



COLLEGE OF NURSING
Carlatan, San Fernando City, La Union

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	
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
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 116
2. **COURSE TITLE** : **CARE OF CLIENTS WITH PROBLEMS IN NUTRITION, AND GASTROINTESTINAL, METABOLISM AND ENDOCRINE, PERCEPTION AND COORDINATION, ACUTE AND CHRONIC**
3. **PRE – REQUISITE** : NCM 112
4. **CO – REQUISITE** : N/A
5. **COURSE CREDIT** : 5 Units Lecture, 4 Units RLE (1 Unit skills lab, 3 units clinical)
6. **CONTACT HOURS/SEMESTER** : 90 Lecture Hours/204 RLE Hours
5 Hours per Week (Lecture)/24 Hours per Week (RLE)
7. **COURSE DESCRIPTION** :

This course deals with concepts, principles, theories and techniques of nursing care of at risk and sick adult clients in any setting with alterations/ problems in nutrition, gastro-intestinal, metabolism and endocrine, perception and coordination, acute and chronic toward health promotion, disease prevention and holistic nursing care to at-risk and sick adult client utilizing the nursing process.

8. LEVEL OUTCOMES AND RELATIONSHIP TO PROGRAM OUTCOMES

LEVEL 3 OUTCOMES		NURSING PROGRAM OUTCOMES		
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 demonstrate safe, appropriate and holistic care utilizing the nursing process and applying research and evidence based practice.		1	2	3
1	Apply knowledge of physical, social, natural and health sciences, and humanities in the practice of nursing.	✓	✓	✓
2	Provide safe, appropriate and holistic care to individuals, families, population groups and communities utilizing nursing process.		✓	✓
3	Apply guidelines and principles of evidence-based practice in the delivery of care.		✓	✓
4	Practice nursing in accordance with existing laws, legal, ethical and moral principles.		✓	✓
5	Communicate effectively in speaking, writing and presenting using culturally-appropriate language.	✓	✓	✓
6	Document to include reporting up-to-date client care accurately and comprehensively.	✓	✓	✓
7	Work effectively in collaboration with inter-intra- and multi-disciplinary and multi-cultural teams.		✓	✓
8	Practice beginning management and leadership skills in the delivery of client care using a systems approach.	✓	✓	✓
9	Conduct research with an experienced researcher.	✓	✓	✓
10	Engage in lifelong learning with a passion to keep current with national and global developments in general, and nursing and health developments in particular.	✓	✓	✓

	nutrition and gastro-intestinal, metabolism and endocrine, perception and coordination, acute and chronic.										
10	Engage in lifelong learning with a passion to keep current with national and global developments in the care of at-risk and sick adult clients with alterations/problems in nutrition and gastro-intestinal, metabolism and endocrine, perception and coordination, acute and chronic.	D	D	D	D	D	D	D	D	D	D
11	Demonstrate responsible citizenship and pride of being a Filipino.	D	D	D	D	D	D	D	D	D	D
12	Apply techno-intelligent care systems and processes in health care delivery of care of at-risk and sick adult clients.	P	P	P	P	P	P	P	D	D	D
13	Adopt the nursing core values in the delivery of care to at-risk and sick adult clients.	D	D	D	D	D	D	D	D	D	D

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

10. COURSE COVERAGE

Week	Day	CLASSROOM TOPICS	Learning Resources	Teaching Learning Activities		Assessment Tasks	Course Outcomes
				Classroom	RLE		
					Skills		
				LOLS: Lorma College of Nursing Online Learning System 4 hours - synchronous session 4 hour asynchronous sessions	Laboratory 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	Lecture - Discussion		Open Forum	CO1

	1	<p>UNIT I. Nutritional-Metabolic Patterns/Responses to Altered Nutrition</p> <p>Digestive and Gastrointestinal Function</p> <ol style="list-style-type: none"> 1. Review of Anatomy and Physiology of the Digestive System 2. Assessment 3. Diagnostic Examinations 	<ol style="list-style-type: none"> 1. Brunner and Suddarth's Textbook of Medical-Surgical Nursing, S. Smeltzer et al, 11th Edition, 2011 pp. 55-75; 978-1067. 2. Medical-Surgical Nursing Concepts and Application 2nd ed. 2009, J. Udan, 2nd Edition, 2009 pp.269-320 	Flipped video presentation on fundamental concepts of digestive and gastrointestinal function	Lecture /Demonstration on NGT insertion, Lavage and feeding, enema and colostomy care and irrigation	Conduct health history taking and physical examination and review of laboratory exams and diagnostic test to client with alteration of GI functions	<p>Group activity- Games on identification of digestive system parts/organs; assessment techniques and diagnostic exam</p> <p>- Health assessment output</p> <p>-Return demonstration on NGT insertion and feeding</p> <p>-Return demonstration on colostomy care and enema</p>	CO1; CO2; CO3; CO4 CO5; CO6, CO7, CO8, CO9 CO10, CO11
2	1	<ol style="list-style-type: none"> 4. Specific Disorders <ol style="list-style-type: none"> A. Oral <ul style="list-style-type: none"> • Hiatal Hernia • Diverticulum • GERD • Achalasia 		<p>Interactive Discussion Lecture</p> <p>Reading assignment</p>		<p>-SNAPPS</p> <p>-NCP/ charting/ Drug study</p>	<p>- Output from oral report</p> <p>-Written output from NCP/</p>	CO3; CO4 CO5; CO6, CO7, CO8, CO9 CO10,

