

(Adult Nursing Nursing)  
Course Catalogue  
2023-2024

College	Erbil Polytechnic University Koya Technical Institute/ Taqtaq Evening	
Department	Nursing	
Module Name	Adult Nursing Course Catalogue	
Module Code	ADN301	
Semester	3	
Credit	8	
Module type	Prerequisite	
Weekly hours	6 hr	
Weekly hours (Theory)	( 2 )hr Class	( 4 )hr Workload
Weekly hours (Practical)	( 3 )hr Class	( 1.5 )hr Workload
Lecturer (Theory)	Arjuman Mohamed Aziz	
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Lecturer (Practical):		
Email:		

# Course Book

## 1. Course overview:

This course provides opportunities to develop competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process. Emphasis is placed on providing care to individuals undergoing surgery, common alterations in respiratory gastro-intestinal, cardiovascular, and endocrine systems concepts are integrated

## 2. Course objective:

At completion of this Level, the associate degree nursing student will be able to:

1. Demonstrate competency in performing basic nursing skills for individuals with common health alterations.
2. Utilize foundational knowledge of the communication process in providing nursing care for clients across the lifespan.
3. Apply foundational knowledge of the nursing process in providing nursing care for clients across the lifespan.
4. Utilize critical thinking skills in formulating a plan of care for clients with common health alterations in a variety of settings.
5. Demonstrate professional behaviours associated with nursing.

## 3. Student's obligation

The entire student must attend to the lecture, they have to prepare and accomplish all the tasks for this course throughout the academic year. If anyone could not finish his / her tasks or do not attend the lecture will be failed in this subject, otherwise the student have to provide a legal document to be exempt from the university role.

## 4. Forms of teaching

The Lecture will be delivered through variety of methods as the following:

1. All the lecture will available on the moodle.
2. PowerPoint Presentation
3. White Board
4. Some Books
5. Group activity and peer working

## Assessment scheme

Breakdown of overall assessment and examination of this course

Assessment	Percent of Final Grade
Attendance and daily Participation (Quiz)	5%
Midterm Exam (Theory + Clinical + Lab)	20%

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Report or Presentation (Assignment)	5%
2 <sup>nd</sup> Midterm Exam (Theory + Clinical + Lab)	20%
Final Exam	60%
Total	100%

Evaluation: Final Grade Level:

Grading Scale (%)

90-100	Excellent
80 - 89	Very Good
70 - 79	Good
60 - 69	Medium
50 – 59	Satisfactory
Below 50	Fail

**5. Specific learning outcome:**

by the End of this course the student will be able to:

Provide care for clients with respiratory, cardiovascular, endocrine, gastrointestinal, musculoskeletal system alterations.

.. Utilize knowledge from the humanities and science in planning the care of

**6. Course Reading List and References:**

▪ Key references:

drug book. Be sure to get the latest editions. Here are some suggestions:

Pagana, K. and Pagana, T. Mosby's Manual of Diagnostic and Laboratory Tests. 10th Edition. Mosby: St. Louis. 2011. ISBN: 978-0-323-07405-6

Deglin, Judith, Drug Guide for Nurses, latest edition.

Lilley, et al, Nursing Pharmacology, latest edition. (FROM NUR 104) Nursing 105 Course Packet – Blackboard Nursing 105 Lab Supply Packet Optional:

(strongly recommended) Hogan, Mary Ann, Wany, Daryle, Fluids, Electrolytes and Acid

Base Balance

▪ Useful references:

1. Ignatavicius, D. D., & Workman, M. L. (2015). **Medical-Surgical Nursing: Patient-Centered Collaborative Care**. Elsevier Health Sciences.
2. Williams, L. S., & Hopper, P. D. (2015). **Understanding medical surgical nursing**. FA Davis.
3. Linton, A. D. (2015). **Introduction to medical-surgical nursing**. Elsevier Health Sciences.
4. LeMone, P., Burke, K., Dwyer, T., Levett-Jones, T., Moxham, L., Reid-Searl, K., ... & Raymond, D. (2013). **Medical-surgical nursing**. Pearson Higher Education AU.
5. Brunner, L. S. (2010). **Brunner & Suddarth's textbook of medical-surgical nursing (Vol. 1&2)**. S. C. C. Smeltzer, B. G. Bare, J. L. Hinkle, & K. H. Cheever (Eds.). Lippincott Williams & Wilkins.

