ASSOCIATE DEGREE NURSING

RNSG 1443
Complex Concepts of Adult Health
## TABLE OF CONTENTS

### Contents
- Course Description: ........................................................................................................................ 3  
- Core Competencies: ........................................................................................................................ 3  
- Course Requirements: ..................................................................................................................... 3  
- Course Outcomes ............................................................................................................................ 5  
- Teaching/Learning Strategies: ........................................................................................................ 6  
- Assignments / Participation ............................................................................................................ 6  
- Grading ........................................................................................................................................... 6  
- Examination Blueprint .................................................................................................................... 7  
- Canvas ............................................................................................................................................. 7  
- Concurrent Enrollment: .................................................................................................................. 8  
- Attendance Policy: .......................................................................................................................... 8  
- Student Concerns: ........................................................................................................................... 8  
- Achievement Exams: ...................................................................................................................... 8  
- REQUIRED TEXTBOOK/REFERENCES.................................................................................. 10  
- UNIT I: Problems of Regulation and Metabolism: Management of Clients with Problems of the Endocrine System ......................................................................................................................... 11  
- UNIT III: Problems of Genitourinary: Management of Clients with Problems of the Reproductive System ...................................................................................................................... 15  
- UNIT IV: Problems of Mobility, Sensation, and Cognition Involving the Nervous System: Management of Clients with Problems of the Nervous System ................................................................. 17  
- UNIT V: Problems of Mobility: Management of Clients with Problems of the Musculoskeletal System ........................................................................................................................................... 19  
- UNIT VI: Problems of Digestion, & Elimination: Management of Clients with Problems of the Gastrointestinal System .................................................................................................................. 21  
- UNIT VII: Management of Clients with Problems of the Hematologic System ................................................. 23  
- Secretary of Labor’s Commission on Achieving Necessary Skills .................................................. 25  
- Student Acknowledgment ................................................................................................................ 27

Panola College
Associate Degree Nursing Program
Course Syllabus

Course Title: Complex Concepts of Adult Health  
Course Number: RNSG 1443

Semester Credit Hours: 4  
Lecture Hours per week: 4 semester hours  
Contact Hours per Semester: 64  
State Approval Code: 51.3801

Course Subject/Catalog Number: RNSG 1443  
Course Title: Complex Concepts of Adult Health

Prerequisites: RNSG 1201, 1205, 1309, 1362, 1441, 1262;  
Co-requisites: RNSG 1263 **Concurrent enrollment in RNSG 2263 is required. Successful completion of both theory and clinical courses is required for progression. If a student is not successful in either course (RNSG 1443 or RNSG 1263), the student MUST repeat BOTH courses.

Course Description:
Application and integration of previous knowledge and concepts related to common adult health needs in the development of the professional nurse’s role as a provider of care, coordinator of care, and member of a profession in the care of adult clients/families in structured health care settings with complex health needs associated with each body system. Emphasis is placed on knowledge, judgments, skills, and professional values within a legal/ethical framework. This course focuses on the nursing care of adults with common health problems. The nursing process is used to determine nursing actions that are needed to help patients compensate for environmental factors, internal and external, affecting the patient’s ability to maintain health. Supportive nursing actions and related pharmacology are also presented. Students will learn to take an active role in creating a healthy environment in a variety of culturally diverse settings for the whole client.

Core Competencies:
Students are expected to demonstrate basic competency in reading, writing, oral communication, math and computer skills. Students are expected to be active learning participants by assuming accountability in preparing for each class by completing required readings and/or other learning activities. Students are responsible for all reading assignments and lecture material covered. All reading assignments and lecture material will be considered testable material. Proficiency will be measured by examination scores, quizzes and assignments.

Course Requirements:
1. Regular class attendance within current attendance policies.  
2. An average of 75% or better on course work. Absolutely no rounding  
3. Preparation and active participation in class discussions.  
4. Outside individualized research in texts, videos, professional journals.  
5. Compliance with all rules and regulations as outlined in current Department of Nursing Student Handbook and Panola College Catalog.
6. Current American Red Cross or American Heart Association, Health Care Provider, Basic Life Support (BLS) certification.

7. Demonstration of college-level skills following American Psychological Association (APA) guidelines

If any student in this class has special classroom or testing needs because of a physical, learning, or emotional condition, please contact the Americans with Disabilities Act (ADA) Counselor in the Administration Building, telephone 903-693-1123.