				on definition of GERD/PUD			charting/ drug study (RLE) -Case analysis	CO11
	2	B. Gastric and Duodenal <ul style="list-style-type: none"> Gastrointestinal Bleeding Gastritis Peptic Ulcer Disease 		Creative Concept Mapping		SNAPPS (Summarize relevant History; narrow differential; Analyze the	Presentation	CO3; CO4 CO5; CO6, CO7, CO8, CO9 CO10, CO11, CO12 CO13
3	1	C. Intestinal and Rectal <ul style="list-style-type: none"> Constipation Fecal Incontinence Irritable Bowel Syndrome 		Interactive Online Lecture		Group discussion	-Oral presentation from buzz group discussion -Graded recitation	CO3; CO4 CO5; CO6, CO7, CO8, CO9 CO10, CO11, CO12 CO13
	2	D. Malabsorption Syndrome E. Appendicitis F. Inflammatory Bowel Disease	1. Brunner and Suddarth's Textbook of Medical-Surgical Nursing, S. Smeltzer et al, 11th Edition, 2011 pp. 1067-1110. 2. Medical-Surgical	Reading assignment on assessment and diagnostics of clients with malabsorption syndrome/IBS -Interactive Discussion		-Auntie Minnie case study	Output from "Auntie Minnie"	

			Nursing Concepts and Application 2 nd ed. 2009, J. Udan, 2 nd Edition, 2009 pp.269-320	Lecture Brainstorming Concept Mapping				
4	1	G. Intestinal Obstruction H. Hemorrhoids I. Celiac Disease		Assessment of Intestinal disorders from families/neighbors and friends Interactive discussion based from conducted interview		SNAPPS (Summarize relevant History; narrow differential; Analyze the	Bedside oral reporting	CO7, CO8, CO9 CO10, CO11, CO12 CO13
	2	J. Gastrointestinal and Special Nutrition Modalities K. Malnutrition		Flipped video discussion		Journaling/reflexive journal	Quiz TESTMOZ	CO7, CO8, CO9 CO10, CO11, CO12 CO13
5	1,2	UNIT II. Nutritional-Metabolic Patterns/Responses to Altered Endocrine Function 1. Metabolic and Endocrine A. Hepatic Disorders <ul style="list-style-type: none"> • Liver Cirrhosis • Hepatitis 	Group Buzz Discussion Comic Strip/ Picture making activity		Demonstration of NGT feeding, gavage and lavage	Output from picture making activity Return demonstration (RLE – SKILLS)	CO1; CO2; CO3; CO4 CO5; CO6, CO7, CO8, CO9	

6	1	B. Biliary <ul style="list-style-type: none"> • Cholecystitis • Cholelithiasis 		Case Analysis		SNAPPS (Summarize relevant History; narrow differential; Analyze the	Bedside oral reporting	
	2	PRELIM EXAMINATION						
7	1	C. Endocrine (Hypofunction/Hyperfunction) <ul style="list-style-type: none"> • Pituitary Disorders 		<ul style="list-style-type: none"> • Online Classroom Discussion 		Journaling/reflec tive journal	Evaluation of reflective journal	
	2	<ul style="list-style-type: none"> • Thyroid Disorders • Parathyroid Disorders 		<ul style="list-style-type: none"> • Buzz Group Discussion 		Nursing Care Plan (SOAPIE) Making and documentation	Online Quiz Testmoz	
8	1	<ul style="list-style-type: none"> • Adrenal Disorders • Pancreatitis 		<ul style="list-style-type: none"> • Textbook Assignments 		Case analysis	Graded recitation	
	2	<ul style="list-style-type: none"> • Diabetes Mellitus <ul style="list-style-type: none"> ○ Classification ○ Pathophysiology ○ Clinical Manifestations ○ Assessment and Diagnostic Findings 		<ul style="list-style-type: none"> • Small group Task oriented discussion • Textbook assignments • Digital Posters of endocrine disorders 		Reflective Journals	Presentation and upload of digital posters	CO2; CO3; CO4; CO5; CO6

