



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

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

Professor Christine Vaz, MSN, RN Assistant Professor Course Coordinator		Professor Carmel T. Ficorelli, MSN, FNP, RN Professor	
<b>Credit</b> – Hours: 5 credits, 17 hours. (one-half semester – 6 weeks)			
<b>Pre-requisites</b>	NUR 2100		
<b>Pre or Co-requisite</b>	PSY 3200	<b>Recommended</b>	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:

<b>Course SLOs</b>
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.**

### **ATI PROCTORED ASSESSMENTS WITH RESPONDUS LOCKDOWN BROWSER**

The Respondus Lockdown Browser will be utilized for all ATI Proctored Assessments given remotely or in person. It will prevent students from copying, printing, visiting another URL, or accessing other applications during a test. When you launch an ATI Proctored Assessment with Respondus through the ATI student portal, Respondus Lockdown browser will open automatically when you begin a proctored assessment.

**An ATI attestation form is to be submitted to your instructor during the first week of class, for each course you take that administers an ATI Proctored Exam (Nursing 1000, 2100, 2200, 2000, 1900, 2300). This form is located in Brightspace within the Table of Contents.** If you fail to sign the form, you will not be able to take your ATI Proctored exam. If the exam is not rescheduled prior to the end of the semester, you will receive an Incomplete (INC) grade and will not be able to progress in the program.

The Respondus Monitor will record the student using video during the exam. The video record will only be reviewed by ATI if there is a reason to believe test protocol has been breached and the student may have committed an act of academic dishonesty. If a student is found or suspected of an act of academic dishonesty, they will be investigated by ATI and reported to KBCC's Office of Academic Integrity. **If ATI Test Security has deemed a student has committed any act of academic dishonesty, ATI can permanently suspend the student's ATI account. Without an ATI account, a student will be unable to complete the KBCC Nursing program requirements and therefore be dismissed from the nursing program.**

ATI Proctoring Student Quick Guide (PDF)

ATI Proctoring-Student Orientation (6 min)

### **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.

If you are unable to attend a class, kindly email your lecture professor. 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.

## **EXAM POLICY**

All course exams are administered electronically via the testing software platform, ExamSoft. The CUNY Policy on Academic Integrity is strictly enforced throughout the exam. Any suspected violation of this policy may result in removal from the course. It is your responsibility to familiarize yourself with the Nursing Department Exam Agreement.

## **KCC NURSING DEPARTMENT EXAM AGREEMENT**

1. Students are required to arrive at least 15 minutes prior to scheduled exam time.
2. All students, including NUR 2000 students, are required to wear the KCC clinical uniform for all examinations, including approved shoes. **Unless granted permission from the nursing department**, no shirts may be worn under or over the uniform, and arms must 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 designated 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, smart rings, all types of watches and any other item or 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. All eyeglasses are subject to inspection.
6. **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.**
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 religious head coverings).
11. Prior to the start of the exam, students will be given a pencil and one sheet of paper, if required.
  - a. Additional paper can be requested from the proctor as needed.
  - b. Students must write their name on the paper.
  - c. **No information may be written on the paper before the exam begins.**
  - d. All paper will be collected by the proctor at the conclusion of the exam.
  - e. Returned paper must be intact and may not have any torn portions.
  - f. The paper will not be shared between students.
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. Questions related to medical terminology are not allowed.

16. Once the student completes the exam, they are to raise their hand after 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, receive a grade of zero for the exam, be reported to the Academic Dishonesty office and have their final course grade withheld until a final resolution of their situation has occurred.**

## 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
• Concept mapping	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

If you receive less than a passing grade in a clinical nursing course, you will be eligible to repeat the course only one time. The procedure that will follow will vary depending on several outcomes such as:

- Final course grade.
  - If you have taken the course before.
  - If you have appealed a grade before.
1. If you have received a **C-** in a clinical nursing course (**NUR 1800, 2100, 1900, 2000, 2200, 2300**) and it is the first time you have taken this course, then complete an **Intent to Return Form** and submit as per the directions on the form.
  2. If you are in a **non-clinical** nursing course, such as **NUR 1700**, and receive a grade of less than a **B**, then complete an **Intent to Return Form** and submit as per the directions on the form.
  3. If you have received **less than a C-** in a clinical nursing course and it is the first time you have taken this course, then you must submit an **Appeal of the Retention Criteria Form** and submit as per the directions on the form.
  4. If you **currently failed a nursing course** and you have **already failed a prior nursing course, you will be dismissed from the nursing program.** You are eligible to submit the **Appeal of the Retention Criteria Form** and follow the directions on the form. **You are permitted to do this only if you have never appealed a grade before.**
  5. If you are **repeating a nursing course and receive a grade of less than a B, you will be dismissed from the nursing program.** If you **have never appealed** the retention criteria before, you are eligible to appeal your grade. **Submit an Appeal of the Retention Criteria Form** and submit as per the directions on the form.
  6. **You are only allowed one appeal while you are enrolled in KCC's Nursing Program.**

