Course Syllabus

RNSG 1343 – Complex Concepts of Adult Health

Revision Date: 5/28/15

Catalog Description: Integration of previous knowledge and skills related to common adult health needs into the continued development of the professional nurse as a provider of patient-centered care, patient safety advocate, member of health care team, and member of the profession in the care of adult patients and families with complex medical-surgical health care needs associated with each body system. Emphasis on complex knowledge, judgments, skills, and professional values within a legal/ethical framework.

Lecture hours = 3 Lab hours = 0

Prerequisites: RNSG 1201, 1205, 1309, 1362, 1441, 1262

Semester Credit Hours: 3
Lecture Hours per Week: 3
Lab Hours per Week: 0
Contact Hours per Semester: 128

State Approval Code: 51.3801

Instructional Goals and Purposes: The purpose of this course is to focus on the nursing care of adults with common complex 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 patient.

Learning Outcomes:
1. Integrate the roles of the professional nurse in the provision of care of adult patients and families
2. Utilize critical thinking skills
3. Utilize a systematic problem-solving process in providing care for adult patients and families with complex health care needs.
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Panola College
Associate Degree Nursing Program

Core Competencies:
Students are expected to demonstrate basic competency in reading, writing, oral communication, critical thinking, 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, Nursing department, and any other department of interest.
# Course Outcomes

**Member of the Profession:**
At the end of the course using classroom application, the student will be able to:

<table>
<thead>
<tr>
<th>PO#</th>
<th>DEC#</th>
<th>SCANS</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>1 A,B</td>
<td>IC i, iv</td>
</tr>
<tr>
<td>2.</td>
<td>1 C</td>
<td>IC i, iii, iv</td>
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</tbody>
</table>

**Provider of Patient-Centered Care:**
At the end of the course using classroom application, the student will be able to:

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<thead>
<tr>
<th>PO#</th>
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<tbody>
<tr>
<td>3.</td>
<td>2 A,B</td>
<td>IB i, ii, iii, iv, v; IIC i, ii, iii, iv</td>
</tr>
<tr>
<td>4.</td>
<td>2 A,B, C</td>
<td>IB i, ii, iii, iv, v; IIC i, ii, iii, iv</td>
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<tr>
<td>5.</td>
<td>2 A,C,D,F</td>
<td>IB i, ii, iii, iv, v; IIC i, ii, iii, iv</td>
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<tr>
<td>6.</td>
<td>2 B,G</td>
<td>IB i, ii, iii, iv, v; IIC i, ii, iii, iv</td>
</tr>
<tr>
<td>7.</td>
<td>2 B,G</td>
<td>IA i, ii, iv, v; IB i, ii, iii, iv; IIB ii, iii; IIC i, ii, iii, iv</td>
</tr>
<tr>
<td>8.</td>
<td>2 B,G</td>
<td>IA i, ii, iv, v; IB i, ii, iii, iv; IIB ii, iii; IIC i, ii, iii, iv</td>
</tr>
<tr>
<td>9.</td>
<td>2 B,C,D,E,F</td>
<td>(SCANS IA i, ii, iii, iv, v; IB i, ii, iii, iv, v; IIA i, ii, iii, iv)</td>
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</tbody>
</table>
Revise plan of care if changes in patient condition warrant revision.