Withdrawing from a course is the student’s responsibility. If you do not withdraw yourself, you will very likely receive an F if you do not attend class. It is the student’s responsibility if he/she has a name change, to change names with Admission/Records Office, Financial Aid, and any other department of interest.
Course Outcomes

THE NURSE AS A PROVIDER OF CARE:
At the end of the course using classroom application, the student will be able to:

1. Examine and explain the use of a variety of clinical assessment data used in an acute care setting to provide care for clients with complex health needs. (PO 1) (SCANS IBi, ii, iii, iv, v; IICi, ii, iii, iv :)

2. Create wholistic goals and a nursing plan of care based on nursing diagnoses and complex health needs of adult clients for health promotion, restoration and maintenance. (PO 2) (SCANS IAi, ii, iii, iv, v; IBi, ii, iii, iv, v; IIAi, iii)

3. Outline and prioritize a plan of care to provide individualized culturally sensitive, safe care for adults with complex health needs; correlate client’s responses and evaluate the effectiveness of interventions. (PO 3 & 5) (SCANS IAi, ii, iii, iv, v; IBi, ii, iii, iv, v; ICi, iii, iv, v; IIBi, ii, iii, vi; IICi, ii, iii, iv)

4. Integrate the learning needs of adults and structure teaching plans to facilitate promotion, maintenance and restoration of health for adults with complex health needs. (PO 4) (SCANS IAi, ii, iv, v; IBi, ii, iii, iv, v; IIBi, ii, IICi, ii, iii, iv)

5. Anticipate solutions for prioritization of care for adults with complex health needs; compare and contrast multiple resources for delegation available to the associate degree nurse. (PO 6 & 7) (SCANS IAi, ii, iii, iv, v; IBi, ii, iii, iv, v; ICi, iii, iv, v; IIAi, iv; IIBi, ii, iii, vi; IICi, ii, iii, iv)

THE NURSE AS COORDINATOR OF CARE:
At the end of the course using classroom application, the student will be able to:

6. Compare and contrast the resources needed to provide cost effective care while facilitating continuity of care for adults with complex health needs. (PO 8 ) (SCANS IIAiii)

7. Design a multidisciplinary plan of care using case studies for clients with complex health needs based on collaboration with clients and the healthcare team. (PO 9 & 11) (SCANS IBi, ii, iii, iv, v)

THE NURSE AS MEMBER OF THE PROFESSION:
At the end of the course using classroom application, the student will be able to:

8. Analyze the application of and relationship between the code of ethics for nurses and principles of client advocacy for adults with complex health needs. (PO 11 & 13) (SCANS IC i, iii, iv, v)

9. Integrate the evolving roles of professional nurses with their own opportunities for individual involvement. (PO 14) (SCANS IC i, iii, iv, v)

10. Compare and contrast current research finding pertaining to clients with complex health needs (PO) (SCANS IA i; IB i, ii, iii, v; IC I; IIC i, iii)
Teaching/Learning Strategies:

<table>
<thead>
<tr>
<th>Audio-Visual</th>
<th>Demonstration</th>
<th>Computer Assisted Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marker Board</td>
<td>Library Research</td>
<td>Group Discussion</td>
</tr>
<tr>
<td>Class Participation</td>
<td>Student-Teacher Conference</td>
<td>Group Project</td>
</tr>
<tr>
<td>Lecture</td>
<td>Written Assignments</td>
<td>Guest Lecturers</td>
</tr>
<tr>
<td>Web searches</td>
<td>Patient Care Plan</td>
<td></td>
</tr>
</tbody>
</table>

Students are expected to be self-directed independent learners throughout the semester. Videos for each unit are available at the library to augment student learning. **In order to optimize the learning experience, students are expected to bring this syllabus with them to each class session for reference.**

Assignments / Participation

Each student will be required to do 4 case studies and 6 other exercise. Each assignment will be worth 10 points and will count as 10% of the final grade.

Participation and preparation will be required for classroom discussions, in class case studies, in class concept mapping, and any other classroom activity as determined by the instructor. Participation and preparation will be worth 10 points. This will be added to the above assignments and will count toward 10% of the final grade.