		<p>in ROM, Tenderness, Deformity of Joints, Muscle Size and Strength, Crepitation on Movement of Joints, Presence of Subcutaneous Nodules</p> <p>Palpation: Turgor, Tenderness, Masses, Body Temperature, Tenderness</p>		<ul style="list-style-type: none"> • Powerpoint presentation 	Management of Patient with Traction		TESTMOZ	
	2	<p>4. Results and Implications of Diagnostic/Laboratory Examinations of Client</p> <p>a. Non-Invasive: i.e. Electromyogram (EMG)</p> <p>b. Invasive: Biopsy, Cerebrospinal & Synovial Fluid Determination, Serum Calcium, Phosphorus, Alkaline Phosphatase Determination</p>	<ul style="list-style-type: none"> • Smeltzer S., et al., (2013). Textbook of Medical-Surgical Nursing 13th Edition • Netina et al., (2014). Lippincott, Manual of Nursing Practice, 10th edition • Lemone and Burke (2014). Medical-Surgical nursing 5th Edition 	<ul style="list-style-type: none"> • Powerpoint presentation • Picture Gallery • Flipped Video presentation 		<p>Individual Case study</p> <p>Reflective journal</p> <p>“Aunt Minnie”</p>	<ul style="list-style-type: none"> • Pencil – Paper Exam • Presentation • Recitation 	CO1;CO2; CO3;CO4; CO5; CO6
11	1	<p>5. Pathophysiologic Mechanisms</p> <p>a. Infections/Inflammatory Disorders: Paget’s Disease, Osteomyelitis</p> <p>b. Abnormalities in the curvature of the spine</p>	<ul style="list-style-type: none"> • Smeltzer S., et al., (2013). Textbook of Medical-Surgical Nursing 13th 	<ul style="list-style-type: none"> • Reading assignments via Google classroom/Edmodo 		Nursing Care Plan (SOAPIE) Making and documentation	Oral Recitation	CO3; CO4 CO5; CO6, CO7, CO8, CO9 CO10,

		<ul style="list-style-type: none"> c. Degenerative Disease: Osteoporosis, Gout, Osteomalacia, Osteoarthritis d. Traumatic Injuries: Contusion, Strain, Sprain, Joint Dislocation, Fracture, Amputation e. Congenital Disorders: Muscular Dystrophy <p>6. Nursing Diagnoses Taxonomy</p> <ul style="list-style-type: none"> a. Alteration in Comfort: Pain/Pruritus b. Knowledge Deficit c. Impaired Physical Mobility d. Disturbance in Self-Concept e. Altered Nutrition <p>7. Principles of Management</p> <ul style="list-style-type: none"> a. Determination and Management of Cause b. Drug Therapy c. Supportive Management: Immobility Precaution d. Removal of Secretion e. Prevention of Infection f. Prevention of Complications Rehabilitation 	<p>Edition</p> <ul style="list-style-type: none"> • Nettina et al., (2014). Lippincott, Manual of Nursing Practice, 10th edition • Lemone and Burke (2014). Medical-Surgical nursing 5th Edition 	<ul style="list-style-type: none"> • Powerpoint presentation • Online Classroom discussion • Phillips 66 			<p>Pen-paper exam/ TESTMOZ</p> <p>Health Guide (brochure)</p> <p>Nursing Care Plan</p>	CO11, CO12, CO13
	2	<p>8. Pharmacologic Actions, Therapeutic Use, Side Effects, Indications, Contraindication and Nursing Responsibilities</p> <ul style="list-style-type: none"> a. Antibiotics b. Anti-inflammatory Agents c. Corticosteroids 	<ul style="list-style-type: none"> • Smeltzer S., et al., (2013). Textbook of Medical-Surgical Nursing 13th Edition • Nettina et al., 	<ul style="list-style-type: none"> • Online Classroom discussions • Textbook assignments 	<p>Lecture/ Demonstration /Video Presentation/</p> <p>Guided Practice in 1. Ambulation</p>	Drug Study	Oral Recitation	CO3; CO4, CO5; CO6, CO7, CO8, CO9, CO10, CO11, CO12

		<p>9. Purpose, Indications, Nursing Responsibilities for the Following Surgical and Special Procedures</p> <p>a. Surgical Procedures: Internal/External Fixation, Amputation, Bone Resection, Open Reduction, Tenorrhaphy, Spinal Fusion</p> <p>b. Special Procedures: Application of Casts, Traction, Braces, Crutch Walking</p>	<p>(2014). Lippincott, Manual of Nursing Practice, 10th edition</p> <ul style="list-style-type: none"> Lemone and Burke (2014). Medical-Surgical nursing 5th Edition 	<ul style="list-style-type: none"> Reflective Journaling/experience discussion through Google classroom 	<p>with</p> <p>A. crutches B. cane C. walker D. application of cast</p>	<p>Reflective Journaling</p> <p>Return Demonstration</p>	<ul style="list-style-type: none"> Pen – Paper Exam/TESTMOZ 	CO13
12	1	<p>10. Safe and Comprehensive Perioperative Nursing Care</p> <p>a. Assessment and Care During the Perioperative Period</p> <p>b. Techniques in Assisting the Surgical Team During the Operation</p> <p>c. Principles of Safety, Comfort and Privacy During the Perioperative Period</p> <p>d. Nursing Responsibilities During the Perioperative Period</p>	<ul style="list-style-type: none"> Smeltzer S., et al., (2013). Textbook of Medical-Surgical Nursing 13th Edition Nettina et al., (2014). Lippincott, Manual of Nursing Practice, 10th edition Lemone and Burke (2014). Medical-Surgical nursing 5th Edition 	<ul style="list-style-type: none"> Online Classroom discussions Textbook assignments Experience discussion 		<p>Nursing Care Plan (SOAPIE) Making and documentation</p> <p>Reflective Journaling</p>	<p>Oral Recitation</p> <ul style="list-style-type: none"> Pencil – Paper Exam 	CO3; CO4 CO5; CO6, CO7, CO8, CO9 CO10, CO11, CO12 CO13