<table>
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<tr>
<th>Patient Safety Advocate:</th>
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<tr>
<td>At the end of the course using classroom application, the student will be able to:</td>
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<tr>
<td>10. Recognize important data to report to the interdisciplinary care team members to advocate for patients with complex health needs.</td>
<td>PO# 6  DEC# III B,C  Scans IC i, iv; IIB i, ii, iii; IIC i, ii, iii, iv</td>
</tr>
<tr>
<td>11. Describe methods of promoting safety in the patient care environment.</td>
<td>PO# 7  DEC# III B,C  Scans IB i, ii, iii, iv, v; IC i, iv; IIA iii, iv; IIB i, iii; IIC i, ii, iii, iv</td>
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<tr>
<th>Member of the Health Care Team:</th>
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<td>At the end of the course using classroom application, the student will be able to:</td>
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<tr>
<td>12. Discuss the function of collaboration with the patient and family in devising patient-centered care.</td>
<td>PO# 8  DEC# IV A,B  Scans IBi, ii, iii, iv, v; IIB i, iii, IIC i, ii, iii, iv</td>
</tr>
<tr>
<td>13. Summarize the role of the nurse as advocate for patients and their families to promote access to quality healthcare.</td>
<td>PO# 9  DEC# IV B,C  Scans IBi, ii, iii, iv, v; IIB i, iii, IIC i, ii, iii, iv</td>
</tr>
<tr>
<td>14. Review communication and technology skills needed to improve patient care.</td>
<td>PO# 10  DEC# IV D,E  Scans IBi, ii, iii, iv, v; IIB i, iii, IIC i, ii, iii, iv</td>
</tr>
<tr>
<td>15. Select appropriate task that the RN may delegate to LVN’s and nursing assistants based on Texas nurse practice act.</td>
<td>PO# 11  DEC# IV F  Scans IBi, ii, iii, iv, v; IIB i, iii, IIC i, ii, iii, iv</td>
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</table>

**Teaching/Learning Strategies:**

- Audio-Visual
- Marker Board
- Class Participation
- Lecture
- Web searches
- Demonstration
- Library Research
- Student-Teacher Conference
- Written Assignments
- Computer Assisted Instruction
- Group Discussion
- Group Project
- Guest Lecturers
- Patient Care Plan

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 5 case studies/patient reviews and 5 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. The participation grade is determined by class room involvement which can equal a maximum of 6 points and a maximum of 4 points for viewing information in canvas modules [the modules portion is determined as follows: 100-80%=4 points, 79-60%=3 points, 59-40%=2 points, 39-20%=1 point, less than 20%=0]

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)

A = 90-100
B = 80-89
C = 75-79
F = 74.99 and below

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:

Exam I       12.5%
Exam II      12.5%
Exam III     12.5%
Exam IV      12.5%
Assignments 10%
HESI         15%
Final Exam   25%
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 work, or quizzes cannot be made up.

Test scores will be posted by the next class day following the exam for RNSG 1343. Test reviews are the prerogative of course faculty. NOTE: Final Exams are not reviewed. Test reviews will be conducted during non-class time. Please see scheduler on Canvas for times. Attendance at review is voluntary and this should be considered a learning experience.

Students who achieve less than 75% on an exam must schedule an appointment to review the exam within one-two weeks of distribution of scores. This is a student responsibility. If review not scheduled and attended 2 points will be removed from the next test grade.

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: Uhttp://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 several times a week.
- Students are responsible for all information on Canvas relating to the course. Including information in modules and discussion sections.
- Course forms and schedules not contained in the syllabus will be found in Canvas
- Power points (print out before coming to class) and Critical Thinking Exercises Assignments will be posted in Canvas.
- 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. The tone of postings on the Canvas discussion board should
remain professional in nature. It is not appropriate to post statements of a personal (Except introductions for Online students) or political nature, or statements criticizing classmates or faculty. Inappropriate statements will be deleted by the course faculty.

**Academic Dishonesty: Cheating**

- "Cheating" is defined as unauthorized help on an examination or assigned course material.
- A student must not receive from any other student or give to any other student any information, answers, or help during an exam.
- A student must not "steal" the answers from an unsuspecting student during an exam.
- A student must not use any sources for answers during an exam (including, but not limited to: notes, books, or electronic devices) without prior authorization from the professor.
- A student must not obtain exam questions illegally, tamper with the exam questions, nor change the results of an exam after it has been graded.

**Plagiarism**

- Plagiarism is defined as the taking of a person's ideas, words, or information and claiming those properties as one's own.
- The use of all ideas, words, or information from any source must be properly referenced and due credit must be given to it's author.
- Properly quoting and citing borrowed information is NOT plagiarism.
- All plagiarized work will receive a grade of “0”.

