



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

Nursing 2200 – Nursing the III Adult - II

Course Syllabus: Fall 2026

Welcome to NUR 2200 and congratulations on your success in NUR 2100.

The NUR 2200 faculty is committed to serving students from all diverse backgrounds and viewpoints. The diversity of our KCC students is a resource, strength, and benefit. Therefore, it is expected that we maintain an atmosphere of mutual respect for diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture in class, simulation lab, and the clinical setting.

The nursing faculty is committed to your success and wellbeing. This class covers the nursing care of adult patients with common recurring health problems. The nursing interventions explored in this class are grounded on the physiological and psychological needs of our patients. The nursing 2200 faculty is aware of the stress and volume of work ahead and we are here every step of the way to support and guide you. If you encounter any academic difficulties during this course, please contact us; we are here for you to offer support and learning/studying suggestions and resources. We encourage you to also lean on each other for support. Together we are better, please do not struggle alone.

If you experience other hardships and challenges, please take advantage of the available resources at KCC (<http://www.kbcc.cuny.edu/arc/Homepage.html>). Again, together we are better; please do not struggle alone.

Please know that your questions, both inside and outside of class, are strongly encouraged and will be met with dignity and respect. Feel free to bring your own lived experiences related to health and illness to our classroom. If you have any questions during non-class hours, feel free to email your course lecturer to schedule a mutually convenient time to meet.

Important information will be shared with you via email and in the announcement section on Brightspace. It will be very beneficial to you to check these frequently to avoid missing any pertinent information.

Meet the full-time Nursing Faculty:

Professor Christine Vaz, MSN, RN Assistant Professor Course Coordinator Christine.Vaz@kbcc.cuny.edu		Professor Carmel T. Ficarelli, MSN, FNP, RN Professor Carmel.Ficarelli@kbcc.cuny.edu	
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 Ill 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.**

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 you can focus your attention on the class, therefore please turn off all cell phones, smart devices or other multimedia devices that generate sound while in the classroom. **No texting is allowed at any time during class and/or labs.**

As per CUNY policy, in the event that an otherwise in-person class is scheduled to be delivered remotely, please be aware that it is necessary to have a camera in working order and on to ensure student participation and the best possible experience. Failure to turn on the camera will result in an absence for the day. https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/academics/faculty-affairs/Camera-Use-Guidance-for-Online-and-Hybrid-Courses_FINAL-JUNE-20-2024.pdf

Lecture/Lab-You should attend every class, but extenuating circumstances may arise that make this difficult. If you cannot attend a class, please let your lecturer know via email. If circumstances make you miss more than 15% of the number of contact hours a class meets during a semester, you may be deemed excessively absent. When a student is excessively absent, a grade of "WU" will be assigned as described in the [college catalogue](#).

Clinical- Clinical absence in excess of one-half clinical day (4 hours) per six-week semester will result in a course failure.

Students who have any change in their health status during the semester (due to injury, illness, pregnancy/childbirth) are required to submit the Health Clearance Form completed, signed and dated by their own health care provider to the Health Services office prior to returning to clinical agency experiences.

[Pregnancy Report Form](#)

[Student Injury/Illness Form](#)

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 located in the Nursing Student Handbook.

[Academic Integrity Policy – The City University of New York \(cuny.edu\)](#) Revised Academic Integrity Policy now **includes the use of Artificial Intelligence**. The policy outlines definitions and examples of academic dishonesty.

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
Reflection/Observation Papers	Satisfactory or Unsatisfactory

(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, 7/8/26)

ATI exams**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 assessment and quiz at the beginning of each semester to validate drug calculation competency (see instructions in Lecture Schedule). 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.

CLINICAL:

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. This a required Observation Paper for clinical.

A conference with your clinical instructor will be performed at mid-semester and at the end of the course. During this conference, your clinical instructor will discuss your progress in our course and offer suggestions for improvement, if needed. Please feel free to initiate a conference at any other time with your clinical instructor if you need additional support or guidance in the clinical area.

TEACHING STYLES

The faculty utilize various teaching styles in Nursing 2200 to promote and strengthen your learning. Please see below for the diverse teaching styles.