	1	<p>11. Steps/Pointers in Decision Making and Prioritization with Client/s Having Problems in Perception and Coordination</p> <p>12. Principles, Concept and Application of Bioethics in the Care of Clients</p> <p>13. Developing Outcome Criteria for Clients with Problems in Perception and Coordination</p> <p>14. Appropriate Discharge Plan Including Health Education</p> <p>15. Accurate Recoding and Documentation</p>	<ul style="list-style-type: none"> • Smeltzer S., et al., (2013). Textbook of Medical-Surgical Nursing 13th Edition • Nettina et al., (2014). Lippincott, Manual of Nursing Practice, 10th edition • Lemone and Burke (2014). Medical-Surgical nursing 5th Edition 	<p>Classroom discussions</p> <p>Brain dumping via online Peerwise question sharing and rationalization</p> <p>Experience discussion</p>		<p>Nursing Care Plan (SOAPIE) Making and documentation</p> <p>Reflective Journaling</p>	<p>Oral Recitation</p> <p>Online Course Summary Quiz Bee</p> <p>Pen – Paper Exam/ TESTMOZ</p>	<p>CO3; CO4 CO5; CO6, CO7, CO8, CO9 CO10, CO11, CO12 CO13</p>
	2	MIDTERM EXAMINATION						
13	1	<p>B. Disturbances in Neurologic Function</p> <p>1. Risk Factors Assessment and Screening Procedures</p> <p>2. Significant Subjective Data from Client – relevant information based on chief complaints, functional patterns, including psychosocial and behavioral assessment</p> <p>3. Principles and Techniques of Physical Examination in Adults and Deviations from Normal</p> <p>a. Neurologic Assessment</p>	<ul style="list-style-type: none"> • Smeltzer S., et al., (2013). Textbook of Medical-Surgical Nursing 13th Edition • Nettina et al., (2014). Lippincott, Manual of Nursing Practice, 10th edition • Lemone and 	<p>Lecture Discussion</p> <p>Flipped Video</p>		<p>Activated Demonstration</p> <p>Formulation of teaching plan for clients with problems in Inflammation and Immunity</p>	<p>Oral Recitation</p> <p>Pen – Paper Exam / TESTMOZ</p>	<p>CO3; CO4 CO5; CO6, CO7, CO8, CO9 CO10, CO11, CO12 CO13</p>

		<p>a.1. Inspection: LOC, Hearing, Sight, Papillary Changes, Gait, Posture, ADL, Muscle Strength, Discharge</p> <p>a.2. Palpation: Tenderness, Muscle Strength</p> <p>a.3. Percussion: Reflexes</p>	Burke (2014). Medical-Surgical nursing 5 th Edition					
	2	<p>4. Pathophysiologic Mechanisms</p> <p>a. Neural Regulation</p> <p>a.1. Increased ICP</p> <p>a.2. Headache</p> <p>a.3. Intracranial Aneurysm</p> <p>a.4. Head Injuries</p> <p>a.5. Brain Stroke (TIA & CVA)</p> <p>b. Neurologic Disorders</p> <p>b.1. Cranial Abnormalities (Hydrocephalus, Encephalocele)</p> <p>b.2. Spina Bifida (Myelomeningocele, Meningocele)</p> <p>b.3. Seizure Disorder</p>	<ul style="list-style-type: none"> • Smeltzer S., et al., (2013). Textbook of Medical-Surgical Nursing 13th Edition • Nettina et al., (2014). Lippincott, Manual of Nursing Practice, 10th edition • Lemone and Burke (2014). Medical-Surgical nursing 5th Edition 	<ul style="list-style-type: none"> • Powerpoint presentation • Flipped video • Brainstorming 	Lecture on Nursing Management of the Patient with altered consciousness through Glasgow Coma Scale Monitoring, Care of Bed Ridden and Unconscious patients, Assisting the patient Undergoing Lumbar Puncture	SNAPPS Ward class discussion	<p>Oral Recitation</p> <p>Pencil – Paper Exam</p> <p>Web conferencing</p>	CO3; CO4 CO5; CO6, CO7, CO8, CO9 CO10, CO11, CO12 CO13
14	1	<p>b.4. Peripheral Neuropathies (Guillian-Barrè Syndrome or GBS)</p> <p>b.5. Neuromuscular disease (Myasthenia Gravis, Multiple Sclerosis, Parkinson's Disease,</p>	<ul style="list-style-type: none"> • Smeltzer S., et al., (2013). Textbook of Medical-Surgical Nursing 13th Edition 	<ul style="list-style-type: none"> • Powerpoint presentation • Flipped video 		<p>Individual case study</p> <p>Reflective journals</p> <p>Nursing care</p>	<p>Peer Critiquing</p> <p>Pencil – Paper Exam</p>	CO3; CO4 CO5; CO6, CO7, CO8, CO9 CO10, CO11,

