

Picmonic:

Rheumatoid Arthritis Interventions

Chapter 34: Assessment and Management of Patients with Rheumatic Disorders

- Rheumatoid Arthritis
- Systemic lupus erythematosus

Chapter 63: Management of Patients with Neurologic Trauma

- Acute Spinal Cord Injury

Unit 6 – Care of the Patient with a Sensory Perceptual Disorder**Content/Lecture Discussion**

The structure and function of the sensory system

- Review of the ear

Strategies to involve the adult patient and family in reaching successful outcomes for the patient with a sensory perceptual disorder

- Otitis Externa
- Meniere's disease

Health teaching related to the prevention, immediate treatment, management of emergencies and management of sensory-motor deficits for patients with a sensory perceptual disorder

Strategies for identifying and managing care utilizing a team approach

- Coordination of care utilizing leadership, delegation, and priority setting
- Team functioning on safety and quality of care

Strategies relevant to the outcomes of care for the adult patient with a sensory perceptual disorder:

- Provision of care with sensitivity and respect specific to the adult patient with a sensory perceptual disorder include
 - Emergency care
 - Medications
 - Surgery
 - Meniere's disease: endolymphatic shunt ▫
 - Ongoing sensory monitoring

Unit 6 – Care of the Patient with a Sensory Perceptual Disorder

- Pain management
- Referral and communities resources.

Application of critical thinking processes when practicing safely in the delivery of care

- Use of the nursing process throughout the mutually designed plan of care

Utilization of technology

- Uses the EMR to communicate and document care, and impart for medication reconciliation
- Uses hand held computer devices for health teaching

Related Learner Experiences

Required Reading

Hinkle & Cheever: Ch. 64 pp.1926 – 1927; pp.1933 - 1934

Computer Assisted Instruction & A/V materials

*Access using the Class Code at **Lippincott CoursePoint+** for Hinkle: **Brunner & Suddarth's Textbook of Medical-Surgical Nursing, Fifteenth Edition***

Interactive Case Study:

Practice and Learn: Meniere's Disease

Laboratory/Simulation Experiences

Hearing Impaired: Safety and Altered Communication