Teaching Strategies

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

REQUIRED ELECTRONIC TEXTBOOK (see Course Letter)

You are required to buy CoursePoint Plus Enhanced for Hinkle 16th edition. There are two ISBNs for Coursepoint for Hinkle. The products are the same, it is just the delivery that changes the number, and it is extremely important that you only purchase using either of these ISBNs, as failure to do so will lead to compatibility problems with course resources:

Retail Purchases: 9781975274429

Direct/Microsite Purchase: 9781975274467

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)

(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, 7/8/26)

NURSING STUDENT HANDBOOK

Your Nursing Student Handbook outlines the policies of the Nursing Department. Please read your Nursing Student Handbook, located on our webpage, carefully and let me know if you have any questions and/or concerns. The policies addressed include:

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

TOPICAL OUTLINE

Your learning for this course is broken into units. Each unit incorporates a specific Body Systems and the NCSBN Categories of Client Needs which are: 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. Additionally, each unit includes discussion of the health disparities experienced by underserved populations. We all learn from each other. Our diverse racial and ethnic backgrounds are an asset to learning and knowledge, so I strongly encourage you to share your experiences in class, simulation lab, and clinical.

- 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 a Sensory Perceptual Disorder

<i>Unit 1 – Care of the Patient who has an Oncological Disorder</i>							
Content/Lecture Discussion							
The structure and function of the immune system Review the Immune System Strategies to involve the adult patient and family in reaching successful outcomes for the patient with an Immune System Cancer <table border="1"> <tr> <td>○ Combination chemotherapy</td><td>○ Bone marrow and stem cell transplant</td></tr> <tr> <td>○ Radiation therapy</td><td>○ Biological response modifiers</td></tr> <tr> <td>○ Surgery</td><td>○ Biological response modifiers</td></tr> </table> Health teaching related to the prevention, immediate treatment, and management of emergencies and end of life care for the patient with cancer. Strategies for identifying and managing care ○ Coordination of care utilizing leadership, delegation, and priority setting ○ Team functioning on safety & quality of 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 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		○ Combination chemotherapy	○ Bone marrow and stem cell transplant	○ Radiation therapy	○ Biological response modifiers	○ Surgery	○ Biological response modifiers
○ Combination chemotherapy	○ Bone marrow and stem cell transplant						
○ Radiation therapy	○ Biological response modifiers						
○ Surgery	○ Biological response modifiers						
Related Learner Experiences							
Required Reading Prior to 1st day of class: Review: Chs.1, 5, 9,12, 13, 29, 31 Prep-U Mastery Level Quiz Ch. 12: Management of Patients with Oncologic Disorders Ch. 13: End-of-Life Care (Prep-U Mastery Level Quiz) Interactive Tutorial: Cancer							

*Unit 1 – Care of the Patient who has an Oncological Disorder***Video:** Watch and Learn: The Five Stages of Grief**ATI Nursing Education**

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

Case Study: See Brightspace**Laboratory:****Delegation, and Assignment, 6th Edition**

- Leadership and Delegation

*Unit 2 – Care of the Patient with a Hematological Cancer***Content/Lecture Discussion**

The structure and function of the Hematological system

- Review the Hematological System

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

Types of cancers

- | |
|-----------------------------------|
| ○ Leukemia |
| ○ Hodgkin/ Non-Hodgkin's lymphoma |
| ○ Multiple myeloma |

Health teaching related to the prevention, immediate treatment, and management of emergencies, and end of life care for the patient with a hematological cancer.

Strategies for identifying and managing care utilizing a team approach

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

Related Learner Experiences**Required Reading****Hinkle & Cheever: Ch. 29, Ch. 31; Ch. 34****Prep-U Mastery Level Quiz**

Ch. 31 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

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

Case Study: See Brightspace

Laboratory/Simulation

Central Venous Access Devices (CVAD)

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

- **Tumor Lysis Syndrome Simulation**

Delegation, and Assignment, 6th Edition

Clinical Experiences: PICCs and Ports; Assessment and care of a Patient with Cancer.

