



Your Pathway to a Brighter Future

COLLEGE OF NURSING

Carlatan, San Fernando City, La Union

NCM 112

PHILOSOPHY

We believe in student centered approach to education and management.

We believe in achieving a lot with limited resources by knowing what other institutions are doing, adopting or improving and using that can be applied to the College.

We believe that a strong continuing faculty and staff development program in the college is a vital component of the total effort to attain the main goal of the College.

We believe in the stability and strength as a base for achieving quality education, relevant to national means and development of the total person.

We believe above all that giving honor and glory to God in everything we do, is most important in all official activities of the college.

VISION

We envision Lorma Colleges as an educational institution with a global perspective emphasizing quality, Christian values, and leadership skills relevant to national development.

MISSION

To empower students for service anywhere in the world through Christian-inspired, quality-driven, and service-oriented education and training.

| INSTITUTIONAL GRADUATE ATTRIBUTES | INSTITUTIONAL OUTCOMES | |
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| GOD FEARING | IO1 | Internalize the Christian values |
| | IO2 | Model the Christian values in their personal and professional lives. |
| DECISION MAKER, CRITICAL AND CREATIVE THINKER | IO3 | Generate ideas and insights utilizing appropriate judgment in decision making. |
| | IO4 | Utilize higher order thinking skills in decision making towards innovation and creating new technologies |
| | IO5 | Apply innovative methods and new technologies to solve different problems and making decisions effectively |
| EFFECTIVE COMMUNICATOR | IO6 | Communicate effectively ideas or knowledge through listening, speaking, reading, writing using culturally appropriate language. |
| SERVICE-DRIVEN CITIZEN | IO7 | Imbibe the service-orientedness to oneself, to oneself, to one's profession and towards the community. |
| REFLECTIVE LIFE LONG LEARNER | IO8 | Commitment to continuously upgrade one's education through readings, seminars and trainings |
| COMPETENT PROFESSIONAL | IO9 | Perform exceptional knowledge, skills and right attitude in accomplishing duties and responsibilities beyond acceptable standards. |

| NURSING PROGRAM OUTCOMES | | INSTITUTIONAL OUTCOMES | VISION | MISSION | PHILOSOPHY |
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| After 3 – 5years, the graduate will: | | | | | |
| 1 | exemplify Christian values, legal and ethico-moral principles in serving individual clientele in various cross-cultural settings. | IO1; IO2; IO7 | ✓ | ✓ | ✓ |
| 2 | execute professional and social competence in the field of specialization in accordance to national and international nursing standards. | IO6; IO9 | ✓ | ✓ | ✓ |
| 3 | develop a high level of comprehension for decision making and critical thinking through continuous educational advancement necessary for personal and professional empowerment. | IO3; IO4; IO5; IO8 | ✓ | ✓ | ✓ |

COURSE SYLLABUS

1. **COURSE CODE** : **NCM 112**
2. **COURSE TITLE** : **CARE OF CLIENTS WITH PROBLEMS IN INFECTIOUS INFLAMMATORY & IMMUNOLOGIC RESPONSE, FLUIDS & ELECTROLYTES, OXYGENATION, CELLULAR ABERRATION, ACUTE & CHRONIC**
3. **PRE - REQUISITE** : **NCM 109**
4. **CO - REQUISITE** : **N/A**
5. **COURSE CREDIT** : **8 Units Lecture, 6 Units RLE (1 Unit skills lab, 5 Units clinical)**
6. **CONTACT HOURS/SEMESTER** : **120 Lecture Hours/ 306 RLE Hours**
8 Hours per Week (Lecture)/24 Hours per Week (RLE)
7. **COURSE DESCRIPTION** : This course deals with the Concepts, Principles and Theories of Human Behaviour and the Care of the sick client across the lifespan with emphasis on Infectious Inflammatory & Immunologic Response, Fluids & Electrolytes, Oxygenation & Cellular Aberration in varied settings.

8. LEVEL OUTCOMES AND RELATIONSHIP TO PROGRAM OUTCOMES

| LEVEL 4 OUTCOMES | | NURSING PROGRAM OUTCOMES | | |
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| At the end of the third year, given individuals, families, population groups, with physiologic and psychosocial health problems and maladaptive patterns of behavior in varied health care settings with minimal supervision, the students: | | 1 | 2 | 3 |
| 1 | Demonstrate leadership and management skills efficiently and effectively in the delivery of client care and in development projects. | ✓ | ✓ | ✓ |
| 2 | Show dexterity in using nursing process in providing safe, humane, appropriate and holistic care to clients. | | ✓ | ✓ |
| 3 | Document and report timely, accurate and complete information. | | ✓ | ✓ |
| 4 | Apply evidence-based practice in the clinical settings. | | ✓ | ✓ |
| 5 | Develop research-based health program/project for a selected population group. | ✓ | ✓ | ✓ |
| 6 | Integrate legal and ethico-moral principles in professional decision-making skills. | ✓ | ✓ | ✓ |
| 7 | Communicate effectively in writing, speaking and presenting using culturally appropriate language. | | ✓ | ✓ |
| 8 | Work in collaboration with other members of the health team with confidence in providing exceptional health care services. | ✓ | ✓ | ✓ |
| 9 | Display behavior of an independent, creative, critical and focused learner who is committed to | ✓ | ✓ | ✓ |