Grading

**The student must have an average grade of 75 or above on all graded material in order to successfully pass this course.**

The ADN Nursing Program, in accordance with policy, uses the following numerical scale in computing test scores and written work: (see Policy 5.1)

\[
\begin{align*}
A & = 90-100 \\
B & = 80-89 \\
C & = 75-79 \\
F & = 74.99 \text{ and below}
\end{align*}
\]

Major exams will be constructed from a random sample of the materials for each unit and will be presented in the form of a multiple-choice and alternative format items. Alternative format items may include: multiple-choice items that require a student to select more than one response, fill-in-the-blank items, or items asking a student to identify an area on a picture or graphic.

Refer to the National Council of State Boards of Nursing, Inc. website (www.ncsbn.org) for more information regarding the Innovative NCLEX Item Formats. Students are responsible for the learning objectives in the course syllabus. Major exam items will reflect the learning objectives. The final exam will be comprehensive over all material covered in the course.

a. The instructor designs tests for an individual course or section of a course. Testing procedures such as seating arrangements, rules for leaving the room, etc. are developed at the discretion of the instructor.
b. Major exams are proctored in person. Exams are given at the same time when offered at different locations.
c. Students must follow the directions of the instructor for either computer or paper tests. No hats or caps may be worn during testing.
d. No Cell phones, Blackberries, PDA’s or other electronic equipment will be allowed to be on the student’s person during the test.

Final grades will consist of the following:

<table>
<thead>
<tr>
<th>Exam</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam I</td>
<td>15%</td>
</tr>
<tr>
<td>Case studies/Assignments</td>
<td>10%</td>
</tr>
<tr>
<td>Exam II</td>
<td>15%</td>
</tr>
<tr>
<td>HESI</td>
<td>15%</td>
</tr>
<tr>
<td>Exam III</td>
<td>15%</td>
</tr>
<tr>
<td>Final</td>
<td>15%</td>
</tr>
<tr>
<td>Exam IV</td>
<td>15%</td>
</tr>
</tbody>
</table>

Examination Blueprint

Itemized blueprints for the exams will not be given. Each examination will approximate the following percentage categories:
Knowledge 5%, Comprehension 5%, Application/Analysis 90%

Make up exams may be given at the discretion of the instructor if prior arrangements have been made. Any make up for a major examination must be made up the first day the student returns to class. All make-up examinations will be a separate examination and may include essay questions. Class work, group projects, or quizzes cannot be made up.

Test scores will be posted by the next class day following the exam for RNSG 1443. Test reviews are the prerogative of course faculty. NOTE: Final exams are not reviewed. Test reviews may be conducted at the instructors discretion. Attendance at review is voluntary and this should be considered a learning experience. Discussion about correct answers is welcome but disruptive behavior will not be tolerated. Disruptive students will be asked to leave the review.

Students who achieve less than 75% on an exam must schedule an appointment to review the exam within one week of distribution of scores. This is a student responsibility.

Students are responsible for material that is updated from the Evolve website for their current textbook. Students are expected to login to the following website for use of web resources: http://evolve.elsevier.com/staticPages/index.html and register as a student for the free learning resources accompanying this textbook.

Canvas

Canvas is used to supplement the course or deliver the course if you are an online student. You are expected to login by midnight on the first day of class, and check your email.

- Canvas is the primary method of communicating with the instructor outside of class. Please use the e-mail and discussion areas provided as often as needed.
- Students are responsible for checking Canvas at least twice weekly.
- Students are responsible for all information on Canvas relating to the course.
- Course forms and schedules not contained in the syllabus will be found in Canvas.
• Power points and Critical Thinking Exercises Assignments will be posted in Canvas
• Student will be instructed on Canvas during orientation.
• Grades will be posted in Canvas

Canvas is a wonderful way to keep in contact with faculty and other students. I will use Canvas email to contact students. However, the Canvas discussion board should be viewed as a public and professional forum for discussion. Students are free to discuss academic matters and consult one another regarding academic resources.

**Concurrent Enrollment:**

Concurrent enrollment in **RNSG 1263** is required. Successful completion of both theory and clinical courses is required for progression. If a student is not successful in either course (RNSG 1443 or 1263), the student MUST repeat BOTH courses.

**Attendance Policy:**

According to the ADN Student Handbook, it is expected that every student will be present at all classes. Classes begin promptly at 0800 hours (8:00 am). Students entering after 0800 hours will be considered tardy.

Absences - refer to the absence policy in the Student Handbook.

Tardies - 3 tardies are equal to 1 absence.

The student is responsible for any material missed due to an absence. Students are expected to prepare for, attend, and participate in all classes.