		<p>Huntington's Chorea)</p> <p>b.6. Cranial Nerve Disorder (Trigeminal Neuralgia, Bell's Palsy)</p> <p>b.7. Spinal Cord Injuries</p> <p>b.8. Reye's Syndrome</p>	<ul style="list-style-type: none"> • Nettina et al., (2014). Lippincott, Manual of Nursing Practice, 10th edition • Lemone and Burke (2014). Medical-Surgical nursing 5th Edition 	<ul style="list-style-type: none"> • Concept Mapping 		plan making	Gallery Walk of neurologic disorders	CO12 CO13
	2	<p>6. Nursing Diagnoses Taxonomy</p> <p>a. Neural Regulation</p> <p>a.1. Altered Cerebral Tissue Perfusion</p> <p>a.2. Impaired Verbal Communication</p> <p>a.3. Impaired Swallowing</p> <p>a.4. Potential for Injury</p> <p>a.5. Activity Intolerance</p> <p>a.6. Ineffective Individual Coping</p> <p>a.7. Knowledge Deficit</p>	<ul style="list-style-type: none"> • Smeltzer S., et al., (2013). Textbook of Medical-Surgical Nursing 13th Edition • Nettina et al., (2014). Lippincott, Manual of Nursing Practice, 10th edition • Lemone and Burke (2014). Medical-Surgical nursing 5th Edition 	<ul style="list-style-type: none"> • Powerpoint presentation • Flipped video • Nursing Care Plan Making 		<p>Individual case study</p> <p>Reflective journals</p> <p>Nursing care plan making</p>	<p>Recitation</p> <p>Pen and Paper Exam/ TESTMOZ</p> <p>Nursing Care Plan</p>	CO3; CO4 CO5; CO6, CO7, CO8, CO9 CO10, CO11, CO12 CO13
15	1	<p>7. Principles of Management</p> <p>a. Neural Regulation</p> <p>a.1. Determination and</p>	<ul style="list-style-type: none"> • Smeltzer S., et al., (2013). Textbook of 	<ul style="list-style-type: none"> • Powerpoint Livestreaming presentation 		Demonstration of procedures	Oral Recitation	CO3; CO4 CO5; CO6,

		<p>Management of Cause</p> <p>a.2. Airway Patency</p> <p>a.3. Oxygen Therapy</p> <p>a.4. Adequate Ventilation</p> <p>a.5. Drug Therapy</p> <p>a.6. Hydration</p> <p>a.7. Removal of Secretion</p> <p>a.8. Prevention of Infection</p> <p>a.9. Psychosocial Interventions</p> <p>a.10. Seizure Precaution</p> <p>a.11. Increased ICP Precaution</p> <p>a.12. Prevention of Complications</p> <p>a.13. Rehabilitation</p>	<p>Medical-Surgical Nursing 13th Edition</p> <ul style="list-style-type: none"> • Nettina et al., (2014). Lippincott, Manual of Nursing Practice, 10th edition • Lemone and Burke (2014). Medical-Surgical nursing 5th Edition 	<ul style="list-style-type: none"> • Flipped video presentation • Concept mapping 		<p>Chart reading</p> <p>“Auntie Minnie”</p>	<p>QUIZ BEE</p> <p>Gallery Walk (Class exhibit)</p>	<p>CO7, CO8, CO9 CO10, CO11, CO12 CO13</p>
1	<p>8. Pharmacologic Actions, Therapeutic Use, Side Effects, Indications, Contraindication and Nursing Responsibilities</p> <p>a. Neural Regulation</p> <p>a.1. Anti-convulsants</p> <p>a.2. Osmotic Diuretics</p> <p>a.3. Corticosteroids</p> <p>a.4. Antibiotics</p> <p>a.5. Antipyretics</p> <p>a.6. Anti-inflammatory Agents</p> <p>9. Purpose, Indications, Nursing Responsibilities for the Following Surgical and Special Procedures</p> <p>a. Neural Regulation</p> <p>a.1. Surgical Procedures:</p>	<ul style="list-style-type: none"> • Smeltzer S., et al., (2013). Textbook of Medical-Surgical Nursing 13th Edition • Nettina et al., (2014). Lippincott, Manual of Nursing Practice, 10th edition • Lemone and Burke (2014). Medical-Surgical 	<ul style="list-style-type: none"> • Textbook Reading • Lecture discussion 		<p>Drug study</p> <p>Reflective journals</p> <p>Formulate a teaching plan to the client and family with neurosurgeries</p> <p>Nursing care plan for clients with ICP monitoring, stroke and</p>	<p>Oral Recitation</p> <p>Pen – Paper Exam/ TESTMOZ</p>	<p>CO3; CO4 CO5; CO6, CO7, CO8, CO9 CO10, CO11, CO12 CO13</p>	