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| | mechanism. | | | | | | | | | | |
| 36 | Relate the steps of the inflammatory process to the symptoms of inflammation. | D | D | D | D | D | D | D | D | D | D |
| 37 | Enumerate and discuss the cardinal signs of inflammation. | D | D | D | D | D | D | D | D | D | D |
| 38 | Describe the types and process of wound healing and interventions that promote wound healing. | D | D | D | D | D | D | D | D | D | D |
| 39 | Compare the different types of primary immunodeficiency disorders addressing causes, clinical manifestations, management, possible complications, and available treatments. | P | P | P | D | D | D | D | D | D | D |
| 40 | Discuss the possible management of patients with immunodeficiency disorders | P | P | P | P | P | P | P | D | D | D |
| 41 | Describe the nursing management of the patient with an immunodeficiency. | P | P | P | P | P | P | P | P | P | P |
| 42 | Identify the teaching points necessary for a patient with an immunodeficiency. | D | D | D | D | D | D | D | D | D | D |
| 43 | Execute assessment of client with cancer. | D | D | D | D | D | D | D | D | D | D |
| 44 | Enumerate and discuss prevention. | D | D | D | D | D | D | D | D | D | D |
| 45 | Enumerate and discuss the staging of cancer. | D | D | D | D | D | D | D | D | D | D |
| 46 | Discuss cancer treatment modalities. | P | P | P | D | D | D | D | D | D | D |
| 47 | Differentiate types of cancer affecting the different organs of the body | P | P | P | P | P | P | P | D | D | D |
| 48 | Discuss the effects of cancer to the organs of the body. | P | P | P | P | P | P | P | P | P | P |
| 49 | Perform assessment of client with specific type of cancer | D | D | D | D | D | D | D | D | D | D |
| 50 | Formulate a nursing care plan for the patient with specific type of cancer. | D | D | D | D | D | D | D | D | D | D |

- **Legend:** I – Introduced; P – Performed with supervision; D – Demonstrated

| Week | Day | CLASSROOM TOPICS | Learning Resources | Teaching Learning Activities | | Assessment Tasks | Course Outcomes | |
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| | | | | Classroom | RLE | | | |
| | | | | | Skills Laboratory | | | Clinical |
| | | | | LOLS: Lorma College of Nursing Online Learning System 4 hours - synchronous session 4 hour asynchronous sessions | 3 hours first day. 3 hours 2 nd day 2 hours 3 rd day | | | |
| 1 | 1 | Re-orientation to the school policies, rules and regulations | Student Handbook and other school mandates | <ul style="list-style-type: none"> Lecture - Discussion | | Open Forum | CO1 | |
| | 1 | UNIT 1: OXYGENATION DISORDERS A. Cardiovascular Disorders 1. Review of Anatomy and Physiology of the Cardiovascular System 2. Assessment 3. Diagnostic Examination | 1. Brunner and Suddarths Textbook of Medical-Surgical Nursing, S. Smeltzer et al, 11 th Edition, 2011 pp. 684-900 2. Medical-Surgical Nursing: Clinical Management for Positive Outcomes, J. Black, 2011 pp. 1341-1492 3. Medical-Surgical | Reading assignment on the anatomy & physiology; and assessment Lecture | Lecture discussion/ guided practice/ demonstration for the care of clients undergoing ECG | Assessment of clients with cardiovascular conditions Multiple choice quiz Documentation/written output of assessment of clients as part of the case study | CO1, CO2, CO7, CO9, CO10 | |

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| | | | Nursing Concepts and Application 2 nd ed. 2009, J. Udan, 2 nd Edition, 2009 pp.159-205, 215-239 | Powerpoint presentation /Video Lecture | Guest Lecture Discussion (ECG expert) | | | |
| | | 4. Specific Disorders a. Dysrhythmia and Conduction Problem i. Atrial Dysrhythmia ii. Junctional Dysrhythmia iii. Ventricular Dysrhythmias iv. Conduction Abnormalities | | | | | Group quiz ECG reading Return demonstration on ECG placement | CO1; CO2; CO3; CO4 CO5; CO6, CO7, CO8 |
| 2 | 1 | b. Coronary Vascular Disorders i. Coronary Atherosclerosis ii. Angina Pectoris | | Lecture/ interactive discussion Buzz group | | Concept/ cognitive mapping | Oral presentation of output from buzz group discussion Quiz Case analysis | CO1; CO2; CO3; CO4 CO5; CO6, CO7, CO8 |
| | 2 | iii. Myocardial Infarction iv. Complications from Heart Diseases | | | | SBAR/Nursing Care plan | | |
| 3 | 1 | c. Structural, Infectious and Inflammatory Cardiac Disorder i. Valvular Disorder ii. Aortic Disorder iii. Rheumatic Fever iv. Rheumatic Heart Disease | | | | Lecture Interactive Discussion | | |
| | 2 | d. Disorder and Problems of Peripheral Circulation i. Raynauds Disease ii. Buerger's Disease (TAO) | Brunner and Suddarths Textbook of Medical-Surgical Nursing, S. Smeltzer et al, 12 th Edition, | Powerpoint presentation /Video Lecture | | SNAPPS (Summarize relevant History; narrow differential; Analyze the | E-poster presentation | CO1; CO2; CO3; CO4 CO5; CO6, CO7, CO8, |

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| | 2 | <ul style="list-style-type: none"> i. Aneurysm ii. Varicosities iii. Hypertension | 2011, PP. 847-886 | | | laboratory values and provision of appropriate interventions) | | CO1; CO2; CO3; CO4 CO5; CO6, CO7, CO8, |
| 4 | 1 | B. Respiratory Disorders <ol style="list-style-type: none"> 1. Review of Anatomy and Physiology of the Respiratory System 2. Assessment 3. Diagnostic Examinations | Brunner and Suddarth's Textbook of Medical-Surgical Nursing, S. Smeltzer et al, 11 th Edition, 2011 pp. 484-668 Medical-Surgical Nursing: Clinical Management for Positive Outcomes, J. Black, 2011, pp. 1593-1663 | Reading assignment on anatomy and Physiology, and Assessment. | | | Graded recitation | CO1, CO2, CO7, CO9, CO10 |
| | 2 | <ol style="list-style-type: none"> 4. Specific Disorders <ol style="list-style-type: none"> a. Upper Respiratory Tract Disorders <ul style="list-style-type: none"> i. Rhinitis ii. Sinusitis iii. Pharyngitis iv. Tonsillitis/Adenoiditis v. Laryngitis vi. Epistaxis vii. Nasal Obstruction viii. Nasal Fracture | Medical-Surgical Nursing Concepts and Application 2 nd ed. 2009, J. Udan, 2 nd Edition, 2009 pp.111-151 | Powerpoint presentation /Video Lecture | Lecture Demonstration on methods of oxygen administration; incentive spirometry; and chest drainage Breathing exercises; | Learning packet simulation tasks | Graded recitation Presentation and evaluation of assignment with feedbacking | CO1; CO2; CO3; CO4 CO5; CO6, CO7, CO8, CO9 |