**Student Concerns:**

Any student in the ADN program who has a concern or complaint specific to their experience in a course should first talk with the instructional personnel involved. A written synopsis of the grievance is requested. If the issue is not resolved at this level, the student should then follow the grievance procedure outlined in the ADN Student Handbook.

**Achievement Exams:**

Achievement examinations will be administered throughout the nursing program. A Standardized Comprehensive Medical-Surgical Exam will be administered at the end of this course. A **score of 800 or greater** is highly encouraged on this exam. If a **score below 800 is earned for this exam** then Evolve remediation should be accessed and used for self remediation.

In addition to fulfilling the academic requirements of Panola College, all students must successfully pass a comprehensive achievement examination in the final semester of the nursing
program in order to be eligible to graduate. This is the capstone experience. Please refer to the Student Handbook for further information.

In preparation for these examinations and the NCLEX-RN for licensure after graduation, students are advised to increase their exposure to questions similar to those they will see on NCLEX-RN. This can be accomplished by completing periodic self-evaluation review exams as found in NCLEX-RN Review texts.
REQUIRED TEXTBOOK/REFERENCES


UNIT I: Problems of Regulation and Metabolism: Management of Clients with Problems of the Endocrine System

Subunit I: The Nurse as a Provider of Care

A. Introduction:
This subunit explores the assessment, pathophysiology and nursing care of the whole client with problems involving the endocrine system.

B. Learning Resources for Unit I:

<table>
<thead>
<tr>
<th>Text</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lewis</td>
<td>Chapters 48, 49, 50</td>
</tr>
<tr>
<td>Lilley</td>
<td>Chapters 31,32,33</td>
</tr>
</tbody>
</table>

C. Learning Objectives:
Using a critical thinking and problem solving approach, the student will:

1. Summarize the assessment data needed to plan care for the whole client with a disorder of the endocrine system: (CO # 1)
   
   a. Analyze the physiology of the endocrine system
   b. Analyze the pathophysiology of various endocrine disorders
      1) Diabetes Mellitus
      2) Thyroid disorders
      3) Adrenal gland disorders
      4) Pituitary disorders
      5) Disorders of the Parathyroid
   c. Identify common abnormal physical assessment findings of the endocrine system to include the reproductive system.
   d. Describe clinical manifestations of the above endocrine disorders.
   e. Discuss the inhibitory and stimulatory interrelationship of specific hormones.
   f. Explain the rationale, procedure, findings, and nursing implications in the diagnostic determinants for an endocrine disorder.

2. Summarize the nursing management of clients with an endocrine disorder. (CO # 2)

3. Formulate an individualized, culturally sensitive plan of care for a client with an endocrine disorder. (CO # 3 & # 10)
   a. Describe the role of nutrition in the management of endocrine disorders.
b. Identify and describe the therapeutic properties of medications (parenteral and oral) used in the management of clients with an endocrine disorder.

4. Develop an individualized teaching plan for a client with newly diagnosed endocrine disorder. (CO # 4)

Subunit II: The Nurse as a Coordinator of Care

A. Introduction:
This subunit examines the role of the nurse as coordinator of care for clients with endocrine system disorders.

B. Learning Objectives:
Using a critical thinking and problem solving approach, the student will:

1. Discuss discharge care and discharge planning for clients with an endocrine disorder. (CO # 7)

2. Summarize the resources available for clients with an endocrine disorder based on the assessment of needs; describe the impact of finances on accessing care in the acute and community setting. (CO # 6)

Subunit I: The Nurse as a Provider of Care.

A. Introduction:
This subunit addresses the role of the nurse in meeting the care and safety needs of clients and their families with problems related to the renal/urinary system.

B. Learning Resources for Unit II:

<table>
<thead>
<tr>
<th>Text</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lewis</td>
<td>Chapters 45, 46, 47</td>
</tr>
<tr>
<td>Lilley</td>
<td>Chapter 24, 25, 26</td>
</tr>
</tbody>
</table>

C. Learning Objectives:
Using a critical thinking and a problem solving approach, the student will:

1. Identify the critical elements of a comprehensive assessment for a client with a urinary/renal system problem. (CO # 1)
   a. Describe the significance and nursing implications of diagnostic tests used for clients with urinary/renal system problems.
   b. Differentiate between the types of urinary/renal system problems.
   c. Discuss the pathophysiology of urolithiasis, urinary tract infection, pyelonephritis, acute glomerulonephritis, Nephrotic syndrome, renal artery stenosis, bladder/kidney cancer, urinary incontinence and retention, and chronic renal failure.

