PANOLA COLLEGE
ASSOCIATE DEGREE NURSING

RNSG 2231
ADVANCED CONCEPTS OF ADULT HEALTH

Revised 1/13
Panola College
Associate Degree Nursing Program

Course Name: Advanced Concepts of Adult Health

Course Number: RNSG 2231

Semester Credit Hours: 2
Lecture Hours per week: 2
Contact Hours per Semester: 32
State Approval Code: 5116010000

Pre-requisites: RNSG 2201, 2208, 2260, 2261

Co-requisite: RNSG 2263

Course Description: Application of advanced concepts and skills for the development of the professional nurse’s roles in complex nursing situations with adult clients/families in structured settings. Emphasis is given to judgment and professional values within a legal/ethical framework.

Purpose and Goals of the Course:
Core Competencies: Students are expected to demonstrate basic competency in reading, writing, oral communication, math, and computer skills. Students are expected to be an active learning participant by assuming accountability in preparing for each class by completing required readings and/or other learning activities as listed in the syllabus.

Course Requirements:
1. Regular class attendance within current attendance policies.
2. A minimum score of 75% course average.
3. Completion of assignments by due date.
4. Preparation and active participation in class.
5. Outside readings and assignments.
6. Compliance with all rules and regulations as outlined in the current Department of Nursing’s Student Handbook, Panola College Catalog, and Pathfinder.

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Grading Criteria

Exams (4 X 18%)                          72%

Pop Quizzes (covers reading assignments)  3%

Arrhythmia Worksheet                    2.5%

Presentation                            2.5%

Comprehensive Final Exam                20%

Total                                   100%

Students who are going to be absent from an exam must notify the instructor directly prior to test time and make arrangements to make the exam up. All testing is done on-line but students will not see their grade at the completion of the exam. After all students have taken the exam it will be analyzed and any needed grade adjustments will be made and the grades released. Nothing will be allowed at the testing station. Students will be required to use the calculator on the computer and a dry eraser board or paper will be provided for calculation. All caps and hats must be removed prior to test taking. *Questions will be delivered one at a time and the student cannot revisit the question the student will have approximately 1.5 minutes per question.*

*Students who achieve less than 75% must schedule an appointment with the instructor to discuss plans for future success within one week of distribution of scores.* Scheduling an appointment is the responsibility of the student.
Course grades will be determined as follows:

A – 90 – 100  
B – 80 – 89  
C – 75 – 79  
F - < 75

**Blueprint for the Final Exam** (this is only a guide and numbers of questions may vary)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Points</th>
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<tr>
<td>Nursing Care of the Critically Ill Client</td>
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<td>Nursing Care of the Client with Cardiac Dysrhythmias</td>
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<td>Nursing Care of the Client in Need of Ventilatory Assistance</td>
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<td>Nursing Care of the Client in Need of Code Management</td>
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<td>Nursing Care of the Client in Shock</td>
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<td>Nursing Care of the Client with Cardiac Alterations</td>
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<td>Nursing Care of the Client with Nervous System Alterations</td>
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<td>Nursing Care of the Client with Acute Respiratory Failure</td>
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<td>Nursing Care of the Client with Acute Renal Failure</td>
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<td>Nursing Care of the Client with Gastrointestinal Alterations</td>
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<td>Nursing Care of the Client with Emergency Situations</td>
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<td>Nursing Care of the Client with Burns</td>
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<td>Medications</td>
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<td>Calculations</td>
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**Exam Schedule:**

- **Exam 1:** Units 1, 2, 3  
- **Exam 2:** Units 4, 5, 6  
- **Exam 3:** Units 7, 8, 9  
- **Exam 4:** Units 10, 11, 12  
- **Final:** Units 1-12 comprehensive

**Teaching/Learning Strategies:**

- Audio-Visual  
- Marker Board  
- Role Play  
- Lecture  
- Skills laboratory  
- Demonstration  
- Library/Internet Research  
- Class Participation  
- Oral/Written Assignments  
- Patient Care Plans  
- Computer Assisted Instruction  
- Group Discussion  
- Student-Teacher Conference  
- Case studies  
- Independent

Revised 1/13
COURSE OUTCOMES

THE NURSE AS A MEMBER OF THE PROFESSION

At the end of the course, the student will be able to:

1. Examine the roles and responsibilities the nurse may assume in caring for multiple clients in acute care and community settings. (PO 12,13; SCANS IA-i, IAv, IB-v, IC-v)

2. Analyze the legal and ethical implications in the delivery of health care with adult clients in crisis situations. (PO 12, SCANS IA-i, IA-v, IB-v)

3. Evaluate avenues for professional development. (PO 14; SCANS IA-i, IA-v, IC-v)

THE NURSE AS A COORDINATOR OF CARE

At the end of the course, the student will be able to:

4. Design safe patient care to meet the wholistic needs of multiple acutely ill adult clients with multiple complex disease processes using case scenarios. (PO 9; SCANS IA-v, IB-v, II-i, IIC-v, IID-iii)

5. Plan care for acutely ill clients using a legal and ethical framework based on case scenarios. (PO 9,11; SCANS IA-v, IB-v, IC-v, IIA-i, IIB-v, IIC-v, IID-iii)

6. Identify appropriate allocation of human and material resources in planning for care of clients with multiple complex disease processes using case scenarios. (PO 8,10; SCANS IA-v, IB-v, IC-i, IIA-i)

7. Analyze the concept of collaboration with the multidisciplinary team. (PO 9; SCANS IA-v, IIB-vi)

THE NURSE AS A PROVIDER OF CARE

At the end of the course, the student will be able to:

8. Assimilate principles, methods, and strategies of teaching for health promotion in critical care areas. (PO 4; SCANS IA-v, IB-v, IC-v, IIB-vi, IIC-v)

9. Analyze the steps of the nursing process including wholistic assessments, nursing diagnosis, planning, interventions, and evaluation in the delivery of acutely ill clients with multiple complex disease processes using case scenarios. (PO 1-5; SCANS IA-v, IB-v, IC-i, IIC-i, IIA-i, IIB-ii, IIC-iv, IID-iii)

10. Formulate individualized nursing care plans for adult clients in a variety of crisis situations using case scenarios. (PO 1-5; SCANS IA-i, IB-v, IIC-iv, IID-iii)

11. Analyze the registered nurse’s responsibility of delegation to other health care providers. Exercise critical thinking and a systematic problem-solving approach as a basis for planning care for acutely ill clients with multiple complex disease processes using case scenarios. (PO 7; SCANS IA-i, IB-v, IC-v, IIA-i, IIB-vi, IIC-iv, IID-iii)

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Unit I
Nursing Care of the Critically Ill Client

Learning Resources:
1. Pre class activities:
   Chapter 11 p. 159-165
   Chapter 66. p. 1681-1698

2. In class activities:
   Discussion/Case Study
   Review Delegation:

Learning Objectives:
Using critical thinking and a problem solving approach, the student will:
1. Examine standards of care and performance for critical care nursing. (CO 1, 2)
2. Analyze stressors that are common to the client, family and nurse in critical care areas. (CO 4, 9)
3. Develop strategies to manage issues related to caregivers of critically ill patients. (CO 9)
4. Explain how advance directives ensure patients' rights to self-determination. (CO 2, 5)
5. Discuss the legal and ethical issues that surround organ and tissue transplantation. (CO 2)
6. Analyze the legal and ethical implications in the delivery of health care with clients in crisis situations. (CO2)
7. Examine the registered nurse’s responsibility of delegation to other health care providers. (CO 6, 7, 11)
8. Discuss the concepts of hemodynamic monitoring, intra-aortic balloon pump, and ventricular assist devices. (CO 4)
9. Discuss the concepts of palliative care and end of life issues.
10. Differentiate among the certification roles of critical roles of critical care nurses. (CO 1, 2)
Unit II  
Nursing Care of the Client with Cardiac Dysrhythmia

Learning Resources:
1. Pre class activities:

   Chapter 36.