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| 5 | 1 | <ul style="list-style-type: none"> b. Chest and Lower Respiratory Tract Disorders <ul style="list-style-type: none"> i. Pneumonia ii. Severe Acute Respiratory Syndrome iii. ARDS | | Class Interactive Discussion | <p>postural drainage; chest percussion & vibration</p> <p>Lecture on oropharyngeal and nasopharyngeal suctioning</p> <p>Lecture/Demonstration/Video Presentation/Guided Practice on care of Patient with endotracheal and tracheostomy tube</p> <p>Seminar on mechanical ventilation</p> | Learning packet simulation tasks | Return demon on endotracheal and tracheostomy suctioning | CO1; CO2; CO3; CO4 CO5; CO6, CO7, CO8, CO9; CO10 |
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| | 2 | <ul style="list-style-type: none"> iv. Cor Pulmonale/Pulmonary Embolism v. Traumatic Injuries vi. Cardiac Tamponade vii. Chronic Obstructive Pulmonary Disease | | Lecture Discussion | | Journaling/ reflective journal | Quiz Oral Recitation | CO1; CO2; CO3; CO4 CO5; CO6, CO7, CO8, CO9 |
| 6 | 1, 2 | PRELIM EXAMINATION | | | | | | |
| 7 | 1 | UNIT 2: FLUIDS AND ELECTROLYTES AND ACID – BASE IMBALANCES I. Fluid and Electrolyte Balance and Disturbance <ul style="list-style-type: none"> 1. Fundamental Concepts 2. Fluid Imbalances <ul style="list-style-type: none"> a. Fluid Volume Deficit b. Fluid Volume Excess | Brunner and Suddarth's Textbook of Medical-Surgical Nursing, S. Smeltzer et al, 11 th Edition, 2011 pp. 263-300 Medical-Surgical Nursing: Clinical Management for Positive Outcomes, J. Black, 2011 pp. 120-178. | Video Lecture presentation on fundamental concepts of fluid and electrolyte | | Concept mapping | Quiz Presentation of output of concept map with feedbacking (RLE) | CO1; CO2; CO3; CO4 CO5; CO6, CO7, CO8, CO9 |
| | 2 | <ul style="list-style-type: none"> 3. Electrolyte Imbalances <ul style="list-style-type: none"> a. Hypernatremia b. Hyponatremia c. Hyperkalemia d. Hypokalemia e. Hypercalcemia f. Hypocalcemia <ul style="list-style-type: none"> a. Hypermagnesemia b. Hypomagnesemia c. Hyperphosphatemia d. Hypophosphatemia | | Flipped video animation discussion | | Learning Packet Simulation | Pair Quiz Case analysis (RLE) Oral Recitation NCP output presentation and drug study | CO1; CO2; CO3; CO4 CO5; CO6, CO7, CO8, CO9 CO1; CO2; CO3; CO4 CO5; CO6, CO7, CO8, CO9 |
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| 8 | 1 | 4. Acid-Base Imbalances a. Respiratory Acidosis b. Respiratory Alkalosis | Medical-Surgical Nursing Concepts and Application 2 nd ed. 2009, J. Udan, 2 nd Edition, 2009 pp.521-535 | Lecture | | Learning Packet Simulation | Case analysis | CO1; CO2; CO3; CO4 CO5; CO6, CO7, CO8, CO9 |
| | 2 | c. Metabolic Acidosis d. Metabolic Alkalosis | | Interactive Discussion Lecture | | | Group Quiz | |
| 9 | 1 | 5. Shock a. Definition of Shock b. Definition of Trauma c. Pathophysiology of Shock | Brunner and Suddarth's Textbook of Medical-Surgical Nursing, S. Smeltzer et al, 11 th Edition, 2011 pp. 312-333 | Reading assignment on definition and interventions of shock | | Group discussion | Case analysis (RLE) | CO1, CO2, CO7, CO9, CO10 |
| | 1 | d. Stages of Shock e. Types of Shock f. Effects of Shock on Body Systems g. Collaborative Care | | Brainstorming for infographics creation | | | Evaluation of infographics | |
| | | | | Flipped video presentation | | Group discussion | Quiz | CO1; CO2; CO3; CO4 CO5; CO6, CO7, CO8, CO9 |
| | | | | Concept Mapping | | | Graded recitation on flipped classroom | |
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| | | | | | | | output on concept map | |
| | 2 | 6. Burn <ul style="list-style-type: none"> a. Definition of Burns b. Factors Associated with burns c. Types of burns d. Classification of burns: Determined by tissue damage e. Prehospital client management f. Care of clients with Burns d. Prehospital client management e. Care of clients with Burns | Brunner and Suddarth's Textbook of Medical-Surgical Nursing, S. Smeltzer et al, 11 th Edition, 2011 pp. 1718-1725 Medical-Surgical Nursing: Clinical Management for Positive Outcomes, J. Black, 2011 pp. 1239-1265 | Lecture Discussion Flipped Video presentation | | SNAPPS NCP/ charting drug study | Graded recitation Oral presentation on TBSA x fluid resuscitation computation | CO1; CO2; CO3; CO4 CO5; CO6, CO7, CO8, CO9 |
| | | | | | | Journaling/ reflective journal | QUIZ | CO1; CO2; CO3; CO4 CO5; CO6, CO7, CO8, CO9 |
| 10 | 1 | II. Renal Disorders <ul style="list-style-type: none"> a. Urinary Tract Infection b. Acute Glomerulonephritis c. Nephrotic Syndrome | Brunner and Suddarth's Textbook of Medical-Surgical Nursing, S. Smeltzer et al, 11 th Edition, 2011 pp. 1311-1371 | Powerpoint Presentation | Lecture on care of patient with cystoclysis, Dialysis | SNAPPS | Case analysis | CO1; CO2; CO3; CO4 CO5; CO6, CO7, CO8, CO9 |
| | 2 | d. Renal Failure <ul style="list-style-type: none"> i. Acute Renal Failure ii. Chronic Renal Failure | | Interactive Discussion Video presentation | | Group discussion | Textbook Tasks/ Requirement Quiz | CO1; CO2; CO3; CO4 CO5; CO6, CO7, CO8, |