		Craniotomy, Cranioplasty, Ventriculo-Peritoneal Shunt a.2. Special Procedures: ICP Monitoring, Seizure Precaution	nursing 5 th Edition			seizures		
	2	10. Safe and Comprehensive Perioperative Nursing Care a. Assessment and Care During the Perioperative Period b. Techniques in Assisting the Surgical Team During the Operation c. Principles of Safety, Comfort and Privacy During the Perioperative Period d. Nursing Responsibilities During the Perioperative Period 11. Steps/Pointers in Decision Making and Prioritization with Client/s Having Problems in Perception and Coordination 12. Principles, Concept and Application of Bioethics in the Care of Clients 13. Developing Outcome Criteria for Clients with Problems in Perception and Coordination 14. Appropriate Discharge Plan Including Health Education 15. Accurate Recoding and Documentation	<ul style="list-style-type: none"> Smeltzer S., et al., (2013). Textbook of Medical-Surgical Nursing 13th Edition Nettina et al., (2014). Lippincott, Manual of Nursing Practice, 10th edition Lemone and Burke (2014). Medical-Surgical nursing 5th Edition 	<ul style="list-style-type: none"> Classroom discussion Case analysis 		Nursing care plan Reflective journaling	Oral Recitation Case analysis with rubrics	CO3; CO4 CO5; CO6, CO7, CO8, CO9 CO10, CO11, CO12 CO13
16	1	UNIT IV: Disturbances in Visual and	<ul style="list-style-type: none"> Smeltzer S., 	<ul style="list-style-type: none"> Powerpoint 	Lecture/Demo	Chart reading	Oral	CO3; CO4

		<p>Auditory 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. Visual And Auditory Assessment <ol style="list-style-type: none"> a.1. Inspection: Hearing, Sight, Papillary Changes, Discharge, Bleeding a.2. Palpation: Pain, Tenderness, Presence of Mass/Lesions 4. 	<p>et al., (2013). Textbook of Medical-Surgical Nursing 13th Edition</p> <ul style="list-style-type: none"> • Nettina et al., (2014). Lippincott, Manual of Nursing Practice, 10th edition • Lemone and Burke (2014). Medical-Surgical nursing 5th Edition 	<p>presentation</p> <ul style="list-style-type: none"> • Class Discussion 	<p>ns-tration /Video Presentation on</p> <ol style="list-style-type: none"> a. Instillation of Eye Medications, Eye Irrigation, Application of Eye Dressing or Patch b. Instillation of Ear Medications Irrigating the External Auditory Canal 	<p>and documentation</p> <p>Patient History and physical assessment</p>	<p>Recitation</p> <p>Pen – Paper Exam</p>	<p>CO5; CO6, CO7, CO8, CO9 CO10, CO11, CO12 CO13</p>
	1	<ol style="list-style-type: none"> 5. Results and Implications of Diagnostic/Laboratory Examinations of Clients <ol style="list-style-type: none"> a. Non-Invasive: Visual Acuity, Visual Field Testing, Ophthalmoscopy, Slit Lamp, Audiometry b. Invasive: CT Scan, Electronystagmography, Ear Culture, Sensitivity 	<ul style="list-style-type: none"> • Smeltzer S., et al., (2013). Textbook of Medical-Surgical Nursing 13th Edition • Nettina et al., (2014). Lippincott, Manual of Nursing Practice, 10th 	<ul style="list-style-type: none"> • Assignment to outline portion of the textbook 		<p>Individual Case study</p> <p>Reflective journal</p>	<p>Oral Recitation</p>	<p>CO3; CO4 CO5; CO6, CO7, CO8, CO9 CO10, CO11, CO12 CO13</p>

			<ul style="list-style-type: none"> edition Lemone and Burke (2014). Medical-Surgical nursing 5th Edition 	<ul style="list-style-type: none"> Brainstorming 		<p>“Aunt Minnie” Individual flipped video making</p>	<ul style="list-style-type: none"> Pencil – Paper Exam 	
	2	6. Pathophysiologic Mechanisms a. Disturbances in Visual Perception: Blindness, Inflammatory Disturbances, Neoplastic Disturbances, Traumatic Interferences with Visual Perception, Absence of Visual Perception, Congenital and Neonatal Visual Disturbances	<ul style="list-style-type: none"> Smeltzer S., et al., (2013). Textbook of Medical-Surgical Nursing 13th Edition Nettina et al., (2014). Lippincott, Manual of Nursing Practice, 10th edition Lemone and Burke (2014). Medical-Surgical nursing 5th Edition 	<ul style="list-style-type: none"> Powerpoint presentation Class discussion Flipped video 		<p>Individual case study</p> <p>Reflective journals</p> <p>SNAPPS</p>	<p>Recitation</p> <p>Pen-paper Exam/ TESTMOZ</p>	<p>CO3; CO4 CO5; CO6, CO7, CO8, CO9 CO10, CO11, CO12 CO13</p>
17	1	b. Disturbances in Auditory Perception: Deafness/Hearing Loss, Inflammatory/Infection, Trauma, Meniere’s Syndrome, Degenerative Changes, Disturbances of Hearing, Obstructive Problems	<ul style="list-style-type: none"> Smeltzer S., et al., (2013). Textbook of Medical-Surgical Nursing 13th Edition Nettina et al., 	<ul style="list-style-type: none"> Powerpoint presentations 		<p>Reflective Journals and Journal sharing</p>	<p>Oral Recitation</p>	<p>CO3; CO4 CO5; CO6, CO7, CO8, CO9 CO10, CO11, CO12</p>