Academic dishonesty may lead to failure of the test or assignment, course, suspension from the class or suspension from school. For additional information refer to Academic Appeals section in the General Catalog.
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 1343 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 1:00pm. Students entering after 1:00pm 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 work missed due to an absence. Students are expected and required 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 of below 800 is earned for this exam** the 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


Potter, P. & Perry, A. (2007). *Fundamentals of nursing (7th ed.)*. St. Louis, MO: Mosby/Elsevier. (This is a reference to the entire book please do not use as reference when doing care plans. Care plan reference will be done by chapter in APA format).


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

A. Learning Resources for Unit I:

<table>
<thead>
<tr>
<th>Required Text</th>
<th>Chapters</th>
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</thead>
<tbody>
<tr>
<td>Lewis</td>
<td>48, 49, 50</td>
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<table>
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<tr>
<th>Optional Reference</th>
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<tbody>
<tr>
<td>Lilley</td>
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</table>

B. Learning Objectives:

At the end of this unit the student will be able to:

A. Summarize the assessment data needed to plan care for the patient with a disorder of the endocrine system:
   a. Analyze the physiology of the endocrine system
   b. Analyze the pathophysiology of various endocrine disorders and discuss their prevalence in particular cultural and ethnic groups
      1) Diabetes Mellitus
      2) Thyroid disorders
      3) Adrenal gland disorders
      4) Pituitary disorders
      5) Parathyroid disorders
   c. Identify common abnormal physical assessment findings of the endocrine 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 endocrine disorders.

B. Formulate an individualized, holistic, culturally sensitive plan of care within a legal/ethical framework for a patient with one of the above disorders using a case study or scenario.
   a. Develop nursing diagnosis
   b. Prioritize nursing diagnosis for the above disorders
   c. Set and prioritize goals
   d. Describe the role of nutrition in the management of endocrine disorders.

CO# 3-4

CO# 4, 5, 9
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<tr>
<td>disorders</td>
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<tr>
<td>e. Identify and describe the therapeutic properties of medications used in the management of endocrine disorders.</td>
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</tr>
<tr>
<td>C. Summarize and implement the nursing plan of care for culturally diverse patients with an endocrine disorder.</td>
<td>CO#9</td>
</tr>
<tr>
<td>D. Evaluate the effectiveness of therapeutic interventions used in the care of a patient with an endocrine disorder and modify the plan of care if needed using a classroom scenario.</td>
<td>CO#9</td>
</tr>
<tr>
<td>E. Develop an individualized teaching plan using a case study or a scenario for a patient with newly diagnosed endocrine disorder using multiple resources.</td>
<td>CO# 6,7</td>
</tr>
<tr>
<td>F. Explain measures used to evaluate the effectiveness of the teaching plan</td>
<td>CO# 8</td>
</tr>
<tr>
<td>G. Describe collaboration with other health care team members and report pertinent information using a classroom scenario to advocate for a patient with an endocrine disorder.</td>
<td>CO# 10</td>
</tr>
<tr>
<td>H. Discuss ways to promote patient safety in selected endocrine disorders</td>
<td>CO# 11</td>
</tr>
<tr>
<td>I. Discuss discharge care and discharge planning for patients with an endocrine disorder focusing on collaboration with other members of the health care team, patients, and families to provide patient-centered care.</td>
<td>CO#12</td>
</tr>
<tr>
<td>J. Summarize the resources available for patients with an endocrine disorder based on the assessment of needs; describe the impact of an endocrine disorder and the ability to access care in the acute and community setting.</td>
<td>CO# 13</td>
</tr>
<tr>
<td>K. Use electronic data to provide a rationale for care provided to adult patients with an endocrine disorder.</td>
<td>CO# 14</td>
</tr>
<tr>
<td>L. Utilize clinical reasoning and evidenced based findings to support decisions on patient care delegation</td>
<td>CO# 15</td>
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A. Learning Resources for Unit II:

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<tr>
<th>Required Text</th>
<th>Chapters</th>
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<tbody>
<tr>
<td>Lewis</td>
<td>45, 46, 47</td>
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Optional Reference

| Lilley | 24, 25, 26 |

B. Learning Objectives:
At the end of this unit the student will be able to:

<table>
<thead>
<tr>
<th>Activity</th>
<th>CO#</th>
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<tbody>
<tr>
<td>A. Summarize the comprehensive assessment data needed to plan care for a patient with a urinary/renal system problem.</td>
<td>CO# 3</td>
</tr>
<tr>
<td>a. Differentiate between the types of urinary/renal system disorders.</td>
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<tr>
<td>b. 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.</td>
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<tr>
<td>c. Describe the significance and nursing implications of diagnostic tests used for patients with urinary/renal system disorders.</td>
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<tr>
<td>d. Describe clinical manifestations of the above urinary/renal disorders</td>
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<tr>
<td>B. Analyze the assessment data, clinical data and evidence-based information for patients with urinary/renal disorders as a basis for decision making in nursing practice.</td>
<td>CO# 4, 5</td>
</tr>
<tr>
<td>C. Formulate an individualized, holistic, culturally sensitive plan of care using a classroom scenario for the patient with one of the above disorders within a legal/ethical framework.</td>
<td>CO# 9</td>
</tr>
<tr>
<td>a. Develop nursing diagnosis</td>
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<td>b. Prioritize the nursing diagnoses.</td>
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</table>
c. Set and prioritize goals

d. Identify and describe the effects of nutrition on the renal system.

e. Identify and describe the therapeutic properties of medications used in the treatment of patients with renal disorders

D. Identify and summarize the nursing interventions for patients with infections of the urinary/renal system.

| a. Evaluate the effectiveness of therapeutic interventions related to care for clients with the above conditions, to include pharmacology and nutrition. |
| b. Examine methods of evaluating goals and possible modifications needed to plan of care. |

E. Develop an individualized teaching plan using patient information from classroom scenario. In the teaching plan include multiple resources. Focus on preventative practices, health promotion, maintenance, and restoration.

F. Discuss measures used to evaluate teaching plan and revise if needed.

G. Discuss discharge care and discharge planning for patients with a urinary/renal disorders focusing on collaboration with other members of the health teams, patients, and families to provide patient-centered care.

H. Summarize resources available in the community, report pertinent data, and use clinical reasoning and electronic data to help in patient care decisions when presented with a scenario in the classroom.

I. Identify appropriate task for nursing assistants to be involved with in patient care of an adult with urinary/renal disorders.

A. Learning Resources for Unit III:

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<tr>
<th>Required Text</th>
<th>Chapters</th>
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</thead>
<tbody>
<tr>
<td>Lewis</td>
<td>51, 52, 53, 54, 55</td>
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<th>Optional Reference</th>
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<tr>
<td>Lilley</td>
<td>34, 35, 38, 39</td>
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B. Learning Objectives:
At the end of this unit the student will be able to:

A. Identify the critical elements of a comprehensive assessment for a patient with genitourinary and reproductive problems.
   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 genitourinary and reproductive disorders.
   d. Discuss the significance and nursing implications of sexually transmitted diseases.

B. Discuss the assessment data, clinical data, and evidence based literature for the patient with genitourinary and reproductive disorders as a basis for decision making in planning care.

C. Develop an individualized, holistic, culturally sensitive plan of care using a case study for a patient with a disorder of the genitourinary and reproductive systems within a legal/ethical framework.
   a. Develop individualized nursing diagnosis
   b. Prioritize the nursing diagnoses.
   c. Develop and prioritize goals

D. Summarize the nursing interventions for patients with disorders of the genitourinary and reproductive systems.

E. Examine methods of evaluating goals and possible modifications of the nursing care plan.
   a. Evaluate the effectiveness of therapeutic interventions related to care for patients with the above conditions, to include pharmacology and nutrition.