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| | | | | | | Learning Packet Simulation | Case analysis/case study (RLE) | CO9 |
| 11 | 1 | <p>UNIT 3. Alteration in Inflammatory and Immunologic Response</p> <p>A. Disturbances in Inflammatory and Immunologic Function</p> <ol style="list-style-type: none"> 1. Risk Factors Assessment and Screening Procedures 2. Significant Subjective Data from Client - Relevant Information Based On Chief Complaints, Functional Patterns, Including Psychosocial And Behavioral Assessment 3. Principles and Techniques of Physical Examination in Newborn, Children & Adults and Deviations from Normal <ol style="list-style-type: none"> a. Inspection - color, lesions, masses b. Palpation - turgor, tenderness, masses, body temperature, tenderness | <p>Smeltzer S., et al., (2013). Textbook of Medical-Surgical Nursing 13th Edition</p> <p>Nettina et al., (2014). Lippincott, Manual of Nursing Practice, 10th edition</p> <p>Lemone and Burke (2014). Medical- Surgical Nursing: Critical Thinking in Client Care, 5th Edition</p> | <p>PowerPoint Presentation</p> <p>Interactive discussion</p> | | <p>Patient history taking/Physical Examination of clients</p> <p>Learning Packet Simulation</p> <p>Chart Reading/ Documentation</p> | <p>Oral Recitation</p> <p>Evaluation of RLE Tasks</p> | CO2; CO3: CO4: CO5; CO6 |
| | 2 1 | <ol style="list-style-type: none"> 4. Results and Implications of Diagnostic/Laboratory Examinations of Clients <ol style="list-style-type: none"> a. Non-Invasive: Urinalysis, Culture and Sensitivity Tests, X-ray Invasive: CBC, Antistreptolysin | <p>Smeltzer S., et al., (2013). Textbook of Medical-Surgical Nursing 13th Edition</p> | <p>Open textbook study</p> | | | <p>Oral Recitation</p> | CO2; CO3: CO4: CO5; CO6 |

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| | | Titer, Biopsy, Blood Chemistry, CSF, Gram Straining, ELISA, Western Blot, Tests for Emerging Infections | | Experience discussion | | | | |
| | 1 | 5. Pathophysiologic Mechanisms a. Inflammatory Reactions a.1. Bacterial Conditions (i.e. Impetigo, Folliculitis, Furuncles, Carbuncles) a.2. Bullous Diseases (i.e. Pemphigus) a.3. Infestation and Parasitic Diseases (i.e. Scabies, Lice) | Nettina et al., (2014). Lippincott, Manual of Nursing Practice, 10th edition Lemone and Burke (2014). Medical- Surgical nursing 5th ed | Lecture Discussion | | Individual Case Study Reflective Journals | Group Quiz | CO2; CO3: CO4:CO5; CO6 |
| | 2 | a.4. Vaccine-Preventable Infectious Diseases (i.e. Polio, Tetanus, Diphtheria, Pertussis, Measles, Mumps, Rubella, Hepa A, HEpa B, Influenza, Varicella, Pneumococcal) a.5. Others - AIDS, STDs (i.e. Chlamydial Infections, Gonorrhoea, Syphilis, Genital Herpes, Genital Warts, Trichomoniasis) | Smeltzer S., et al., (2013). Textbook of Medical-Surgical Nursing 13th Edition Lemone and Burke (2010). Medical-Surgical nursing 5th Edition | Textbook assignments Flipped Video presentation | | SNAPPS Nursing Care Plan making | Health Education Campaign Material (Brochure) | CO2; CO3: CO4: CO5; CO6 |
| 12 | 1,2 | MIDTERM EXAMINATION | | | | | | |

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| 13 | 1 | <ul style="list-style-type: none"> b. Immunologic Reactions <ul style="list-style-type: none"> b.1. Hypersensitivity Reactions b.2. Immunodeficiency b.3. Autoimmune Disorders (i.e. SLE, Rheumatoid Arthritis, Gout, Fibromyalgia) 6. Nursing Diagnoses Taxonomy <ul style="list-style-type: none"> a. Impaired skin integrity b. Activity intolerance c. Potential for infection d. Disturbances in self-concept e. Ineffective Family coping f. Social isolation | <p>Smeltzer S., et al., (2013). Textbook of Medical- Surgical Nursing 13th Edition</p> <p>Nettina et al., (2014). Lippincott, Manual of Nursing Practice, 10th edition</p> | <p>Interactive Discussion</p> <p>Textbook / reading assignment</p> | | <p>Individual Case study</p> <p>Learning Packet Simulation</p> | <p>Oral Recitation</p> <p>Quiz</p> <p>Evaluation of RLE Tasks</p> | <p>CO7; CO8; CO9; CO10</p> |
| | 1 | <ul style="list-style-type: none"> 7. Principles of Management <ul style="list-style-type: none"> a. Determination and Management of Cause b. Drug Therapy c. Prevention of Infection d. Supportive Management e. Prevention of complications f. Rehabilitation | <p>Lemone and Burke (2014). Medical-Surgical nursing 5th Edition</p> | <p>Flipped Video Presentation</p> | | <p>Formulation of teaching plan for clients with problems in Inflammation and Immunity disorders</p> | <p>Oral Recitation</p> | <p>CO7; CO8; CO9; CO10</p> |