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

Content/Lecture Discussion

The structure and function of the Respiratory System

- Review the Respiratory System

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

○ Head & Neck Cancers	○ Lung Cancer
○ Laryngeal Cancer	○ Small and Large cell Cancer

Health teaching related to the prevention, immediate treatment, management of 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 & quality of 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

Related Learner Experiences

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

Required Reading

Hinkle & Cheever: Ch. 17, Ch. 18, Ch. 20

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

Video:

Watch and Learn: Assessing the Head and Neck

Case Study: See Brightspace

ATI Nursing Education

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

Laboratory:

Delegation Jeopardy

Delegation, and Assignment, 6th Edition

Clinical Experiences

Oncological Disorders

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

Content/Lecture Discussion

The structure and function of the Gastrointestinal System

- Review of the Gastrointestinal System

Strategies to involve the adult patient and family in reaching successful outcomes for the patient with a Gastrointestinal Cancer

- Pancreatic
- Liver
- Colon
- Rectum

Health teaching related to the prevention, immediate treatment, management of 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 and quality of 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 3B – Care of the Patient who has a Gastrointestinal Cancer

Utilization of technology

Related Learner Experiences**Required Reading****Hinkle & Cheever: Ch. 42, Ch. 44, Ch.45****Prep-U Mastery Level Quiz**

Ch. 42: Management of Patients with Intestinal and Rectal Disorders

Ch. 44: Assessment and Management of Patients with Hepatic Disorders

Ch. 45: Management of Patients with Biliary Disorders

Video: Watch and Learn: Changing an Ostomy Appliance**Case Study:** See Brightspace**ATI Targeted Medical-Surgical:** Immune/Neurosensory/Musculoskeletal**Lab/Simulation Experiences**

Ostomy Models

Oncology Jeopardy**Delegation, and Assignment, 6th Edition****Clinical Experiences**

Oncological Disorders

*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 outcomes for the patient with Reproductive Cancer.

Health teaching related to the prevention, immediate treatment, management of 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 and quality of 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

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

Related Learner Experiences

Required Reading

Hinkle & Cheever: Ch. 52, Ch. 53, Ch. 54

Prep-U Mastery Level Quiz

Ch. 52: Management of Patients with Female Reproductive Disorders

Ch. 53: Assessment and Management of Patients with Breast Disorders

Ch. 54: 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 2023 A

Case Study: See Brightspace

Laboratory / Simulation Experience

Simulation: Care of the Patient with Mastectomy

Surgical Models of Female & Male Cancers

Delegation, and Assignment, 6th Edition

Clinical Experiences

Oncological Disorders

Unit 3D – Care of the Patient who has Skin Cancer

Content/Lecture Discussion

The structure and function of the Integumentary System

- Review 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 the prevention, immediate treatment, management of 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 and quality of 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
Related Learner Experiences
Required Reading
Hinkle & Cheever: Ch. 57
Prep-U Mastery Level Quiz
Ch. 57 Management of Patients with Dermatologic Disorders
Video
Watch and Learn: Assessing the Skin, Hair and Nails
Delegation, and Assignment, 6th Edition
Clinical Experiences
Oncological Disorders

Unit 3E-Care of the Patient who has Bladder Cancer
Content/Lecture Discussion
The structure and function of the Renal System ○ Review of the Renal System Strategies to involve the adult patient and family in reaching successful outcomes for the patient with cancer of the renal system. ○ Bladder Health teaching related to the prevention, immediate treatment, management of 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 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
Related Learner Experiences
Required Reading
Hinkle & Cheever: Ch. 50
Prep-U Mastery Level Quiz
Ch. 50: Management of Patients with Urinary Disorders
Case Study: See Brightspace
Laboratory:

Review Ileal-Conduit/Ostomy appliance
Delegation, and Assignment, 6th Edition Clinical Experiences Oncological Disorders
Unit 4A – Care of the Patient who has an Acute Neurological Disorder
Content/Lecture Discussion
The structure and function of the Neurological System: ○ Review the Neurological System Strategies to involve the adult patient and family in reaching successful outcomes for the patient with an acute neurological disorder ○ Neuro Overview / Assessment ○ Head trauma ○ Increased ICP ○ Subdural & intracerebral hematomas ○ Cerebral herniation ○ CVA ○ Brain tumors ▪ Supratentorial & infratentorial mass lesions ○ Infection ▪ Meningitis Health teaching related to the prevention, immediate treatment, management of emergencies, management of sensory – motor deficits, and end of life care (brain death) Strategies for identifying and managing care utilizing a team approach ○ Coordination of care utilizing leadership, delegation, and priority setting ○ Team functioning on safety & quality of 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
Related Learner Experiences
Required Reading Hinkle & Cheever: Ch. 61, Ch. 62, Ch. 63, Ch. 64, Ch. 65, Ch. 66 Prep-U Mastery Level Quiz Ch. 61 Assessment of Neurologic Function Ch. 62: Management of Patients with Neurologic Dysfunction Ch. 63: Management of Patients with Cerebrovascular Disorders Ch. 64: Management of Patients with Neurologic Trauma Ch. 65: Management of Patients with Neurologic Infections, Autoimmune Disorders and Neuropathies Ch. 66: Management of Patients with Oncologic or Degenerative Neurologic Disorders

Video:

Watch and Learn: Assessing the Musculoskeletal and Neurological System
 Watch and Learn: Caring for a Patient Who Has Had a Cerebrovascular Accident

Interactive Case Study

Practice and Learn: Hemorrhagic Stroke
 Practice and Learn: Ischemic Stroke
 Practice and Learn: Increased Intracranial Pressure

Pre-Lecture Quizzes

Ch. 63 Management of Patients with Cerebrovascular Disorders
 Ch. 64 Management of Patients with Neurologic Trauma

Case Studies: See Brightspace

Lab/Simulation Experience

Cerebrovascular Accident:

- CVA simulation

Delegation, and Assignment, 6th Edition**Clinical Experiences**

Neuro Assessment
 Glasgow Coma Scale
 Cushing's Triad

Neurological Jeopardy

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) | ○ Multiple Sclerosis (MS) |
| ○ Seizure disorder | ○ Myasthenia Gravis (MG) |
| ○ Parkinson disease (PD) | ○ 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

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

Related Learner Experiences

Required Reading

Hinkle & Cheever: Ch. 62, Ch. 65, Ch. 66,

Pre-Lecture Quizzes:

Ch. 62 Management of Patients with Neurologic Dysfunction

Ch. 65 Management of Patients with Neurologic Infections, Autoimmune Disorders, and Neuropathies

Interactive Case Study:

Practice and Learn: Multiple Sclerosis

Case Study: See Brightspace

ATI Practice Assessment: RN Medical-Surgical Online Practice 2023B

Laboratory: Neuro Jeopardy

Clinical Experiences

Acute/Chronic Neurological disorders

Delegation, and Assignment, 6th Edition

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

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

- 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.
- 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

Required Reading

Hinkle & Cheever: Ch. 35, Ch. 37, Ch. 64

Interactive Case Study:

Practice and Learn: Acute Spinal Cord Injury

Practice and Learn: Osteoarthritis

Practice and Learn: Systemic Lupus Erythematosus

Pre-Lecture Quiz:

Ch. 35 Assessment and Management of Patients with Inflammatory Rheumatic Disorders

Ch. 37 Management of Patients with Musculoskeletal Disorders

Case Study: See Brightspace

Laboratory:

Delegation, and Assignment, 6th Edition –Neurologic Problems

Delegation, and Assignment, 6th Edition – Case Study 7

Clinical Experiences

Acute/Chronic Neurological disorders

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

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

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

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

Related Learner Experiences

Required Reading

Hinkle & Cheever: Ch. 60

Interactive Case Study:

Practice and Learn: Meniere's Disease

Pre-Lecture Quiz

Assessment and Management of Patients with Hearing and Balance Disorders

ATI: RN Targeted Medical Surgical Neurosensory and Musculoskeletal 2023

Laboratory:

Delegation, and Assignment, 6th Edition –Visual and Auditory Problems

Clinical Experiences

Acute/Chronic Neurological disorders