F. Summarize the nursing role in the prevention and control of sexually transmitted disease.
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<tr>
<td>G. Describe accurate clinical breast examination techniques including inspection and palpation.</td>
<td>CO# 11</td>
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<tr>
<td>H. Summarize the psychological and emotional implications that may occur with male reproductive problems.</td>
<td>CO# 10,11</td>
</tr>
<tr>
<td>I. Develop an individualized teaching plan using a case study for a patient experiencing a genitourinary or reproductive disorder using multiple resources. Focus on prevention, maintenance, and restoration.</td>
<td>CO# 7</td>
</tr>
<tr>
<td>J. Explain measures used to evaluate the effectiveness of the teaching plan and revise if needed</td>
<td>CO# 8</td>
</tr>
<tr>
<td>K. Summarize resources available in the community, report pertinent data, and use clinical reasoning and electronic data to help in patient care decisions when presented with a scenario in the classroom.</td>
<td>CO# 10-15</td>
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</table>
UNIT IV: Problems of Mobility, Sensation, and Cognition Involving the Nervous System: Management of Clients with Problems of the Nervous System

A. Learning Resources for Unit IV:

<table>
<thead>
<tr>
<th>Required Text</th>
<th>Chapters</th>
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<tbody>
<tr>
<td>Lewis</td>
<td>56, 59, 60, 61</td>
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<th>Optional Reference</th>
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<td>Lilley</td>
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B. Learning Objectives:
At the end of this unit the student will be able to:

<table>
<thead>
<tr>
<th>A. Summarize the assessment data needed to plan care for the patient with a disorder of the nervous system:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Assess the significant subjective and objective neurologic data that should be obtained from the client.</td>
</tr>
<tr>
<td>b. Differentiate normal from abnormal findings of a nervous system assessment.</td>
</tr>
<tr>
<td>c. Explain age related assessment findings.</td>
</tr>
<tr>
<td>d. Summarize the significance and responsibilities of nursing implications related to neurologic diagnostic studies.</td>
</tr>
<tr>
<td>e. Describe the pathophysiology for selected nervous system disorders.</td>
</tr>
<tr>
<td>i. Clients with problems of the brain</td>
</tr>
<tr>
<td>ii. Clients with problems of the spinal cord</td>
</tr>
<tr>
<td>iii. Clients with problems of the peripheral nervous system</td>
</tr>
</tbody>
</table>

| B. Analyze the assessment data, clinical data and evidence-based information for patients with neurological disorders as a basis for decision making in nursing practice. |

<table>
<thead>
<tr>
<th>C. Create an individualized, holistic, culturally sensitive plan of care for patients with a neurological disorder using a classroom scenario within a legal/ethical framework. Focus on health promotion, restoration, and maintenance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Develop nursing diagnosis</td>
</tr>
<tr>
<td>b. Prioritize the nursing diagnoses.</td>
</tr>
<tr>
<td>c. Set and prioritize goals</td>
</tr>
<tr>
<td>d. Discuss the interrelatedness of medical management and nursing diagnoses.</td>
</tr>
</tbody>
</table>

CO# 3

CO# 4, 5

CO# 9
e. Identify and describe the effects of nutrition and medication on the neurological system. Identify psychological effects caused by a nervous system disorder.

D. Identify and summarize the nursing interventions for patients with disorders of the nervous system.

   a. Evaluate the effectiveness of therapeutic interventions related to care for clients with the above conditions, to include pharmacology and nutrition.
   b. Examine methods of evaluating goals and possible modifications needed to plan of care.

E. Develop an individualized teaching plan from a case study or a scenario for a patient with a nervous system disorder using multiple resources. Focus on preventative practices, health promotion, and maintenance. Discuss importance of family involvement.