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| | 2 | <p>9. Purpose, Indications, Nursing Responsibilities for the Following Surgical and Special Procedures</p> <p>a. Surgical Procedures: Debridement, Incision and Drainage, Excision</p> <p>b. Special Procedures: Universal Precaution, Reverse Isolation, Medical Asepsis/Surgical Asepsis</p> <p>10. Safe and Comprehensive Perioperative Nursing Care</p> | <p>Smeltzer S., et al., (2013). Textbook of Medical- Surgical Nursing 13th Edition</p> <p>Nettina et al., (2014). Lippincott, Manual of Nursing Practice, 10th edition</p> <p>Smeltzer S., et al., (2013). Textbook of Medical- Surgical Nursing 13th Edition</p> | <p>Lecture Discussion</p> <p>Powerpoint presentation</p> | <p>Online presentation of safe comprehensive perioperative Nursing Care</p> <p>Lecture on Preparation of the Sterile Field Handwashing, Gowning, Gloving, Donning, Doffing, InstrumentationS sterile Techniques</p> | <p>Activated Demonstration</p> | <p>Oral Recitation</p> <p>Return demonstration of perioperative procedures</p> | <p>CO7; CO8; CO9; CO10</p> |
| 14 | 1 | <p>Unit IV. ONCOLOGIC NURSING</p> <p>1. CLINICAL ASPECT OF CANCER DIAGNOSIS</p> <p>A. Epidemiology of Cancer</p> <p>B. Pathophysiology</p> <p>C. Roles of Genes and Immune System</p> <p>D. Assessment</p> <p>E. Prevention, screening and detection</p> <p>F. Cancer Diagnosis and Staging</p> | <p>Langhorne, M., Fulton, J., Otto, S., (2011). Oncology Nursing, 5th Edition, Elsevier (Singapore) PTE LTD pg. 3-75</p> <p>Smeltzer, S., Bare, B., Hinkle, J. & Cheever, K. (2010). Brunner & Suddarth's Textbook of Medical Surgical Nursing 12th edition. Pg. 336</p> | <p>Lecture Discussion</p> <p>Concept Mapping</p> | | <p>Reflective research and journal</p> <p>Chart reading and patient history taking</p> <p>Learning Packet Simulation</p> | <p>Oral Recitation</p> <p>Evaluation of RLE Tasks</p> | <p>CO2; CO3; CO4; CO5; CO6</p> |

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| 1 | A. CANCER TREATMENT MODALITIES A. Surgery B. Radiation | Langhorne, M., Fulton, J., Otto, S., (2011). Oncology Nursing, 5th Edition, Elsevier (Singapore) PTE LTD pg. 337-388 Smeltzer, S., Bare, B., Hinkle, J. & Cheever, K. (2014). Brunner & Suddarth's Textbook of Medical Surgical Nursing 13th edition | Lecture Discussion | | Nursing Care Plan making | Group presentation | CO2; CO3; CO4; CO5; CO6;CO7; CO8; CO9; C11; C12 |
| 1 | C. Chemotherapy D. Biotherapy E. Bone Marrow and Stem Cell Transplantation | Langhorne, M., Fulton, J., Otto, S., (2011). Oncology Nursing, 5th Edition, Elsevier (Singapore) PTE LTD pg. 337-388 Smeltzer, S., Bare, B., Hinkle, J. & Cheever, K. (2014). Brunner & Suddarth's Textbook of Medical Surgical Nursing 13th edition | Lecture Discussion | | Drug Study Reflective journal | Oral Recitation Quiz | CO2; CO3; CO4; CO5; CO6;CO7; CO8; CO9; C11; C12 |

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| 2 | 3. CANCER CARE SUPPORTIVE THERAPIES | <ul style="list-style-type: none"> a. Nutrition b. Skin Integrity c. Bone Marrow Suppression | <p>Langhorne, M., Otto, S., (2011). Oncology Nursing, 5th Edition, Elsevier (Singapore) PTE LTD pg. 463 – 647</p> <p>Smeltzer, S., Bare, B., Hinkle, J. & Cheever, K. (2014). Brunner & Suddarth's Textbook of Medical Surgical Nursing 13th edition</p> | <p>Lecture Discussion</p> <p>Think, Pair and Group</p> | | Formulation of teaching plan for cancer clients | <p>Oral Recitation</p> <p>Quiz</p> | CO2; CO3CO4; CO5; CO6;CO7; CO8; CO9; C11; C12 |
| 2 | | <ul style="list-style-type: none"> d. Oral Mucositis e. Psychosocial Care f. Sexuality g. Functional Status in the Patient with Cancer h. Patient Education i. Palliative Care j. Family Caregiving k. Ethical Considerations | <p>Langhorne, M., Fulton, J., Otto, S., (2011). Oncology Nursing, 5th Edition, Elsevier (Singapore) PTE LTD pg. 463 - 647</p> <p>Smeltzer, S., Bare, B., Hinkle, J. & Cheever, K. (2014). Brunner & Suddarth's Textbook of Medical Surgical Nursing 13th</p> | Movie Viewing | | Nursing Care Plan | <p>Oral Recitation</p> <p>Movie Analysis</p> | CO2; CO3; CO4; CO5; CO6;CO7; CO8; CO9; C11; C12 |

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| | | | edition | | | | | |
| | 2 | <p>4. SYMPTOMS MANAGEMENT</p> <p>a. Fatigue</p> <p>b. Dyspnea</p> <p>c. Pain</p> <p>d. Sleep Disturbance</p> <p>e. Nausea</p> <p>f. Hot flashes</p> <p>g. Nausea and Vomiting</p> <p>i. Diarrhea</p> <p>j. Ulcerations</p> <p>k. Bleeding</p> <p>k. Infections</p> | <p>Langhorne, M., Fulton, J., Otto, S., (2011). Oncology Nursing, 5th Edition, Elsevier (Singapore) PTE LTD pg. 657 – 716</p> <p>Smeltzer, S., Bare, B., Hinkle, J. & Cheever, K. (2014). Brunner & Suddarth's Textbook of Medical Surgical Nursing 13th edition</p> | <p>Buzz group discussion</p> <p>Textbook Reading/Assignment</p> | | <p>Chart reading/documentation</p> <p>Learning packet simulation</p> <p>Patient history/physical assessment</p> <p>Nursing Care plan making</p> | <ul style="list-style-type: none"> Group presentation exhibit with interview <p>Tiktok Cancer Video health Campaign</p> | CO2; CO3; CO4; CO5; CO6; CO7; CO8; CO9; C11; C12 |
| 15 | 1 | <p>5. ONCOLOGIC EMERGENCIES</p> <p>a. Pericardial Effusions and Neoplastic Cardiac Tamponade</p> <p>b. Superior Vena Cava Syndrome</p> <p>c. Septic Shock</p> <p>d. Spinal Cord Compression</p> | <p>Langhorne, M., Fulton, J., Otto, S., (2011). Oncology Nursing, 5th Edition, Elsevier (Singapore) PTE LTD pg. 402 – 447</p> <p>Smeltzer, S., Bare, B., Hinkle, J. &</p> | Focus Group Discussion | | Reflective Journal | Group presentation | CO2; CO3; CO4; CO5; CO6; CO7; CO8; CO9; C11; C12 |