▪ Magazines and review (internet):

Course topics (Theory)	Week	Learning Outcome
<b>1- Cardiovascular Problems</b>		
Coronary Heart Disease	1	Describe the anatomy, physiology and functions of the cardiovascular, haematological and lymphatic systems. Describe normal variations in assessment findings for the older adult.
Cardiac Disorders	2	Identify specific topics for consideration during a health history assessment of the person with a cardiovascular, haematological or lymphatic disorder. Identify manifestations of impaired cardiovascular, haematological and lymphatic systems.
<b>2- Gastrointestinal Problems</b>		
Upper Gastrointestinal Disorders	3	Describe the sources of nutrients and their functions in the human body. Describe the anatomy, physiology and functions of the gastrointestinal system and accessory digestive organs. Identify specific topics to consider during a health history assessment interview of a person with nutritional and gastrointestinal disorders.
Gallbladder, Liver and Pancreatic Disorders	4	Explain techniques used for assessing nutritional status and gastrointestinal function. Describe normal variations in assessment findings for the older adult. Identify abnormal findings that may indicate alterations in nutritional status and gastrointestinal function. Give examples of common disorders of the gastrointestinal system.

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<b>3- Urinary Elimination and Kidney Problems</b>		
Urinary Tract Disorders	5	Describe the anatomy, physiology and functions of the renal system. Explain the role of the renal system in maintaining homeostasis. Identify specific topics for consideration during a health history assessment interview of the person with health problems involving the renal system. Describe techniques used to assess the integrity and function of the renal system. Describe normal variations in assessment findings for the older adult. Identify manifestations of impairment of the renal system.
Kidney Disorders	6	
<b>4- Respiratory Problems</b>		
Upper Respiratory Disorders	7	Describe the anatomy, physiology and functions of the respiratory system. Explain the mechanics of ventilation. Compare and contrast factors affecting respiration. Identify specific topics for consideration during a health history interview of the person with health problems involving the respiratory system. Describe normal variations in assessment findings for the older adult. Identify manifestations of impairment of the respiratory system.
Ventilation Disorders	8	
<b>5- Musculoskeletal Problems</b>		
Musculoskeletal Trauma	9	Describe the anatomy, physiology and functions of the musculoskeletal system. Explain the normal movements allowed by synovial joints. Identify specific topics for consideration during a health history interview of the person with health problems involving the musculoskeletal system. Describe normal variations in assessment findings for the older adult. Identify manifestations of impairment of the musculoskeletal system.
Musculoskeletal Disorders	10	
<b>6- Endocrine Problems</b>		
Endocrine Disorders	11	Describe the anatomy and physiology of the endocrine glands. Explain the functions of the hormones secreted by the endocrine glands. Identify specific topics to consider during a health history interview of the person with health problems involving endocrine function. Describe techniques for assessing the thyroid gland and the effects of altered endocrine function. Describe normal variations in assessment findings for the older adult. Identify abnormal findings that may indicate malfunction of the glands of the endocrine system.
Diabetes Mellitus	12	