F. Explain measures used to evaluate the effectiveness of the teaching plan and revise if needed.

G. Summarize resources available in the community, report pertinent data, collaborating with the interdisciplinary team and use clinical reasoning and electronic data to help in patient care decisions when presented with a scenario in the classroom.

H. Identify appropriate task for nursing assistants to be involved with in patient care of an adult with a nervous system disorder.

I. Discuss a specialty nursing role for patients with spinal cord injury; identify an internet resource for information on the role of this specialty.
UNIT V: Problems of Mobility: Management of Clients with Problems of the Musculoskeletal System

Subunit I: The Nurse as a Provider of Care

A. **Learning Resources for Unit V:**

<table>
<thead>
<tr>
<th>Required Text</th>
<th>Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lewis</td>
<td>62, 63, 64</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Optional Reference</th>
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</thead>
<tbody>
<tr>
<td>Lilley</td>
<td>8, 11, 12</td>
</tr>
</tbody>
</table>

B. **Learning Objectives:**

At the end of this unit the student will be able to:

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>A.</td>
<td>Summarize the assessment data needed to plan care for a patient with a disorder of the musculoskeletal system:</td>
</tr>
<tr>
<td></td>
<td>a. List subjective and objective data</td>
</tr>
<tr>
<td></td>
<td>b. Describe the effects of aging on the musculoskeletal system.</td>
</tr>
<tr>
<td></td>
<td>c. Describe the pathophysiology for the disorders involving the musculoskeletal system, to include:</td>
</tr>
<tr>
<td></td>
<td>1) Musculoskeletal trauma</td>
</tr>
<tr>
<td></td>
<td>2) Metabolic bone diseases</td>
</tr>
<tr>
<td></td>
<td>3) Degenerative and structural musculoskeletal disorders</td>
</tr>
<tr>
<td></td>
<td>4) Musculoskeletal infections</td>
</tr>
<tr>
<td></td>
<td>d. Discuss the significance and nursing implications of diagnostic tests used for patients with the above disorders of the musculoskeletal system.</td>
</tr>
<tr>
<td></td>
<td>e. Identify clinical manifestations of the above disorders of the musculoskeletal system.</td>
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</table>

| B. | Analyze the assessment data, clinical data and evidence-based information for patients with musculoskeletal disorders as a basis for decision making in nursing practice. |

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<td>CO# 4,5</td>
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</tbody>
</table>

| C. | Create an individualized, holistic, culturally sensitive nursing plan of care for patients with a musculoskeletal disorder using a case study within a legal/ethical framework.  |
|   | a. Develop nursing diagnosis  |
|   | b. Prioritize the nursing diagnoses.  |
|   | c. Set and prioritize goals  |
|   | d. Discuss the interrelatedness of medical management and  |

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<tr>
<td></td>
<td>CO# 4,5,9</td>
</tr>
</tbody>
</table>
nursing management.

e. Identify and describe the effects of nutrition and medication on the musculoskeletal system. Identify psychological effects caused by a musculoskeletal system disorder.

<table>
<thead>
<tr>
<th>D. Identify and summarize the nursing interventions using a case study or a scenario for patients with disorders of the musculoskeletal system.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO# 9</td>
</tr>
<tr>
<td>a. Evaluate the effectiveness of therapeutic interventions related to care for patients with the above conditions, to include pharmacology and nutrition.</td>
</tr>
<tr>
<td>b. Examine methods of evaluating goals and possible modifications needed to plan of care.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. Develop an individualized teaching plan using a classroom scenario for a patient with a musculoskeletal system disorder using multiple resources.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO# 6,7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F. Discuss measures used to evaluate the effectiveness of the teaching plan and to determine if revision is needed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO# 8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>G. Summarize resources available in the community, report pertinent data, collaborate with the interdisciplinary team, and use clinical reasoning and electronic data to help in patient care decisions when presented with a scenario in the classroom.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO# 10-15</td>
</tr>
</tbody>
</table>
UNIT VI: Problems of Digestion, & Elimination: Management of Clients with Problems of the Gastrointestinal System