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|----|---|---|---|---|--|---|---|---|
| | | | Cheever, K. (2014). Brunner & Suddarth's Textbook of Medical Surgical Nursing 13th edition | Nursing Webinar (Guest Speaker/audience scenario) | | Case analysis | QnA forum | |
| | 2 | e. Obstructive Uropathy f. Hypercalcemia f. Hyperuricemia g. Syndrome of Inappropriate Antidiuretic Hormone Syndrome (SIADH) | Langhorne, M., Fulton, J., Otto, S., (2011). Oncology Nursing, 5th Edition, Elsevier (Singapore) PTE LTD pg. 402 – 447 Smeltzer, S., Bare, B., Hinkle, J. & Cheever, K. (2014). Brunner & Suddarth's Textbook of Medical Surgical Nursing 13th edition | Focus Group Discussion Nursing Webinar (Guest Speaker/audience scenario) | | Reflective Journal Case analysis | Group presentation QnA forum Quiz | CO2; CO3; CO4; CO5; CO6;CO7; CO8; CO9; C11; C12 |
| 16 | 1 | CLINICAL MANAGEMENT OF MAJOR CANCER A. Leukemia B. Lung C. Breast | Langhorne, M., Fulton, J., Otto, S., (2011). Oncology Nursing, 5th Edition, Elsevier (Singapore) PTE LTD pg. 85 | PowerPoint Presentation Textbook | | Case Study on Cancer | Oral Recitation Game (Quiz | CO2; CO3; CO4; CO5; CO6;CO7; CO8; CO9; C11; C12 |

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|---|---|---|--|--------------------------------|---|---|--|--|
| | | | <p>– 258</p> <p>Smeltzer, S., Bare, B., Hinkle, J. & Cheever, K. (2014). Brunner & Suddarth's Textbook of Medical Surgical Nursing 13th edition, pg. 1976, 1981,1481,1501 , 1098, 1056, 1516, 1532, 1537,1457, 1459,1017, 1462,537,933,588</p> | <p>Reading/ Assignment</p> | | <p>RLE Learning packet simulation tasks</p> | <p>Bee)</p> | |
| 1 | <p>C. Colorectal D. Liver E. Pancreas</p> | <p>Langhorne, M., Fulton, J., Otto, S., (2011). Oncology Nursing, 5th Edition, Elsevier (Singapore) PTE LTD pg. 85 – 258</p> <p>Smeltzer, S., Bare, B., Hinkle, J. & Cheever, K. (2014). Brunner & Suddarth's Textbook of MedicalSurgical</p> | <p>Lecture Discussion</p> <p>Case Analysis</p> | | <p>Case Study on Cancer</p> <p>RLE Learning packet simulation tasks</p> <p>Nursing Care Plan making</p> <p>Drug Study</p> <p>Reflective</p> | <p>• Oral Recitation</p> <p>Game Quiz</p> | <p>CO2; CO3; CO4; CO5; CO6;CO7; CO8; CO9; C11; C12</p> | |

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|---|--|---|---|--|--|----------------------------------|---|--|
| | | | Nursing 13th edition, pg. 1976, 1981,1481,1501 , 1098, 1056, 1516, 1532, 1537, 1457, 1459,1017, 1462, | | | journal | | |
| 1 | F. Gynecologic Cervical, Endometrial, Ovarian G. Head and Neck H. Malignant Lymphoma Hodgkin's and Non-Hodgkin's | Langhorne, M., Fulton, J., Otto, S., (2011). Oncology Nursing, 5th Edition, Elsevier (Singapore) PTE LTD pg. 85 – 258 Smeltzer, S., Bare, B., Hinkle, J. & Cheever, K. (2014). Brunner & Suddarth's Textbook of Medical Surgical Nursing 13th edition, pg. 1976, 1981,1481,1501 , 1098, 1056, 1516, 1532, 1537,1457, 1459,1017, 1462,537,933,5 | Flipped video discussion | | Case Study on Cancer Nursing Care Plan making Reflective journal | Oral Recitation Game Quiz | CO2; CO3; CO4; CO5; CO6;CO7; CO8; CO9; C11; C12 | |

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| | | | 88 | | | | | |
| | 2 | <p>I. Brain and Nervous System</p> <p>J. Gastrointestinal, Esophagus, Stomach, Anal Canal</p> <p>K. Genitourinary- Prostate, Testicular, Penile , Bladder, Renal cell</p> | <p>Langhorne, M., Fulton, J., Otto, S., (2011). Oncology Nursing, 5th Edition, Elsevier (Singapore) PTE LTD pg. 85 – 258</p> <p>Smeltzer, S., Bare, B., Hinkle, J. & Cheever, K. (2014). Brunner & Suddarth's Textbook of Medical Surgical Nursing 13th edition</p> | <p>Powerpoint Presentation</p> <p>Buzz group discussion</p> | | <p>Case Study on Cancer</p> <p>Learning packet simulation</p> <p>Nursing Care Plan making Drug Study</p> <p>Reflective journal</p> | <p>Oral Recitation</p> <p>Game Quiz</p> <p>Evaluation of LP tasks</p> | CO2; CO3; CO4; CO5; CO6CO7; CO8; CO9; C11; C12 |
| 17 | 1 | <p>A. Multiple Myeloma</p> <p>B. Skin</p> | <p>Smeltzer, S., Bare, B., Hinkle, J. & Cheever, K. (2014). Brunner & Suddarth's Textbook of Medical Surgical Nursing 13th edition, pg. 941, 943,944,1706, 1713</p> | <p>Lecture presentation</p> | | <p>Case Study on Cancer</p> <p>Nursing Care Plan making</p> <p>Drug Study</p> <p>Reflective</p> | <p>Oral recitation</p> <p>Game Quiz</p> | CO2; CO3; CO4; CO5; CO6;CO7; CO8; CO9; C11; C12 |