   Review cardiac dysrhythmia on:

   http://www.hrspatients.org/patients/the_normal_heart/default.asp

   http://www.skillstat.com/ECG_Sim_demo.html

   http://www.acls.net/aclsalg.htm

2. In class activities; 
   Discussion/Case study

Learning Objectives:
Using critical thinking and a problem solving approach, the student will:
1. Analyze the relationships between mechanical and electrical events in the heart. (CO 9)
2. Interpret rhythms from a six second ECG strip. (CO 9)
3. Discuss pathophysiology leading to common dysrhythmias. (CO 9)
4. Designate appropriate interventions for common dysrhythmias. (CO 9, 10)
5. Explain the basic concepts of temporary and permanent cardiac pacing. (CO 9)
6. Know the following rhythms NSR, SBC, ST, 1st AVB, 2nd AVB type I , 2nd AVB type 2, 3rd AVB, Atrial Fibrillation, Atrial Flutter, PVC, PAC, Ventricular Tachycardia, Ventricular Fibrillation, Asystole (CO 9)
Unit III
Nursing Care of the Client in need of Code Management

Learning Resources:
1. Pre class activities:
   - [http://acls-algorithms.com/acls-drugs](http://acls-algorithms.com/acls-drugs)
   - [http://www.acls.net/aclsalg.htm](http://www.acls.net/aclsalg.htm)  Mega Code ACLS algorithms

2. In class activities:
   - Discussion/Case Study

Learning Objectives:
Using critical thinking and a problem solving approach, the student will:
1. Compare roles of caregivers in managing cardiopulmonary arrest situations.  
   (CO 1, 2, 3, 6, 11)
2. Differentiate basic and advanced life support measures used during a code.  (CO 1, 9)
3. Examine pharmacological interventions used in code management, including 
   use, action, side effects, and nursing implications.  (CO 9)
4. Analyze treatments of special problems that can occur during a code.  (CO 4, 5, 9)
5. Appraise information to be documented during a code.  (CO 9)
6. Develop a plan of care of patients after resuscitation.  (CO 10)
7. Analyze psychological, legal, and ethical issues related to code management.  
   (CO 1, 2)
Unit IV
Nursing Care of the Client with Cardiac Alterations

Learning Resources:
1. Pre class activities:


   Chapter 34
   Chapter 37

   Case Study – Chapter 34 – Nursing Management: Coronary Artery Disease and Acute Coronary Syndrome
   Case Study – Chapter 37 – Nursing Management: Inflammatory and Valvular Heart Diseases

   Review the heart physiology and functions on:

2. In class activities:
   Discussion/Case Study

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

1. Contrast the pathological cause and effect mechanisms that produce acute cardiac disturbances. *(CO 9)*
2. Prioritize the nursing care responsibilities related to the cardiac patient. *(CO 1, 4, 6, 7)*
3. Compare and contrast pharmacological, operative, and electrical treatment modalities used in treatment of cardiac disease. *(CO 9)*
4. Develop specific nursing interventions designed to prevent secondary occurrences or minimize complications of cardiac clients. *(CO 4, 9, 10)*
5. Construct a plan of care for the acutely ill cardiac client. *(CO 10)*
6. Examine pharmacological interventions used in coronary artery disease and acute coronary syndrome, including use, action, side effects, and nursing implications. *(CO 8, 9)*
7. Describe the etiology, pathophysiology, and clinical assessment of infective endocarditis and pericarditis *(CO 9)*
8. Explain the importance of prophylactic antibiotic use with infective endocarditis. *(CO 8,9)*
9. Compare and contrast the pathophysiology and treatment of clients with valvular disease *(CO 8,9)*

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Unit V
Nursing Care Of The Client With Shock, SIRS, Shock

Learning Resources:
1. Pre class activities:

   Chapter 67


2. In class activities:
   Discussion/Case Study

Learning Objectives:
Using critical thinking and a problem solving approach, the student will:
1. Examine the progression of shock through the three stages. *(CO 9)*
2. Correlate the pathophysiology to the clinical manifestations of the different types of shock: cardiogenic, hypovolemic, distributive, and obstructive *(CO 9)*
3. Analyze assessment finding related to the classification and stage of shock. *(CO 9)*
4. Distinguish between the definitive and supportive interventions related to the classification and stage of shock. *(CO 9)*
5. Compare and contrast the effects of shock, systemic inflammatory response syndrome, and multiple organ dysfunction syndrome on the major body systems. *(CO 9)*
6. Develop an individualized plan of care that includes nursing diagnosis, expected outcomes, and multidisciplinary interventions for the client in various types shock, SIRS, MODS. *(CO 8, 9, 10)*
7. Examine pharmacological interventions used in the treatment of shock, SIRS, MODS including use, action, side effects, and nursing implications. *(CO 5, 10)*
Unit VI
Nursing Care of the Client with Acute Renal Failure