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Practical Topics	Week	Learning Outcomes
<b>1- Caring for People with Cardiovascular Problems</b>		
<ul style="list-style-type: none"> <li>  Assess the person who presents with cardiac problems, identifying normal cardiac rhythm on an ECG.</li> <li>  Monitor the individual with cardiovascular problems for expected and unexpected signs and symptoms, reporting and recording findings and results of diagnostic tests and apprising the appropriate team members of these.</li> </ul>	<b>1</b>	<ul style="list-style-type: none"> <li>  Describe the normal anatomy, physiology and functions of the heart and blood vessels comparing this with the disordered physiology in common cardiovascular problems.</li> <li>  Discuss the coronary circulation and electrical properties of the heart to enable identification of common cardiac dysrhythmias.</li> </ul>
<ul style="list-style-type: none"> <li>  Use assessment data to plan nursing care, determine priorities of care and develop and implement individualised nursing interventions for these people.</li> <li>  Provide appropriate teaching for prevention, health promotion and self-care related to cardiovascular diseases.</li> </ul>	<b>2</b>	<ul style="list-style-type: none"> <li>  Compare and contrast the aetiology, pathophysiology and signs and symptoms of common cardiovascular problems.</li> <li>  Describe the nursing care for people with cardiovascular problems.</li> <li>  Discuss nursing implications for treatments used to prevent and treat <b>cardiovascular</b></li> </ul>
<b>2- Caring for People with Gastrointestinal Problems</b>		
<ul style="list-style-type: none"> <li>  Conduct and document a health history for persons who have or are at risk for alterations in <b>nutrition</b> and gastrointestinal function.</li> <li>  Assess the functional health status of persons with nutritional disorders.</li> <li>  Monitor nutritional status and responses to care; document and report abnormal or unexpected responses.</li> </ul>	<b>3</b>	<ul style="list-style-type: none"> <li>Describe the sources of nutrients, and their functions in the human body.</li> <li>  Describe the anatomy, physiology and functions of the gastrointestinal system.</li> <li>  Explain the processes of carbohydrate, fat and protein <b>metabolism</b>.</li> </ul>
<ul style="list-style-type: none"> <li>  Use assessed data to determine priority nursing diagnoses and select and implement nursing interventions.</li> <li>  Integrate interdisciplinary care in the plan of care.</li> <li>  Adapt cultural values and variations into the plan of care for persons with nutritional disorders.</li> </ul>	<b>4</b>	<ul style="list-style-type: none"> <li>  Identify specific topics to consider during a health history assessment interview of the person with nutritional and gastrointestinal disorders.</li> <li>  Describe normal variations in assessment findings for the older adult.</li> <li>  Describe the pathophysiology of commonly occurring disorders of the gall bladder, liver and exocrine pancreas.</li> </ul>
<b>3- Caring for people with urinary elimination and kidney problems</b>		
<ul style="list-style-type: none"> <li>  Conduct and document a health history for persons who have or are at risk for alterations in urinary elimination.</li> <li>  Assess the functional health status of persons with urinary tract disorders, using data to determine priority nursing diagnoses and select individualised nursing interventions.</li> <li>  Use evidence-based research to plan and implement nursing care for persons with urinary tract disorders.</li> </ul>	<b>5</b>	<ul style="list-style-type: none"> <li>Describe the anatomy, physiology and functions of the urinary system.</li> <li>  Explain the role of the urinary system in maintaining homeostasis.</li> <li>  Explain the pathophysiology of common urinary tract disorders.</li> <li>  Discuss the nursing implications of medications and treatments prescribed for persons with urinary tract disorders.</li> <li>  Discuss risk factors for kidney disorders and nursing care to reduce these risks.</li> </ul>