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|----|-----|--|---|--|--|---|--|--|
| | | | | | | journal | | |
| | 2 | <p>C. Pediatric Oncology</p> <ul style="list-style-type: none"> • Central Nervous system - Glial • Bone- Osteosarcoma, Ewings • Neuroblastoma • Wilm's Tumor • Retinoblastoma | <p>Langhorne, M., Fulton, J., Otto, S., (2011). Oncology Nursing, 5th Edition, Elsevier (Singapore) PTE LTD pg 275 -327</p> <p>Smeltzer, S., Bare, B., Hinkle, J. & Cheever, K. (2014). Brunner & Suddarth's Textbook of Medical Surgical Nursing 13th edition, pg. 941, 943,944,1706, 1713</p> | <p>Textbook Reading/ Assignment</p> <p>Buzz Groups</p> | | <p>Case Study on Cancer</p> <p>Nursing Care Plan making</p> <p>Drug Study</p> <p>Reflective journal</p> | <p>Oral Recitation</p> <p>Health Education campaign (digital poster)</p> | <p>CO2; CO3; CO4CO5; CO6;CO7; CO8; CO9; C11; C12</p> |
| 18 | 1,2 | FINAL EXAMINATION | | | | | | |

10. TEXTBOOK

- Langhorne, M., Fulton, J., Otto, S., (2011). Oncology Nursing, 5th Edition, Elsevier (Singapore) PTE LTD
- Smeltzer, S., Bare, B., Hinkle, J. & Cheever, K. (2014). Brunner & Suddarth's Textbook of Medical Surgical Nursing 13th edition

11. SUGGESTED READINGS AND REFERENCES

- OS, Eilers, Langhorne (2015)., Core Curriculum for Oncology Nursing, 5th Edition
- Nettina et al., (2009). Lippincott, Manual of Nursing Practice, 8th edition
- Smeltzer S., et al., (2010). Textbook of Medical- Surgical Nursing 12th Edition
- Lemone and Burke (2010). Medical- Surgical Nursing: Critical Thinking in Client Care, 4th Edition
- Udan, J., (2009). Medical Surgical Nursing, 2nd Edition

VIDEOS

- **ANGINA VS MYOCARDIAL INFARCTION:** (<https://www.youtube.com/watch?v=tbhg-YHSnuw>)
- HEART FAILURE: (https://www.youtube.com/watch?v=ypYI_lmLD7g)
- STROKE recovery:
(https://www.youtube.com/watch?v=Ca19uMRhSXA&feature=youtu.be&fbclid=IwAR11Ftb4f0Zw6d0purq_215px55aqEbtJfwpaSs5Qzy0r-bWGedhXJKLmw8)
- STROKE OCCUPATIONAL THERAPY REHABILITATION:
(https://www.facebook.com/bbcmoney/videos/10156488866525787/?fref=gs&dti=480065126228208&hc_location=group)
- SPINAL CORD INJURY RECOVERY: (<https://www.facebook.com/groups/750501281973232/permalink/792497781106915/>)
- INCREASED INTRACRANIAL PRESSURE AND BRAIN HERNIATION: (<https://www.youtube.com/watch?v=Rp96BYmikrw>)
- SYSTEMIC LUPUS ERYTHEMATOSUS: (<https://www.youtube.com/watch?v=0junqD4BLH4>)
- MULTIPLE SCLEROSIS: (<https://www.youtube.com/watch?v=8aHkihCdQGk&t=141s>)
- TIC DOLOREUX: (<https://www.youtube.com/watch?v=UDEXvBbUOck>)
- Annual Report to the Nation: Cancer Death Rate Continues to drop (<https://www.cancer.org/latest-news/annual-report-to-the-nation-cancer-death-rate-continues-to-drop.html>)
- Cancer Facts and Statistics (<https://www.cancer.org/research/cancer-facts-statistics.html>)
- How do cancer cells behave differently from healthy ones
(<https://youtu.be/BmFEoCFDi-w>)
- What is Cancer (<https://youtu.be/UopUxkeC4Ls>)
- Colorectal Cancer (<https://www.cancer.org/latest-news.html?tag=cancer-types:colon-and-rectal-cancer>)
- Breast Cancer (<https://youtu.be/lg1-n4X8pCY>)
- Breast cancer (<https://youtu.be/jPtCkclLCGU>)
- Breast Self-Examination (<https://youtu.be/LrfE6JUwIms>)
- Esophageal Cancer (<https://youtu.be/FvgEaDVCKfA>)

- Breast Surgery (<https://youtu.be/WUoqsBxgXWI>)
- Breast Biopsy (<https://youtu.be/axSBYkpUKoM>)
- Glioblastoma (https://youtu.be/GiV_XyyvNz8)
- Wilm's Tumor (<https://youtu.be/2wdgzWkdrSI>)

12. COURSE EVALUATION

| COURSE REQUIREMENT (Lecture Component) | Total Weight (%) | COURSE REQUIREMENT (RLE Component) | Total Weight (%) |
|--|------------------|--|------------------|
| A. Term Grade | | A. Term Grade | |
| 1. Class Standing | 66.67% (2/3) | 1. Rotation Grades | 80% |
| <ul style="list-style-type: none"> • Attendance (5%) Note: 1) 6 synchronous classes per term hence a perfect attendance is computed as 6/6 x60%+40% x 5% 2) For every absence, deduct 1 from the 6 total number attendance every term and go on computation using the abovementioned transmutation. 3) Disregarding the minutes, 3 accumulated tardiness is equivalent to 1 day of absence. • Recitation and Other Assessment Tasks (15%) Note: 1) 5 points minimum, increment of 1 for every correct answer made by the student (10 points maximum). 2) For other assessment tasks, a standard rubric or pointing system will be followed as agreed upon the nursing faculty. • Quizzes (46.67%) Transmutation Formula = $\frac{\text{Total Score}}{\text{Total \# of Items}} \times 60\% + 40\%$ | | <p>Rotation grade is computed with the following:</p> <p>FOR SKILLS LAB</p> <ul style="list-style-type: none"> • Competencies (60%) Note: Competency Grade= (total score) / (total # of items) = _____ X 60 = _____ / 5 = _____ + 40 = _____ % • Requirements (30%) <ul style="list-style-type: none"> ✓ Related Journals and other Assessment Tasks (20%) ✓ Quizzes & Case Study (30%) • Affective (10%) <ul style="list-style-type: none"> ✓ Attendance – 5% <p>Note: There are 9 synchronous meetings for every rotation, therefore, a perfect attendance is computed using the 60%-40% transmutation</p> <ul style="list-style-type: none"> ✓ Attitude – 5% ✓ Uniform – 5% <ul style="list-style-type: none"> • (If with Major Exam, 20% will be added to the 80% of Competencies and Requirements) <ul style="list-style-type: none"> • Average Rotation Grade = $\frac{\text{Rotation Grade 1} + \text{Rotation Grade 2} + \text{Rotation Grade 3} \dots \text{Rotation Grade n}}{3}$ (# of Rotation Grades) <p>FOR LEARNING PACKET</p> <ul style="list-style-type: none"> • Competencies (50%) Note: Competency Grade= (total score) / (total # of items) = _____ X 60 = _____ / 5 = _____ + 40 = _____ % | |