Learning Resources:
1. Pre Class Activities:
   Chapter 47. p. 1165-1170

   [http://www.chemistry.wustl.edu/~edudev/LabTutorials/Dialysis/Kidneys.html](http://www.chemistry.wustl.edu/~edudev/LabTutorials/Dialysis/Kidneys.html)

2. In class activities:
   Discussion/Case Study

Learning Objectives:
Using critical thinking and a problem solving approach, the student will:
1. Compare the pathophysiology of the three categories of acute renal failure. (CO 9)
2. Analyze the systemic manifestations of acute renal failure. (CO 9)
3. Develop a patient-centered plan of care for the patient with acute renal failure including nursing management and anticipated patient outcomes. (CO 10)
4. Discuss the methods for assessing the renal system, including physical assessment, interpretation of serum and urine laboratory values, and radiological diagnostic tests. (CO 9)
5. Examine medical management of the patient with acute renal failure. (CO 7, 9)
6. Compare the nursing assessment and care of the patient receiving hemodialysis, peritoneal dialysis, and continuous renal replacement therapy. (CO 5, 9, 11)
7. Examine pharmacological interventions used in acute renal failure disease, including use, action, side effects, and nursing implications. (CO 7, 9, 11)
8. Analyze the nutritional limitations and requirements of a client in acute renal failure. (CO 7, 9, 11)
Unit VII
Nursing Care of the Client in Acute Respiratory Failure

Learning Resources:
1. Pre-class activities:
   Chapter 28 p. 566-576, p 577-580
   Chapter 68

2. In class activities:
   Discussion/Case Study

Learning Objectives:
Using critical thinking and a problem solving approach, the student will:
1. Analyze the pathophysiology of acute respiratory failure. (CO 9)
2. Examine the etiology, pathophysiology, assessment, nursing diagnoses, interventions, and outcomes for acute respiratory failure in the patient with adult respiratory distress syndrome. (CO 9, 10)
3. Formulate a plan of care for the patient with acute respiratory failure. (CO 10)
4. Examine pharmacological interventions used in the treatment of acute respiratory failure, including use, action, side effects, and nursing implications. (CO 9, 10, 11)
6. Discuss the pathophysiology, clinical manifestations and clinical management of pulmonary embolism, chest trauma(co 9)
7. Describe the purpose, methods, and nursing responsibilities related to chest tubes and chest drainage(co 9)
Unit VIII
Nursing Care of the Client in Need of Ventilatory Assistance

Learning Resources:
1. Pre class activities:
   Chapter 66 p. 1698-1713

2. In class activities:
   Discussion/Case Study

Learning Objectives:
Using critical thinking and a problem solving approach, the student will:
1. Examine methods for assessing the respiratory system, including physical assessment, noninvasive techniques, and lab data. (CO 9)
2. Compare commonly used oxygen delivery devices. (CO 9)
3. Discuss various delivery settings for ventilators. (CO 9)
4. Analyze indications for initiation of mechanical ventilation. (CO 9, 10)
5. Compare complications associated with mechanical ventilation. (CO 9)
6. Explain methods for weaning clients from mechanical ventilation. Include assessment parameters for readiness and failure to wean (CO 9, 10)
7. Formulate a plan of care for the mechanically ventilated client. (CO 4, 10)
8. Analysis of ABG
Unit IX
Nursing Care of the Client with Gastrointestinal Alterations

Learning Resources:
1. Pre class activities:

Chapter 44 – p. 1072-1094

Review the gastrointestinal tract and functions on:
www.ehc.com/vbody.asp
Take the guided tour for gastrointestinal tract.