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<ul style="list-style-type: none"> <li>  Provide effective nursing care for persons undergoing surgery of the urinary tract.</li> <li>  Plan and provide appropriate teaching for prevention of and self-care of urinary tract disorders.</li> <li>  Evaluate person responses, revising plan of care as needed to promote, maintain or restore functional health of persons with urinary tract disorders.</li> </ul>	6	
<b>4- Caring for People with Respiratory Problems</b>		
<ul style="list-style-type: none"> <li>  Assess functional health status and the effects of lower respiratory and chest wall problems on ventilation and gas exchange.</li> <li>  Plan and implement individualised nursing care, including measures to promote ventilation and gas exchange, for people with lower respiratory problems.</li> </ul>	7	<ul style="list-style-type: none"> <li>  List the most common respiratory diseases seen in the UK and be aware of the epidemiology of respiratory problems.</li> <li>  Relate the pathophysiological process – presenting signs and symptoms – of common respiratory problems to the physiology of breathing.</li> <li>  Relate the signs and symptoms of respiratory disease to respiratory function.</li> </ul>
<ul style="list-style-type: none"> <li>  Plan and provide appropriate teaching for health promotion among vulnerable populations and to prepare people and families for community-based care.</li> <li>  Assess functional health status of people with problems affecting ventilation and gas exchange.</li> </ul>	8	<ul style="list-style-type: none"> <li>  Relate the pathophysiology and signs and symptoms of lower respiratory infections and inflammation, chest wall problems and trauma to the ability to maintain effective ventilation and respiration (gas exchange).</li> <li>  Compare and contrast the risk factors for lower respiratory infections and diseases affecting ventilation and gas exchange.</li> <li>  Describe the nursing role in health promotion and caring for people with lower respiratory infections, chest wall problems and trauma.</li> </ul>
<b>5- Caring for People with Musculoskeletal Problems</b>		
<ul style="list-style-type: none"> <li>  Assess the nursing needs of people who have sustained traumatic injury or who have developed problems related to mobility and function disorders arising from disease in the musculoskeletal system.</li> <li>  Use evidence-based research to plan and implement nursing care for people with skeletal injuries and disorders.</li> </ul>	9	<ul style="list-style-type: none"> <li>  Describe the anatomy, physiology and functions of the musculoskeletal system.</li> <li>  Examine how trauma and damage through normal wear and tear to this system affects mobility and function, restricting and disrupting life.</li> </ul>
<ul style="list-style-type: none"> <li>  Provide teaching appropriate for prevention of further injury and self-care of traumatic injuries of the musculoskeletal system.</li> <li>  Evaluate and monitor the person's needs, providing advice on rehabilitation or adaption of lifestyle to manage their situation.</li> </ul>	10	<ul style="list-style-type: none"> <li>  Examine the effects of genetic and autoimmune diseases, metabolic diseases and infections have on the musculoskeletal system.</li> <li>  Explain the principles of management and care of people affected by altered function to this system.</li> </ul>
<b>6- Caring for People with Endocrine Problems</b>		
<ul style="list-style-type: none"> <li>  Carry out and document a health history for persons who have or are at risk for alterations in the structure or function of the endocrine glands.</li> <li>  Carry out and document a physical assessment of the structure of the thyroid gland and the effects of altered endocrine function on other body structures and functions.</li> <li>  Determine priority nursing diagnoses, based on assessed</li> </ul>	11	<ul style="list-style-type: none"> <li>  Describe the anatomy, physiology and functions of the <b>endocrine</b> glands.</li> <li>  Explain the functions of the <b>hormones</b> secreted by the endocrine glands.</li> <li>  Describe techniques for assessing the thyroid gland and the effects of altered endocrine function.</li> </ul>

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<p>data, to select and implement individualised nursing interventions for persons with type 1 and type 2 diabetes mellitus.</p>		<p>Describe normal variations in assessment findings for the elderly.</p> <p>Identify abnormal findings that may indicate malfunction of the glands of the endocrine system.</p> <p>Use the nursing process as a framework for providing individualised care to persons with endocrine disorders.</p>
<p>Administer medications used to treat type 1 and type 2 diabetes mellitus safely.</p> <p>Provide appropriate teaching to facilitate blood glucose monitoring, administration of oral <b>hypoglycaemic</b> medications, diabetic diet, appropriate exercise and foot care.</p>	<p>12</p>	

**Examinations (Question Design):**

1. Myocardial infarction is caused by reduced blood flow in a coronary artery due to \_\_\_\_\_ and occlusion of an artery by \_\_\_\_\_.

2. \_\_\_\_\_ Abdomen eventually becomes markedly distended; loops of colon become visibly outlined through the abdominal wall.

**Q2: Putting the character in the Column B, in front of Column A: (15 Marks)**

Column A

Volvulus: twisted bowel

Major cause of blindness

Acute cholecystitis

**Q: A. Put true and False in front the below statements**

- Chronic cholecystitis usually associated with gallstone formation.
- Cerebral vascular accident is one of potential complication essential hypertension.

**Q: Answer the following question.**

- Enumerate, and briefly discuss nursing care plan, and intervention for patient with Anemia?
- Explain Dietary management of the GERD?

3. How to instruct the patient with Asthma?

**Q: Case Scenario:**

50-year-old male patient presented to the emergency department at 2 AM with vomiting and abdominal pain. He had a 2-week history of polyuria and polydipsia, accompanied by a 10-killiogram of added to his weight, and blurred vision. His medical history was unremarkable, except for being treated for hypertension with amlodipine 10 mg daily, which provided good control. (His blood pressure on admission was 135/80.) Results of hospital laboratory studies revealed that the patient's initial blood glucose level was 1192 mg/dL. Diagnosed with Diabtets Mellitus.

**intervention for this patient?**

**7. External Evaluator**

This course book has reviewed and signed by a peer. As their name and titles mentioned below:

Assistant Lecturer

Arjuman M Aziz

MSc.BSc. Adult Nursing

PhD student

Lecturer

Kochar S Khasrw

PhD MSc.BSc Biology