			<p>(2014). Lippincott, Manual of Nursing Practice, 10th edition</p> <ul style="list-style-type: none"> Lemone and Burke (2014). Medical-Surgical nursing 5th Edition 	<ul style="list-style-type: none"> Lecture discussion Case analysis 		<p>Individual case study</p> <p>Drug study</p>	<p>Pen and Paper Exam</p> <p>Case analysis w/ rubrics</p>	CO13
1	<p>Nursing Diagnoses Taxonomy</p> <p>a. Alteration in Sensory Perception: Visual/Auditory</p> <p>b. Potential for Infection</p> <p>c. Self – esteem Disturbance</p> <p>d. Potential for Injury</p> <p>e. Knowledge Deficit</p> <p>7. Principles of Management</p> <p>a. Determination and Management of Cause</p> <p>b. Drug Therapy</p> <p>c. Supportive Management for Visual/Auditory Impaired</p> <p>d. Prevention of Infection</p> <p>e. Psychosocial Interventions</p> <p>f. Prevention of Complication Rehabilitation</p>	<ul style="list-style-type: none"> Smeltzer S., et al., (2013). Textbook of Medical-Surgical Nursing 13th Edition Nettina et al., (2014). Lippincott, Manual of Nursing Practice, 10th edition Lemone and Burke (2014). Medical-Surgical nursing 5th Edition 	<ul style="list-style-type: none"> Flipped video presentation via Google classroom Buzz groups Textbook reading 		<p>Nursing Care Plan making</p> <p>SNAPPS</p> <p>Ward class discussion</p>	<p>Recitation</p> <p>Nursing Care plan</p> <p>Pen-paper exam/ TESTMOZ</p>	CO3; CO4 CO5; CO6, CO7, CO8, CO9 CO10, CO11, CO12 CO13	
2	8. Pharmacologic Actions, Therapeutic Use, Side Effects, Indications,	<ul style="list-style-type: none"> Smeltzer S., et al., (2013). 	<ul style="list-style-type: none"> Interactive Lecture 		Drug study	Oral	CO3; CO4 CO5;	

		<p>Contraindication and Nursing Responsibilities</p> <ul style="list-style-type: none"> a. Miotic Agents b. Corticosteroids c. Mydriatic Agents d. Antibiotics 	<p>Textbook of Medical-Surgical Nursing 13th Edition</p> <ul style="list-style-type: none"> • Nettina et al., (2014). Lippincott, Manual of Nursing Practice, 10th edition • Lemone and Burke (2014). Medical-Surgical nursing 5th Edition 	<p>discussion</p> <p>Textbook reading</p>		<p>Reflective Journal</p>	<p>Recitation</p> <p>Pencil – Paper Exam</p>	<p>CO6, CO7, CO8, CO9 CO10, CO11, CO12 CO13</p>
2	<p>9. Purpose, Indications, Nursing Responsibilities for the Following Surgical and Special Procedures</p> <ul style="list-style-type: none"> a. Surgical Procedures: Iridectomy, Cataract Procedures, Enucleation, Keratoplasty, Mastoidectomy, Tympanoplasty, Myringotomy, Fenestration b. Special Procedures: Instillation of Otic Solution, External Auditory Canal Irrigation, Hearing Aide Device 	<ul style="list-style-type: none"> • Smeltzer S., et al., (2013). Textbook of Medical-Surgical Nursing 13th Edition • Nettina et al., (2014). Lippincott, Manual of Nursing Practice, 10th edition • Lemone and Burke (2014). Medical-Surgical 	<ul style="list-style-type: none"> • Flipped video • Flipped video presentation • Brain dumping 	<p>Lecture Discussion</p> <p>Return demonstration of otic/optic instillation</p> <p>Guided practice on auditory canal</p>	<p>Nursing Care Plan making</p> <p>SNAPPS</p> <p>Ward class discussion</p>	<p>Oral Recitation</p> <p>Pen – Paper Exam/ TESTMOZ</p>	<p>CO3; CO4 CO5; CO6, CO7, CO8, CO9 CO10, CO11, CO12 CO13</p>	