### Teaching Strategies

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|--|--|
| <ul style="list-style-type: none"> <li>• Lecture/Discussion</li> <li>• Simulated Laboratory Experiences</li> <li>• Demonstration/Return Demonstration</li> <li>• Case Studies</li> <li>• Multicultural Written Assignment</li> <li>• Multimedia</li> <li>• Role Playing</li> <li>• Gaming</li> </ul> | <ul style="list-style-type: none"> <li>• Computer Assisted Instruction/ATI</li> <li>• Course Point/Prep-U</li> <li>• Pre and Post Conferences</li> <li>• Health Agency Experiences</li> <li>• Concept mapping</li> </ul> |
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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 (2025), Prioritization, Delegation, and Assignment, 6th Edition, Evolve.elsevier.com eBook(ISBN# 9780443112645)

Paperback (ISBN# 9780443112638)

**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.*

- 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

*Unit 1 – Care of the Patient who has an Oncological Disorder***Content/Lecture Discussion**

The structure and function of the immune system

- Role of the immune system, cell cycle review, abnormal cellular growth, classifications of tumors

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

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

Strategies for identifying and managing care

- 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 cancer care with sensitivity and respect specific to the adult patient with cancer including
  - Combination chemotherapy
  - Radiation therapy
  - Surgery
  - Bone marrow and stem cell transplant
  - Biological response modifiers
  - 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**

**Review:** Hinkle & Cheever: Chs.1, 5, 12, 13, 31.

**Required Reading Prior to 1st day of class:**

*Hinkle & Cheever:*

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

**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 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

<i>Unit 1 – Care of the Patient who has an Oncological Disorder</i>
<b>Case Study</b>
<i>Unit 2 – Care of the Patient with a Hematological Cancer</i>
<b>Content/Lecture Discussion</b>
<p>The structure and function of the Hematological system</p> <p>Types of cancers</p> <ul style="list-style-type: none"> <li>○ Acute/chronic myelogenous</li> <li>○ Lymphocytic leukemia</li> <li>○ Hodgkin/ Non-Hodgkin's lymphoma</li> <li>○ Multiple myeloma</li> </ul> <p>Strategies to involve the adult patient and family in reaching successful</p> <ul style="list-style-type: none"> <li>○ Health teaching regarding hematological cancer prevention and care.</li> </ul> <p>Strategies for identifying and managing</p> <ul style="list-style-type: none"> <li>○ Coordination of care in meeting related needs for the adult patient with a hematological cancer</li> <li>○ Team functioning on safety &amp; quality of care</li> </ul> <p>Strategies relevant to the outcomes of care</p> <ul style="list-style-type: none"> <li>○ Provision of cancer care with sensitivity and respect specific to the adult patient with a hematological cancer including <ul style="list-style-type: none"> <li>▪ Combination chemo and radiation therapies</li> <li>▪ Bone marrow and stem cell transplant</li> <li>▪ Pain management</li> </ul> </li> </ul> <p>Application of critical thinking processes when practicing safely in the delivery of care</p> <ul style="list-style-type: none"> <li>○ Use of the nursing process throughout the mutually designed plan of care</li> </ul> <p>Utilization of technology</p> <ul style="list-style-type: none"> <li>○ Communication and documentation of care rendered via electronic medical record</li> <li>○ Uses hand held computer devices for health teaching</li> <li>○ Uses the EMR to communicate and document care, and impart for medication reconciliation</li> </ul>
<b>Related Learner Experiences</b>
<p><b>Required Reading</b></p> <p><i>Hinkle &amp; Cheever</i>: Ch. 28 pp. 894-896; pp. 905; Ch. 30 pp. 951-959; pp. 960-962, pp. 969-973; Ch. 34 pp. 971-997.</p> <p><b>Computer Assisted Instruction &amp; AV materials</b></p> <p><i>Access using the Class Code at Lippincott CoursePoint+ for Hinkle: Brunner &amp; Suddarth's Textbook of Medical-Surgical Nursing, Fifteenth Edition.</i></p> <p><b>Prep-U Mastery Level Quiz</b></p> <p><i>Ch. 30 Management of Patients with Hematologic Neoplasms</i></p> <p><b>Videos:</b></p> <p><i>Watch and Learn: Accessing a Peripherally Inserted Central Catheter (PICC) Site</i></p> <p><i>Watch and Learn: Accessing an Implanted Port</i></p> <p><i>Watch and Learn: Caring for a Patient Experiencing Complications from Chemotherapy</i></p> <p><b>Laboratory/Simulation Experiences</b></p> <p>Central Venous Access Devices (CVAD)</p> <ul style="list-style-type: none"> <li>○ Ports, PICCS <ul style="list-style-type: none"> <li>▪ Accessing</li> <li>▪ De-accessing</li> <li>▪ Medication administration</li> </ul> </li> </ul>

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

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

**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

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

- o Provision of cancer care with sensitivity and respect specific to the adult patient with a GI cancer including
  - Surgery
    - Hemicolectomy
    - A-P resection
  - 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

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

**Unit 3B – Care of the Patient who has a Gastrointestinal Cancer****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 - Koch pouch
- Loop stoma
- Double barrel stoma

**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 | ✕ TAH-BSO       |
| ✕ LEEP        | ✕ Prostatectomy |
| ✕ Conization  | ✕ Orchiectomy   |
| ✕ Mastectomy  |                 |

- Combination chemo, radiation and hormonal Therapies

- BRM

- Pain management.