2. In class activities:
Discussion/Case Study

Learning Objectives:
Using critical thinking and a problem solving approach, the student will:
1. Review the anatomy and physiology of the gastrointestinal system. (CO 9)
2. Examine the general assessment of the gastrointestinal system. (CO 9)
3. Compare the pathophysiology, assessment, nursing diagnoses, outcomes, and interventions for acute pancreatitis, and hepatic failure. (CO 9, 10, 11)
4. Formulate a plan of care for the patient with acute pancreatitis or hepatic failure. (CO 10)
5. Examine pharmacological interventions used in the treatment of pancreatitis and hepatic failure, including use, action, side effects, and nursing implications. (CO 7, 9, 11)
6. Analyze the nutritional limitations of a client with acute pancreatitis and hepatic failure. (CO 7, 9, 11)
Unit X
Nursing Care of the Client with Nervous System Alterations

Learning Resources:
1. Pre class activities:


   Chapter 57
   Chapter 58

   Case Study – Chapter 57 – Nursing Management: Acute Intracranial Problems
   Case Study – Chapter 58 – Nursing Management: Stroke

   Review the brain on:
   http://www.ehc.com/vbody.asp
   http://www.strokecenter.org/pat/about.htm

2. In class activities:
   Discussion/Case Study

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

1. Review the anatomy and physiology of the central nervous system. (CO 9)
2. Analyze the pathophysiology, nursing, and medical management of the client with increased intracranial pressure. (CO 1, 4, 5, 7, 9, 10)
3. Plan an assessment on a critically ill patient with increased intracranial problems or stroke. (CO 9)
4. Analyze the pathophysiology, nursing, and medical management of a client with a head injury. (CO 1, 4, 5, 7, 9, 10)
5. Examine the nursing assessment and care of a critically ill patient with cerebrovascular disease. (CO 9, 10)
6. Examine pharmacological interventions used in the treatment of clients with a stroke or increased intracranial pressure, including use, action, side effects, and nursing implications. (CO 8, 9, 10)
7. Examine the pathophysiology of brain cancer. (CO 1, 4, 5, 7, 9, 10)
8. Examine the nursing management of the client receiving radiation therapy, chemotherapy, biologic therapy and surgical intervention. (CO 1, 2, 5, 7, 9)
Unit XI
Nursing Care of Client with Emergency Situations

Learning Resources:
1. Pre Class Activities:
   Chapter 69

   Review Pre-hospital care with simulator on:
   [www.lessstress.com/simulator/sim.htm](http://www.lessstress.com/simulator/sim.htm)

   Case studies:
   [www.trauma.org](http://www.trauma.org) go to “Moulage”

2. In class activities:
   Discussion/Case Study

Learning Objectives:
Using critical thinking and a problem solving approach, the student will:
1. Describe a systems approach to trauma care. (CO 9)
2. Examine between prehospital care, emergency care and resuscitation of the trauma patient. (CO 1, 2, 5, 6, 9, 11)
3. Plan assessment and management of common traumatic injuries. (CO 5, 9)
4. Assess nursing interventions for the care of the trauma patient, including prevention of its complications. (CO 9)
5. Formulate a plan of care for the client with trauma. (CO 10)
6. Prioritize nursing diagnoses for the client with trauma. (CO 9)
7. Examine pharmacological interventions used in traumatic injuries, including use, action, side effects, and nursing implications. (CO 9, 11)
8. Describe nurse’s role in disaster management (CO9,)
9. Assess the client with heat related injuries include signs and symptom and interventions (CO 9)
Unit XII
Nursing Care of the Client with Burns

Learning Resources:
1. Pre class activities:

   Chapter 25

2. In class activities:
   Discussion/Case Study

Learning Objectives:
Using critical thinking and a problem solving approach, the student will:
1. Review the anatomy and physiology of the integumentary system. (CO 9)
2. Discuss the pathophysiology of burns. (CO 9)
3. Compare the types of burn injuries. (CO 9)
4. Identify the assessment during resuscitation and the acute phases of burn management. (CO 9)
5. Formulate a plan of care for the client with a burn injury. (CO 10)
6. Prioritize nursing diagnoses for the client with a burn injury. (CO 9, 10)
7. Examine pharmacological interventions used in clients with burns, including use, action, side effects, and nursing implications. (CO 9, 11)
8. Analyze the nutritional status and requirements of a client with burns. (CO 7, 9, 11)
<table>
<thead>
<tr>
<th>Component</th>
<th>Outstanding 100</th>
<th>Good 85</th>
<th>Proficient 75</th>
<th>Marginal 65</th>
<th>Unacceptable 0</th>
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<tbody>
<tr>
<td>Topic Introduction</td>
<td>Clear, concise, applicable to course Content presented in logical interesting sequence</td>
<td>Mostly clear, somewhat concise; applicable to course content</td>
<td>Fairly clear, lacks conciseness; applicable to course content audience has difficulty following</td>
<td>Rambling and unclear. Wordy introduction</td>
<td>No given introduction; not applicable to course content</td>
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<tr>
<td>Definition</td>
<td>Clear, well-stated, supported and specific to topic</td>
<td>Clear, definition specific to topic</td>
<td>Definition specific to topic</td>
<td>Definition not specific to topic</td>
<td>No definition given student cannot address questions</td>
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<tr>
<td>Pathophysiology discussion of disease process</td>
<td>Thorough and consistently appropriate to topic and to patient population</td>
<td>Mostly thorough and consistently appropriate to topic and to patient population</td>
<td>Generally thorough and consistently appropriate to topic and to patient population</td>
<td>Occasionally thorough and consistently appropriate to topic and to patient population</td>
<td>Does not address nursing implications or nursing role specific to topic</td>
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<td>Application to nursing practice</td>
<td>Describes 3 or more applications to practice. specific to topic Suggests at least one innovative approach</td>
<td>Describes 2 or more applications to practice.</td>
<td>Describes 2 applications to practice.</td>
<td>Describes fewer than 2 applications;</td>
<td>No appropriate applications.</td>
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<td>Discussion of research articles</td>
<td>Clearly demonstrates integration and discussion of more than 3 research articles applicable to topic</td>
<td>Clearly demonstrates integration and discussion of more than 2 research articles applicable to topic</td>
<td>Integrates and discusses 2 research articles appropriate to topic</td>
<td>Integrates or discusses (but not both), 2 research articles topic appropriate</td>
<td>Does not integrate or discuss any research articles appropriate to topic</td>
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<td>Formatting</td>
<td>Innovative use of power point as a presentation tool includes APA citations. Graphics, you-tube etc.</td>
<td>Presentation supported w APA citations of articles; Collegial level presentation</td>
<td>Presentation supported with APA citations of articles</td>
<td>Minimally prepared power point Articles not cited</td>
<td>Misses presentation date; No power point presentation</td>
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| Grade |
References

Required:


Secretary of Labor’s Commission on Achieving Necessary Skills (SCANS)

I. BASIC SKILL COMPETENCIES

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.
   iv. **Self-Management:** Assess oneself, set personal goals, monitor progress, and exhibit self-control.
   v. **Integrity & Honesty:** Choose ethical courses of action.

II. WORKPLACE COMPETENCIES

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.

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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.

E. **Technology**
   i. **Select Technology:** choose procedures, tools or equipment including computers and related technologies
   ii. **Apply Technologies to Task:** understand overall intent and proper procedures for setup and operation of equipment
   iii. **Maintain and Troubleshoot Equipment:** Prevent, identify, or solve problems with equipment, including computers and other technologies

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If any student in this class has special classroom or testing needs because of a physical, learning, or emotional condition, please contact 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.

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Revised 1/13
CAPSTONE EXPERIENCE

In addition to fulfilling the academic requirements of Panola College, all students must successfully pass the comprehensive HESI achievement examination in the final semester of the nursing program in order to be eligible to graduate. This is the capstone experience. If the student is unsuccessful in achieving a 900 or greater on the HESI they will be required to register and participate on campus in a 1 hour remediation class. This will delay their GN permit thus preventing the student from employment as a GN until remediation is completed. run for four (4) weeks. The student will be required to register and pay for the Panola College class, additional NCLEX prep courses, and the NCSBN course. In preparation for the Capstone experience as well as NCLEX testing the student will be attending 8 weeks if NCLEX preparation which will include two NCLEX reviews the HESI Live review and the Hurst Live review. The student is responsible for a portion of the HURST review.

Attendance

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

Tardies – 3 tardies is equal to 1 absence

***It is the student’s responsibility to obtain lecture material from fellow students in the case of an absence.
STUDENT ACKNOWLEDGEMENT

I have read the Panola College Associate Degree Nursing program syllabus for RNSG 2231 – Advanced Concepts – Adult Health Nursing and I understand the policies as discussed.

In addition, I will comply with the current ADN Student Handbook as found on the ADN web page.

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

___________________________  __________________________
Student Name    Student Signature
(PRINT)

__________________________
DATE