2. Summarize the nursing interventions for clients with infections of the urinary/renal system. (CO # 2)

3. Develop relevant nursing diagnoses addressing individualized physical, psychosocial, and learning needs of the client with urinary/renal disorders. (CO # 2)
   a. Prioritize the nursing diagnoses.
   b. For the client with the above conditions, designate priority goals which facilitate health promotion, maintenance and/or restoration.

4. Examine methods of evaluating goals and possible modifications of the nursing care plan. (CO # 3)
   a. Evaluate the effectiveness of therapeutic interventions related to care for clients with the above conditions, to include pharmacology and nutrition.
5. Compare the variety of clinical data for the clients with urinary/renal disorders as a basis for decision making in nursing practice. (CO # 5 & # 10)

Subunit II: The Nurse as a Coordinator of care.

A. Introduction:
This subunit introduces the student to the role of the nurse in coordinating care for clients with renal/urinary problems and their families.

B. Learning Objectives:
Using a critical thinking and problem solving approach, the student will:

1. Identify the role of the multidisciplinary team in conducting rehabilitative therapy for the client with a urinary/renal disorder. (CO # 7)

Subunit I: The Nurse as a Provider of Care.

A. Introduction:
This subunit addresses the role of the nurse in meeting the care and safety needs of clients and their families with problems related to the genitourinary/reproductive system.

B. Learning Resources for Unit III:

<table>
<thead>
<tr>
<th>Text</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lewis</td>
<td>Chapters 51, 52, 53, 54, 55</td>
</tr>
<tr>
<td>Lilley</td>
<td>Chapter 34, 35, 38, 39</td>
</tr>
</tbody>
</table>

C. Learning Objectives:
Using a critical thinking and a problem solving approach, the student will:

1. Identify the critical elements of a comprehensive assessment for a client with genitourinary and reproductive problems. (CO # 1)
   a. Describe the significance and nursing implications of diagnostic tests used for clients with genitourinary and reproductive problems.
   b. Differentiate between the types of genitourinary and reproductive problems.
   c. Discuss the pathophysiology of transmission, pathophysiology and effects of human immunodeficiency virus.
   d. Discuss the significance and nursing implications of sexually transmitted diseases.

2. Summarize the nursing interventions for clients with infections of the genitourinary and reproductive systems. (CO # 2)

3. Develop relevant nursing diagnoses addressing individualized physical, psychosocial, and learning needs of the client with genitourinary and reproductive problems. (CO # 2)
   a. Prioritize the nursing diagnoses.
   b. For the client with the above conditions, designate priority goals which facilitate health promotion, maintenance and/or restoration.

4. Examine methods of evaluating goals and possible modifications of the nursing care plan. (CO # 3)
   a. Evaluate the effectiveness of therapeutic interventions related to care for clients with the above conditions, to include pharmacology and nutrition.

5. Compare the variety of clinical data for the clients with genitourinary and productive disorders as a basis for decision making in nursing practice. (CO # 5 & # 10)
Subunit II: The Nurse as a Coordinator of care.

A. Introduction:
This subunit introduces the student to the role of the nurse in coordinating care for clients with reproductive problems and their families.

B. Learning Objectives:
Using a critical thinking and problem solving approach, the student will:

1. Identify the role of the multidisciplinary team in conducting therapy for the client with a genitourinary and productive disorder. (CO # 7)
UNIT IV: Problems of Mobility, Sensation, and Cognition Involving the Nervous System: Management of Clients with Problems of the Nervous System

Subunit I: The Nurse as a Provider of Care

A. Introduction:
This subunit explores the assessment, pathophysiology and nursing care of the client with problems involving the nervous system.