			nursing 5 th Edition		irrigation			
18	1	<p>10. Safe and Comprehensive Perioperative Nursing Care</p> <p>a. Assessment and Care During the Perioperative Period</p> <p>b. Techniques in Assisting the Surgical Team During the Operation</p> <p>c. Principles of Safety, Comfort and Privacy During the Perioperative Period</p> <p>d. Nursing Responsibilities During the Perioperative Period</p> <p>11. Steps/Pointers in Decision Making and Prioritization with Client/s Having Problems in Perception and Coordination</p>	<ul style="list-style-type: none"> • Smeltzer S., et al., (2013). Textbook of Medical-Surgical Nursing 13th Edition • Nettina et al., (2014). Lippincott, Manual of Nursing Practice, 10th edition • Lemone and Burke (2014). Medical-Surgical nursing 5th Edition 	<ul style="list-style-type: none"> • Review discussions • Powerpoint presentation • Buzz groups 		<p>Nursing care plan</p> <p>Dialogic reflective Journaling</p>	<p>Oral Recitation</p> <p>Pen – Paper Exam</p>	<p>CO3; CO4 CO5; CO6, CO7, CO8, CO9 CO10, CO11, CO12 CO13</p>
	1	<p>12. Principles, Concept and Application of Bioethics in the Care of Clients</p> <p>13. Developing Outcome Criteria for Clients with Problems in Perception and Coordination</p> <p>14. Appropriate Discharge Plan Including Health Education</p> <p>15. Accurate Recoding and Documentation</p>	<ul style="list-style-type: none"> • Smeltzer S., et al., (2013). Textbook of Medical-Surgical Nursing 13th Edition • Nettina et al., (2014). Lippincott, Manual of Nursing Practice, 10th edition 	<ul style="list-style-type: none"> • Power point presentation • Brainstorming 		<p>Nursing Care Plan making</p> <p>SNAPPS</p> <p>Ward class discussion</p>	<p>Oral Recitation</p> <p>Pen – Paper Exam/ TESTMOZ</p>	<p>CO3; CO4 CO5; CO6, CO7, CO8, CO9 CO10, CO11, CO12 CO13</p>

			<ul style="list-style-type: none"> Lemone and Burke (2014). Medical-Surgical nursing 5th Edition 	<ul style="list-style-type: none"> Lecture discussion 			Youtube Channel Documentary series	
	2	FINAL EXAMINATIONS						

11. COURSE REQUIREMENTS:

- a. Exams and quizzes
- b. Professional nursing portfolio
- c. Virtual Class Exhibit
- d. Flipped Video
- e. Web conferencing
- f. Comic Strip Making
- g. Digital Poster/infographics
- h. Youtube Channel Documentary series

12. TEXTBOOK

- Hinkle, Cheever (2014)., Textbook of Medical - Surgical Nursing 14th Edition

13. SUGGESTED READINGS AND REFERENCES

- Smeltzer S., et al., (2013). Textbook of Medical- Surgical Nursing 13th Edition
- Nettina et al., (2014). Lippincott, Manual of Nursing Practice, 10th edition
- Lemone and Burke (2014). Medical- Surgical Nursing: Critical Thinking in Client Care, 5th Edition
- Udan, J., (2012). Medical Surgical Nursing, 2nd Edition

ADDITIONAL RESOURCES

- Johansson, M (2012). Aphasia and Communication in Everyday Life, (<http://urn.kb.se/resolve?urn=urn:nbn:se:uudiva-173130>)

14. 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% <p>(If with Major Exam, 20% will be added to the 80% of Competencies and Requirements)</p> <ul style="list-style-type: none"> • Average Rotation Grade = Rotation Grade 1 + Rotation Grade 2 + Rotation Grade 3...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 = _____ % • 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 ✓ 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	
1. Preliminary Grade	30%	a. Preliminary Grade	30%
2. Midterm Grade	30%	b. Midterm Grade	30%
3. Final Grade	40%	c. Final Grade	40%
TOTAL	100%	TOTAL	100%
NOTE: For professional nursing subjects the final final grade is computed as follows: • 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)	

15. CLASSROOM POLICIES (as per Student Handbook)

A. Professional Decorum (pg. 15)

Student 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)

1. 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.

16. CONSULTATION HOURS

Name of Instructor	Day	Time
Marisol Jane T. Jomaya		

Course Title	Date Effective	Date Revised	Prepared by	Reviewed by	Noted by	Recommending Approval	Approved by
Nursing Care Management with Problems in Nutrition, Gastrointestinal, Metabolism, Endocrine, Musculoskeletal, Perception and Coordination	1 st Semester, SY 2021-2022	August 19, 2021	Marisol Jane T. Jomaya, RN, MAN	Marisol Jane T. Jomaya, RN, MAN Chairman, OBE Committee	Edwin N. Aljentera Head, Level III Teresita A. Ferrer CON Assistant Dean, Academic	Marites C. Pagdilao, RN, MAN Dean, CON	Pacita G. Apilado, Ph.D. Executive Director, Academic Affairs