A. Learning Resources for Unit VI:

<table>
<thead>
<tr>
<th>Required Text</th>
<th>Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lewis</td>
<td>39, 41, 42, 43, 44</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Optional Reference</th>
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<tbody>
<tr>
<td>Lilley</td>
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</tbody>
</table>

B. Learning Objectives:

At the end of this unit the student will be able to:

<table>
<thead>
<tr>
<th>CO# 3</th>
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</thead>
<tbody>
<tr>
<td><strong>A.</strong> Identify the critical elements of a comprehensive assessment for a patient with a gastrointestinal system disorder.</td>
</tr>
<tr>
<td>a. Differentiate among the types of gastrointestinal disorders.</td>
</tr>
<tr>
<td>b. Analyze the pathophysiology of various gastrointestinal disorders.</td>
</tr>
<tr>
<td>c. Identify common abnormal physical assessment findings of the gastrointestinal tract.</td>
</tr>
<tr>
<td>d. List changes that occur in the gastrointestinal system with aging.</td>
</tr>
<tr>
<td>e. Anticipate nursing responsibilities related to diagnostic studies of the gastrointestinal system.</td>
</tr>
<tr>
<td>f. Identify clinical manifestations of the following disorders:</td>
</tr>
<tr>
<td>1) Oral cavity problems.</td>
</tr>
<tr>
<td>2) Esophageal problems.</td>
</tr>
<tr>
<td>3) Stomach disorders.</td>
</tr>
<tr>
<td>4) Non-inflammatory intestinal disorders.</td>
</tr>
<tr>
<td>5) Inflammatory intestinal disorders.</td>
</tr>
<tr>
<td>6) Hepatitis</td>
</tr>
<tr>
<td>7) Gallbladder problems.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CO# 4,5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B.</strong> Analyze the assessment data, clinical data and evidence-based information for patients with gastrointestinal disorders as a basis for decision making in nursing practice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CO# 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C.</strong> Create an individualized, holistic, culturally sensitive plan of care using a case study for patients with a gastrointestinal disorder within a legal/ethical framework.</td>
</tr>
<tr>
<td>a. Develop nursing diagnosis</td>
</tr>
<tr>
<td>b. Prioritize the nursing diagnoses.</td>
</tr>
</tbody>
</table>
c. Set and prioritize goals

d. Discuss the interrelatedness of medical management and nursing management.

D. Summarize and implement the nursing plan of care for culturally diverse patients with a gastrointestinal disorder.  
   a. Discuss the nursing implications of pharmaceutical and nutritional interventions used for patients with the above disorders  
   b. Evaluate the effectiveness of therapeutic interventions related to care for patients with the above conditions, to include pharmacology and nutrition  
   c. Examine methods of evaluating goals and possible modifications needed to plan of care.

E. Develop individualized, culturally sensitive teaching plans from classroom scenarios for a patient with a gastrointestinal disorder using a multitude of resources and multiple modes of delivery

F. Explain measures used to evaluate the effectiveness of the teaching plan and revise if needed

G. Summarize resources available in the community, report pertinent data, collaborate with the interdisciplinary team and use clinical reasoning and electronic data to help in patient care decisions when presented with a scenario in the classroom.

H. Given a case study, discuss the role of the professional nurse as patient advocate in the acute setting.

I. Use electronic data to provide rationale for care in adult patients with a gastrointestinal disorder.

J. Utilize clinical reasoning and evidenced based findings to support decisions on patient care delegation
UNIT VII: Management of Clients with Problems of the Hematologic System

A. Learning Resources for Unit VII:

<table>
<thead>
<tr>
<th>Required Text</th>
<th>Chapters</th>
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</thead>
<tbody>
<tr>
<td>Lewis</td>
<td>30, 31</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Optional Reference</th>
<th>Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lilley</td>
<td>28, 55</td>
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</tbody>
</table>