B. Learning Resources for Unit IV:

<table>
<thead>
<tr>
<th>Text</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lewis</td>
<td>Chapters 56, 59, 60, 61</td>
</tr>
<tr>
<td>Lilley</td>
<td>Chapters 13, 14, 15, 16, 18, 19, 20, 21</td>
</tr>
</tbody>
</table>

C. Learning Objectives:
Using a critical thinking and a problem solving approach, the student will:

1. Summarize the assessment data needed to plan care for the whole client with a disorder of the nervous system: (CO # 1)
   a. Assess the significant subjective and objective neurologic data that should be obtained from the client.
   b. Differentiate normal from abnormal findings of a nervous system assessment.
   c. Explain age related assessment findings.
   d. Summarize the significance and responsibilities of nursing implications related to neurologic diagnostic studies.
   e. Describe the pathophysiology for selected nervous system disorders.
      a. Clients with problems of the brain
      b. Clients with problems of the spinal cord
      c. Clients with problems of the peripheral nervous system

2. Summarize the medical management for clients with nervous system disorders, including drug therapy; discuss the interrelatedness of medical management and nursing diagnoses. (CO # 2)

3. Create individualized nursing care plans for clients with head injuries and cerebral inflammatory problems focused on health promotion, restoration and maintenance. (CO # 2)

4. Develop a nursing care plan for a patient with a chronic progressive neurologic disease (multiple sclerosis, myasthenia gravis, Alzheimer’s disease) for the acute and community setting; identify methods of evaluating the effectiveness of the interventions. (CO # 3 & # 10)
5. Plan nursing care of patients with Guillain-Barre syndrome, incorporating the various roles of other health care workers in providing direct care. (CO # 5)

**Subunit II: The Nurse as a Member of the Profession**

**A. Introduction:**
This subunit addresses the application of the code of ethics and principles of client advocacy for clients with nervous system disorders while working within the framework of a structured healthcare setting.

**B. Learning Objectives:**
Using a critical thinking and problem solving approach, the student will:

1. Given a case study, discuss the role of the professional nurse as client advocate. (CO # 8)

2. Discuss a specialty nursing role for clients with spinal cord injury; identify an internet resource for information on the role of this specialty. (CO # 9)
UNIT V: Problems of Mobility: Management of Clients with Problems of the Musculoskeletal System

Subunit I: The Nurse as a Provider of Care

A. Introduction:
This subunit explores the assessment, pathophysiology and nursing care of the client with problems of mobility involving the musculoskeletal system. The student will achieve the listed objectives through use of all the teaching strategies listed in the syllabus with an emphasis on case studies, role play and scenarios.

B. Learning Resources for Unit V:

<table>
<thead>
<tr>
<th>Text</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lewis</td>
<td>Chapters 62, 63, 64, 65</td>
</tr>
<tr>
<td>Lilley</td>
<td>Chapters 8, 11, 12</td>
</tr>
</tbody>
</table>

C. Learning Objectives:
Using a critical thinking and a problem solving approach, the student will:

1. Summarize the assessment data needed to plan care for the whole client with a disorder of the musculoskeletal system: (CO # 1)
   a. Describe the pathophysiology for the disorders involving the musculoskeletal system, to include:
      1) Musculoskeletal trauma
      2) Metabolic bone diseases
      3) Degenerative and structural musculoskeletal disorders
      4) Musculoskeletal infections
   b. Discuss the significance and nursing implications of diagnostic tests used for clients with the above disorders of the musculoskeletal system.
   c. List subjective and objective data that should be included in the nursing assessment of the musculoskeletal system.
   d. Describe the effects of aging on the musculoskeletal system.
   e. Identify clinical manifestations of the above disorders of the musculoskeletal system.
   f. Identify nutritional and medication interventions for the above disorders of the musculoskeletal system.

2. Distinguish the medical/surgical management for the listed disorders. (CO # 1)

3. Develop an individualized nursing process for clients with the above musculoskeletal system disorders based on the appropriate nursing diagnoses; identify a nursing diagnoses for each client assessment need of health promotion, restoration and maintenance. (CO # 2)
4. Compare and contrast a teaching plan for a client with musculoskeletal disorders. (CO # 4 & # 10)

Subunit II: The Nurse as a Coordinator of Care

A. Introduction:
This subunit examines the role of the nurse as coordinator of care for clients with musculoskeletal system disorders.

B. Learning Objectives:
Using a critical thinking and problem solving approach, the student will:

1. Summarize the coordinator role of the nurse caring for clients experiencing chronic low back pain. (CO # 6)

2. Using a case study, develop a plan of care for a client with a musculoskeletal system disorder following discussion involving family concerns. (CO # 7)

3. Identify and develop a plan of care for client with disorders of the musculoskeletal system that allows for continuity of care in the community setting. (CO # 2, 6, 7)
UNIT VI: Problems of Digestion, & Elimination: Management of Clients with Problems of the Gastrointestinal System

Subunit I: The Nurse as a Provider of Care

A. Introduction:
   This subunit explores the assessment, pathophysiology and nursing care of the client with problems of digestion, and elimination.