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

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

- 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 Practice2023 A

Case Study

**Laboratory / Simulation Experience**

Simulation: Care of the Patient with Mastectomy

Surgical Models of Female & Male Cancers

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

**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 keratosis       | - Basal cell carcinoma |
| - Squamous cell carcinoma | - Malignant Melanoma   |

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 skin cancer

Strategies relevant to the outcomes of care

- Provision of cancer care with sensitivity and respect specific to the adult patient with skin cancer including
  - Surgery

<ul style="list-style-type: none"> <li>✕ Cryosurgery</li> <li>✕ Excision</li> <li>✕ Wide excision</li> <li>▪ Chemotherapy/Radiation</li> <li>▪ Biotherapy</li> <li>▪ Targeted Therapy</li> </ul> <p>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</p> <ul style="list-style-type: none"> <li>○ Uses hand held computer devices for health teaching</li> </ul> <p>Uses the EMR impart for medication reconciliation</p>	<ul style="list-style-type: none"> <li>✕ Curettage and electrodesiccation</li> <li>✕ Moh's surgery</li> </ul>
<p><b>Related Learner Experiences</b></p>	
<p><b>Required Reading</b>  <i>Hinkle &amp; Cheever: Ch. 56 pp. 1852-1859</i></p> <p><b>Computer Assisted Instruction &amp; A/V Materials</b>  <i>Access using the Class Code at Lippincott CoursePoint+ for Hinkle: Brunner &amp; Suddarth's Textbook of Medical-Surgical Nursing, Fifteenth Edition.</i></p> <p><b>Picmonic:</b>  <i>ABCDEs of Melanoma</i></p> <p><b>Prep-U Mastery Level Quiz</b>  <i>Ch. 61 Management of Patients with Dermatologic Disorders</i></p> <p><b>Video</b>  <i>Watch and Learn: Assessing the Skin, Hair and Nails</i></p>	

<p>Unit 3E-Care of the Patient who has Bladder Cancer</p>
<p><b>Content/Lecture Discussion</b></p> <ul style="list-style-type: none"> <li>• The structure and function of the Renal System</li> <li>• 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"> <li>- Bladder</li> </ul> </li> <li>• Health teaching related to cancer prevention, cancer care, oncological emergencies, and end of life care</li> <li>• Strategies for identifying and managing care utilizing a team approach</li> <li>• Coordination of care utilizing leadership, delegation, and priority setting</li> <li>• Team functioning on safety and quality of care when meeting the needs of the adult patient with a Bladder cancer</li> <li>• Strategies relevant to the outcomes of care</li> <li>• Provision of cancer care with sensitivity and respect specific to the adult patient with a Renal System cancer including</li> <li>• Surgery                         <ul style="list-style-type: none"> <li>• Transurethral Resection</li> <li>• Simple Cystectomy</li> <li>• Radical Cystectomy</li> </ul> </li> </ul>

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

<p><i>Unit 4A – Care of the Patient who has an Acute Neurological Disorder</i></p>
<p><b>Content/Lecture Discussion</b></p>
<p>The structure and function of the Neurological System:</p> <ul style="list-style-type: none"> <li>○ Review the Neurological System</li> </ul> <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"> <li>○ Neuro Overview / Assessment</li> <li>○ Head trauma</li> <li>○ Increased ICP</li> <li>○ Subdural &amp; intracerebral hematomas</li> <li>○ Cerebral herniation</li> <li>○ CVA</li> <li>○ Brain tumors <ul style="list-style-type: none"> <li>▪ Supratentorial &amp; infratentorial mass lesions</li> </ul> </li> <li>○ Infection <ul style="list-style-type: none"> <li>▪ Meningitis</li> </ul> </li> </ul> <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> <ul style="list-style-type: none"> <li>○ Coordination of care utilizing leadership, delegation, and priority setting</li> <li>○ Team functioning on safety &amp; quality of care</li> </ul> <p>Strategies relevant to the outcomes of care</p> <ul style="list-style-type: none"> <li>○ Provision of care with sensitivity and respect specific to the adult patient with an acute neurological disorder <ul style="list-style-type: none"> <li>▪ Emergency care</li> </ul> </li> </ul>

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

- 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

**Case Study**

**Lab/Simulation Experience**

Cerebrovascular Accident: Treatment, stabilization, and rehabilitation

- Head Trauma Model with Increased ICP
- Interprofessional CVA simulation

**Clinical Experiences**

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

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****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.**

**Unit 4B – Care of the Patient who has a Chronic Neurological Disorder***Guillain-Barre Syndrome Assessment**Parkinson's Disease Assessment**Parkinson's Drugs**Seizure Precautions*

ATI Practice Assessment RN Medical-Surgical Online Practice 2023B

**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

- 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

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

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

- 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
  - 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

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

**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