B. Learning Objectives:
At the end of this unit the student will be able to:

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>A. Identify the critical elements of a comprehensive assessment for a patient with a hematologic system problem.</td>
<td>CO# 3</td>
</tr>
<tr>
<td>a. Describe the significance and nursing implications of diagnostic tests used for patients with hematologic system problems.</td>
<td></td>
</tr>
<tr>
<td>b. Differentiate among the types of hematologic system diseases.</td>
<td></td>
</tr>
<tr>
<td>c. Analyze the pathophysiology of sickle cell anemia, iron deficiency anemia, vitamin B12 deficiency anemia, folic acid deficiency anemia, leukemia, lymphoma, thrombocytopenia, and neutropenia</td>
<td></td>
</tr>
<tr>
<td>B. Analyze the assessment data, clinical data and evidence-based information for patients with hematologic disorders as a basis for decision making in nursing practice.</td>
<td>CO# 4,5</td>
</tr>
<tr>
<td>C. Create individualized, holistic, culturally sensitive nursing plan of care for patients with a hematologic disorder using a classroom scenario within a legal/ethical framework.</td>
<td>CO# 9</td>
</tr>
<tr>
<td>a. Develop nursing diagnosis</td>
<td></td>
</tr>
<tr>
<td>b. Prioritize the nursing diagnoses.</td>
<td></td>
</tr>
<tr>
<td>c. Set and prioritize goals</td>
<td></td>
</tr>
<tr>
<td>d. Discuss the interrelatedness of medical management and nursing management.</td>
<td></td>
</tr>
<tr>
<td>D. Summarize and implement the plan of care using information from a case study for culturally diverse patients with a hematologic disorder.</td>
<td>CO# 9</td>
</tr>
<tr>
<td>a. Analyze therapeutic interventions related to care for patients with the above conditions, to include pharmacology and</td>
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<td>nutrition</td>
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</table>

E. Differentiate the learning needs of an adult with one of the disorders above; create a teaching plan promoting the restoration or maintenance of health using information from a classroom scenario. Use multiple resources in developing plan.  

F. Evaluate and revise the teaching plan as needed  

G. Discuss discharge care and discharge planning for patients with a hematologic disorder in the acute and community setting. Report any pertinent data to the interdisciplinary team for care decisions using a case study.  

H. Summarize resources available in the community, report pertinent data, collaborate with the interdisciplinary team and use clinical reasoning and electronic data to help in patient care decisions when presented with a scenario in the classroom.
Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.

a) Basic Skills: A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
   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 and 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: A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
   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 a plan of action.
   iv) Visualize (“Seeing Things in the Mind’s Eye”): organize and process symbols, pictures, graphs, objects, and other information.
   v) Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
   vi) Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

c) Personal Qualities: A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
   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 accurately, set personal goals, monitor progress, and exhibit self-control.
   v) Integrity and Honesty: choose ethical courses of action.

Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.

a) Resources: A worker must identify, organize, plan, and allocate resources effectively.
   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 and Facilities: Acquire, store, allocate, and use materials or space efficiently. Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.

b) Interpersonal Skills: A worker must work with others effectively.
   i) Participate as a Member of a Team: contribute to group effort.
ii) Teach Others New Skills.
iii) Serve Clients/Customers: work to satisfy customer’s expectations.
iv) Exercise Leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and 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.
Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

c) Information: A worker must be able to acquire and use information.
i) Acquire and Evaluate Information.
ii) Organize and Maintain Information.
iii) Interpret and Communicate Information.
iv) Use Computers to Process Information.
Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

d) Systems: A worker must understand complex interrelationships.
i) Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.
ii) Monitor and Correct Performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems’ performance and correct malfunctions.
iii) Improve or Design Systems: suggest modifications to existing systems and develop new or alternative systems to improve performance.
Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

e) Technology: A worker must be able to work with a variety of technologies.
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.
Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.
Associate Degree Nursing

Student Acknowledgment

I have read the Panola College Associated Degree Nursing program syllabus for Complex Concepts of Adult Health RNSG 1343, 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