B. Learning Resources For Unit VI:

<table>
<thead>
<tr>
<th>Text</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lewis</td>
<td>Chapters 39, 41, 42, 43, 44</td>
</tr>
<tr>
<td>Lilley</td>
<td>Chapters 50, 51, 52, 53, 54</td>
</tr>
</tbody>
</table>

C. Learning Objectives:
   Using a critical thinking and a problem solving approach, the student will:

1. Identify the critical elements of a comprehensive assessment for a client with a gastrointestinal system problem. (CO # 1)
   a. Differentiate among the types of gastrointestinal disorders.
   b. Analyze the pathophysiology of various gastrointestinal disorders.
   c. Identify common abnormal physical assessment findings of the gastrointestinal tract.
   d. List changes that occur in the gastrointestinal system with aging.
   e. Differentiate the nutrition-focused assessment for the client with gastrointestinal problems.
   f. Anticipate nursing responsibilities related to diagnostic studies of the gastrointestinal system.
   g. Identify clinical manifestations of the following disorders:
      1) Oral cavity problems.
      2) Esophageal problems.
      3) Stomach disorders.
      4) Noninflammatory intestinal disorders.
      5) Inflammatory intestinal disorders.
      6) Liver problems
      7) Gallbladder problems.
      8) Malnutrition.

2. Compare and contrast the clinical data set anticipated for clients with disorders of the gastrointestinal system. (CO # 1)
3. Describe nursing implications for medical management of the above disorders. (CO # 2)

4. Analyze the nursing implications of pharmaceutical interventions used for clients with the above disorders. (CO # 3)

5. Develop a nursing process for clients with the above disorders focusing on the client’s goals as expressed in health promotion, restoration and maintenance. (CO # 2)

6. Compare and contrast the nursing interventions for clients with the above disorders; discuss methods used for evaluating effectiveness of interventions. (CO # 3)

7. Develop individualized, culturally sensitive teaching plans for a client with gastroesophageal reflux disease or other gastrointestinal problems; relate specific learning needs for health promotion, restoration and maintenance. (CO # 4 & 10)

Subunit II: The Nurse as a Coordinator of Care

A. Introduction:
This subunit examines the role of the nurse as coordinator of care for clients with gastrointestinal disorders.

B. Learning Objectives:
Using a critical thinking and problem solving approach, the student will:

1. Using a case study, modify a plan of care for a client with a gastrointestinal disorder following discussion involving family concerns. (CO # 7)

2. Summarize the resources available for clients with gastrointestinal disorders based on the assessment of needs while providing continuity of care. (CO # 6)

Subunit III: The Nurse as a Member of the Profession

A. Introduction:
This subunit introduces the student to the application of the code of ethics and principles of client advocacy for clients with gastrointestinal disorders while working within the framework of a structured healthcare setting.

B. Learning Objectives:
Using a critical thinking and problem solving approach, the student will:

1. Given a case study, discuss the role of the professional nurse as client advocate in the acute and community setting. (CO # 8)

2. Discuss the ethical issues involved when clients with gastrointestinal disorders refuse care and/or have limited access to care. (CO # 8)
UNIT VII: Management of Clients with Problems of the Hematologic System

Subunit I: The Nurse as a Provider of Care

A. Introduction:
This subunit explores the assessment, pathophysiology and nursing care of the client with problems of the hematologic system

B. Learning Resources for Unit VII:

<table>
<thead>
<tr>
<th>Text</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lewis</td>
<td>Chapter 30, 31</td>
</tr>
<tr>
<td>Lilley</td>
<td>Chapter 28, 55</td>
</tr>
</tbody>
</table>

C. Learning Objectives:
Using critical thinking and a problem solving approach, the student will:

1. Identify the critical elements of a comprehensive assessment for a client with a hematologic system problem. (CO # 1)
   a. Describe the significance and nursing implications of diagnostic tests used for clients with hematologic system problems.
   b. Differentiate among the types of hematologic system diseases.
   c. Analyze the pathophysiology of sickle cell anemia, aplastic anemia, iron deficiency anemia, vitamin B12 deficiency anemia, folic acid deficiency anemia, leukemia, and platelet disorders.