| | | | |
|---|--------------|--|-------------|
| | | <ul style="list-style-type: none"> • Requirements (30%) <ul style="list-style-type: none"> ✓ Related Journals and other Assessment Tasks (20%) ✓ Quizzes & Case Study (30%) • Affective (10%) <ul style="list-style-type: none"> ✓ Attendance – 5% • There are 9 synchronous meetings for every rotation, therefore, a perfect attendance is computed using the 60%-40% transmutation <ul style="list-style-type: none"> ✓ Attitude – 5% ✓ Completion task – 5% | |
| 2. Term Examination | 33.33% (1/3) | 2. Term Examination | 20% |
| TOTAL | 100% | TOTAL | 100% |
| B. Final Final Grade | | B. Final Final Grade | |
| D. Preliminary Grade | 30% | a. Preliminary Grade | 30% |
| E. Midterm Grade | 30% | b. Midterm Grade | 30% |
| F. Final Grade | 40% | c. Final Grade | 40% |
| TOTAL | 100% | TOTAL | 100% |
| NOTE: For professional nursing subjects the final final grade is computed as follows: <ul style="list-style-type: none"> • 80% of the Tentative Final Final Grade (Prelim+Midterm+Final) + 20% of the Comprehensive Exam | | Transmutation Formula = (total score) / (total # of items) = _____ X 50 = _____ / 5 = _____ + 50 = _____ % (Score of Competencies) | |

13. CLASSROOM POLICIES (as per Student Handbook)

A. Professional Decorum (pg. 15)

Students of Lorma Colleges College of Nursing are expected to behave properly at all times especially if in the school premises. The guidelines are as follows:

1. Courteously knock on every door before entering any room, wait for acknowledgment then introduce self.
2. Maintain a moderate tone voice anywhere especially along the corridors, classrooms and patient's room.
3. Greet patients, relatives, teachers, employees and peers as you meet them.
4. Friendliness is encouraged but always maintains professionalism since too much familiarity may compromise the respect for each other.
5. Confidentiality on patient's information should be observed.
6. Practice and maintain good posture at all times.
7. Students are not allowed to go out of the hospital compound for their snacks/meals.
8. Bringing in prepared foods should only be eaten at the designated places.

9. Allowed time for snacks is 15 minutes and 30 minutes for mealtime in any given shift.
10. Students must observe humility, tactfulness and respect when dealing with others. Always observe the Code of Ethics for Nurses and practice the Golden Rule in everyday life.
11. Students must wear the prescribed uniform at all times with dignity and respect and should be worn only in the school and hospital premises.
12. Students are not allowed to entertain visitors while on duty. Should an emergency occur where an immediate member of the family is involved, permission from the clinical instructor must be sought first and accomplish a hospital visitation form.
13. Gambling, smoking and drinking of alcoholic beverages and drug use are strictly prohibited.
14. In case of emergency, the unit's telephone may be used with permission from the staff and the Clinical Instructor. Otherwise, use of the unit's telephone is not allowed.
15. Promptness at all times, in all occasions and in any setting must be observed.
16. Students must strictly adhere to the hospital/community/school policies, rules and regulations.
17. Students should not loiter around while in school premises. These preceding guidelines professional decorum are not limited to as written. Other guidelines for social norms and general behavior are written in the Lorma Colleges' Student Handbook and must strictly observe.

B. Classroom (pg. 16)

G. The students are required to wear the prescribed college uniform in the given day.

Monday/Thursday – institutional uniform with blue slacks

Tuesday/Friday – clinical uniform (without apron for females) with black shoes

Wednesday/Saturday – clinical uniform (without apron for females) with black shoes

2. The students should strictly comply with the policies stated above, in terms of punctuality, attendance, compliance to the requirements, etc.
3. Every semester, there are three major examinations, namely Prelims, Midterms and Final Examinations.
4. Any forms of misconduct like cheating, behaviors, etc. will be subjected to disciplinary action.

NOTE: Students are advised to read the student handbook from pages 8 -20. Any amendments to the student handbook and/or new issued policies, rules and regulations the administration and the college deemed necessary, shall be applied automatically to the student/s currently enrolled in the college.

14. CONSULTATION HOURS

| Name of Instructor | Day | Time |
|-----------------------------|---------|------------|
| Dr. Franklin Casison | MT | 11:30-3:30 |
| | ThF | 7:30-11:30 |
| Dr. Aida Aqui Domantay | Fri Sat | 4:30-8:30 |
| Dr. Analita Guiang Gonzales | ThF | |
| Ms. Marisol Jane Jomaya | MT | 11:30-3:30 |
| | | 3:30-7:30 |
| Dr. Arnel Sonido | MT | 7:30-11:30 |
| | | 11:30-3:30 |

| Course Title | Date Effective | Date Revised | Prepared by | Reviewed by | Noted by | Recommending Approval | Approved by |
|---|--|-----------------|--------------------------|--|---------------------------------------|---|---|
| Care of Clients with Problems in Oxygenation, Fluid and Electrolytes, Infectious, Inflammatory and Immunologic Response, Cellular Aberration, Acute and Chronic | 1 st Semester, SY 2021 2022 | August 20, 2021 | Randy B. Sandoval, MAN | Marisol Jane T. Jomaya, MAN Chairman, OBE Committee | Edwin N. Aljentera Head, Level III | Marites C. Pagdilao, MAN, MPA Dean, CON | Pacita De Guzman Apilado, Ed.D.,MAN Executive Director for Academics |
| | September, 2021 | | Melchie L. Pulido, MAN | | | | |
| | January 2022 | | Marisol Jane Jomaya, MAN | | | | |