2. Compare and contrast the variety of clinical data for the clients with hematologic disorders as a basis for decision making in nursing practice. (CO # 1)

3. Formulate relevant nursing diagnoses addressing individualized physical, psychosocial and learning needs of the client with hematologic disorders. (CO # 2 & 4)

4. For the client with the above conditions, designate priority goals based on the nursing diagnoses which facilitate health promotion, maintenance and/or restoration; prioritize the plan of care based on these goals. (CO # 2 & 5)

5. Analyze therapeutic interventions related to care for clients with the above conditions, to include pharmacology and nutrition; explain the tools used to measure goal attainment and effectiveness of the interventions. (CO # 3 & 10)

6. Differentiate the learning needs of an adult with a hematology disorder; create a teaching plan promoting the restoration of health. (CO # 4)

Subunit II: The Nurse as a Coordinator of Care
A. Introduction:
   This subunit examines the role of the nurse as coordinator of care for clients with
   hematologic system disorders.

B. Learning Objectives:
   Using a critical thinking and problem solving approach, the student will:

1. Discuss discharge care and discharge planning for clients with a hematology disorder in
   the acute and community setting. (CO # 7)

2. Discuss and summarize the resources to provide cost effective care for clients with
   leukemia based on the assessment of needs. (CO # 6)
Secretary of Labor’s Commission on Achieving Necessary Skills  
(SCANS)  
I
BASIC SKILLS in RNSG 1443:  i, ii, iii, iv, v
THINKING SKILLS in RNSG 1443:  i, ii, iii, iv, v
PERSONAL QUALITIES in RNSG 1443:  i, iii, iv, v

A. Basic Skills
i. Reading: Locate, understand and interpret written information in prose and in documents such as manuals, graphs and schedules.
ii. Writing: Communicate thoughts, ideas, information and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts
iii. Arithmetic & Mathematical Operations: Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
iv. Listening: Receive, attend to, interpret, and respond to verbal messages and other cues.
v. Speaking: Organize ideas and communicate orally.

B. Thinking Skills
i. Creative Thinking: Generate new ideas.
ii. Decision Making: Specify goals and constraints, generate alternatives, consider risks and evaluate and choose the best alternative.
iii. Problem Solving: Recognize problems and devise and implement plan of action.
iv. Visualize (“Seeing Things in the Mind’s Eye”): Organize and process symbols, pictures, graphs, objects, and other information.
v. Reasoning: Discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

C. Personal Qualities
i. Responsibility: Exert a high level of effort and persevere toward goal attainment.
ii. Self-Esteem: Believe in one’s own self-worth and maintain a positive view of oneself.
iii. Sociability: Demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
v. Integrity & Honesty: Choose ethical courses of action.
RESOURCES in RNSG 1443: i, ii, iii
INTERPERSONAL SKILLS in RNSG 1443: i, ii, iii
INFORMATION in RNSG 1443: i, ii, iii, iv
SYSTEMS in RNSG 1443:

A. Resources:
i. Time: Select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
ii. Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
iii. Material & Facilities: Acquire, store, allocate, and use materials or space efficiently.
iv. Human Resources: Assess skills and distribute work accordingly, evaluate performance and provide feedback.

B. Interpersonal Skills:
i. Participate as Member of a Team: Contribute to group effort.
ii. Teach Others New Skills.
iii. Serve Clients/ Customers: Work to satisfy customers’ expectations.
iv. Exercise Leadership: Communicate ideas to justify position, persuade & convince others, responsibly challenge existing procedures & policies.
v. Negotiate: Work toward agreements involving exchange of resources, resolve divergent interests.
vi. Work with Diversity: Work well with men and women from diverse backgrounds.

C. Information:
i. Acquire and Evaluate Information.
ii. Organize and Maintain Information.
iii. Interpret and Communicate Information.
iv. Use computers to process information.

D. Systems:
i. Understand Systems: Know how social, organizational and technological systems work and operate effectively with them.
ii. Monitor & Correct Performance: Distinguish trends, predict impacts on system operations, diagnose deviations in systems’ performance
iii. Improve or Design Systems: Suggest modifications to existing systems and develop new or alternative systems to improve performance.
Associate Degree Nursing

Student Acknowledgment

I have read the Panola College Associated Degree Nursing program syllabus for Complex Concepts of Adult Health RNSG 1443, and I understand the policies as discussed.

I will comply with the requirements as delineated. It is my understanding that this form will become part of my permanent file.

______________________________  Student Name (Printed)

______________________________  Student Signature

______________________________  Date