COURSE SYLLABUS Fall 2015

Course Name
COMPLEX CONCEPTS OF ADULT HEALTH

Course Number
RNSG 1343

2 - 2 - 3
Lecture - Lab - Credit

Prerequisites/Co-requisites
RNSG 1227, RSNG 1263, RNSG 2213
Program Prerequisites

This syllabus has been reviewed and is current on the date indicated.

Prepared By: Melody Carson BS, BSN, MSN, RN
Online Faculty

Reviewed and Approved By: Kate Woehl, MSN, BSNc, RN
ADN Director / DC

Date
08/10/2015
08/11/2015
I. Instructor Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Contact Information</th>
<th>Position</th>
<th>Office Hours</th>
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<tbody>
<tr>
<td>Melody Carson</td>
<td>TSTC email</td>
<td>online</td>
<td>Faculty</td>
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II. Class Times, Location
Online with examinations TBA

III. Course Description & Introduction
A. WECM/ACGM Course 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 a profession in the care of adult patients and families with complex medical-surgical health care needs associated with body systems. Emphasis is on complex knowledge, judgments, skills, and professional values within a legal/ethical framework. This course lends itself to a blocked approach.

B. WECM/ACGM End-of-Course Outcomes: Integrate the roles of the professional nurse in the provision of care of adult patients and families. Utilize critical thinking skills and a systematic problem-solving process in providing care for adult patients and families with complex health care needs.

C. Principles and concepts of health promotion, complete patient assessment, analysis of data, critical thinking utilizing the nursing process, team participation, and treatment modalities related to the nursing care of clients and their families are integrated into the curriculum.

D. Graduates are able to use therapeutic communication in the patient setting.

E. Graduates will utilize critical thinking skills and a systematic problem-solving process as a framework for providing care to clients and families experiencing health problems.

F. Graduates have acquired skills enabling them to explain the roles of the professional nurse in caring for clients and families experiencing health issues and diseases.

IV. Learning Outcomes based on the Texas Board of Nursing DECs
A. As a Member of the Profession, the student will:
   • Demonstrate accountability and responsibility for the quality of nursing care provided for complex patients.
• Relate behaviors of client advocacy to own professional practice.
• Compare the concepts of boundaries, safety, and trust development as they relate to providing nursing care for clients with complex health care needs, especially clients with mental health disorders.
• Collaborate with members of nursing and other healthcare organizations to promote the profession of nursing.
• Function within the nurse’s legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.
• Assume responsibility and accountability for the quality of nursing care provided to patients and their families.
• Participate in activities that promote the development and practice of professional nursing.
• Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.

B. As a Provider of Patient-Centered Care, the student will:
• Integrate theoretical and practical knowledge from nursing, physical, and behavioral sciences into the nursing care for clients with complex health care needs.
• Integrate characteristics, concepts, and processes related to clients and families, including anatomy and physiology; physical and psychosocial growth and development; pathophysiology and psychopathology; ethical reasoning; and cultural and spiritual beliefs and practices related to health, illness, birth, death, and dying.
• Correlate the nursing process in implementing and evaluating care for clients with complex health care needs.
• Incorporate rules and regulations of the Nurse Practice Act as they relate to the implementation and evaluation of the nursing process, established theories, models, and approaches that guide nursing practice.
• Relate aspects unique to the individual client, such as: age, culture, emotional and mental development in implementing and evaluating care for clients with complex health care needs.
• Integrate characteristics, concepts, processes related to families and mental health, including family development; family communication patterns; and decision making structures.
• Explain the etiology, selected pathophysiology and clinical manifestations of problems of Addison’s, Cushing’s syndrome, cancer of the pancreas, acute and chronic renal failure, portal hypertension, esophageal varices, hepatic encephalopathy, and ascites, diabetes insipidus and nephritis.
• Discuss types, classification, related pathophysiology and clinical manifestations of burns and prevention of burn injuries.
• Discuss the etiology, pathophysiology, and manifestations and assessment data, studies, and lab results of the patient with coronary artery disease, cardiac valve disease, aortic aneurysm, and cardiac conduction defects.
- Describe the rationale, procedure, and nursing implications for cardioversion/defibrillation, pacemaker insertion, hemodynamic monitoring, and specified surgical procedures.
- Describe the etiology and pathophysiology and clinical manifestations of muscular dystrophy, Guillain-Barre, adult respiratory distress syndrome, myasthenia gravis, laryngeal cancer and surgical modality of laryngectomy with partial, complete radical neck dissection.
- Describe the pathophysiology, diagnostic studies, clinical manifestations, assessment data, patient/family education of increased intracranial pressure, Down’s syndrome in the newborn, Meniere’s syndrome, Trigeminal neuralgia, cerebral vascular disease, cerebral aneurysm, and traumatic head injuries.
- Differentiate between the pathophysiology, diagnostic studies, clinical manifestations, assessment data, and patient/family education related to hydrocephalus in children and adults, seizures, AIDS, neurological complications, lead poisoning, and tumors of the brain.
- Discuss political, economic, and societal forces which affect the health of individuals and families with complex health care needs.
- Develop and implement a plan of care for the diverse client/family across the life span with complex health care needs in a variety of health care settings.
- Explain the nurse’s role in diagnostic studies, formulating a teaching plan, teaching, management of patients/families experiencing disturbances or surgical procedures related to disturbances in ventilation.
- Describe actions, uses, toxic effects, and nursing implications of the medications related to disturbances in perception and coordination.
- Evaluate characteristics of a perpetrator, vulnerable person, safety plan, and emotional responses of the patient that has been subjected to family, sexual, emotional or physical abuse.
- Differentiate between hemodialysis and peritoneal dialysis and the nursing implications of each.
- Explain the nurse’s role in the management, education, and minimizing complications of the patient/families experiencing fluid and electrolyte imbalance, disturbances in oxygenation, perfusion, and ventilation.
- Relate aspects unique to the individual client, such as: age, culture, emotional and mental development in implementing and evaluating care for clients with complex health care needs.
- Integrate characteristics, concepts, processes related to families and mental health, including family development; family communication patterns; and decision making structures.
- Analyze assessment data to identify problems, formulate goals/ outcomes, and develop plans of care for patients and their families using information from evidence-based practice in collaboration with patients, their families, and the interdisciplinary health care team.
- Provide safe, compassionate, comprehensive nursing care to patients and their families through a broad array of health care services.
• Implement the plan of care for patients and their families within legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles.

• Evaluate and report patient outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice, and plan follow-up nursing care.

• Develop, implement, and evaluate teaching plans for patients and their families to address health promotion, maintenance, and restoration.

• Coordinate human, information, and materiel resources in providing care for patients and their families.

C. As a Patient Safety Advocate, the student will:

• Demonstrate knowledge of the Texas Nursing Practice Act (NPA) and the Texas Board of Nursing (BON) Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.

• Implement measures to promote quality and a safe environment for patients, self, and others.

• Formulate goals and outcomes using evidence-based data to reduce patient risks.

• Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.

• Comply with mandatory reporting requirements of the Texas Nursing Practice Act.

• Accept and make assignments and delegate tasks that take into consideration patient safety and organizational policy.

D. As a Member of the Health Care Team, the student will:

• Collaborate with other health care providers and clients and their families to provide care and education for clients with complex health care needs with consideration of developmental needs.

• Utilize critical thinking skills to make safe and ethical clinical decisions.

• Collaborate in multidisciplinary planning to provide care for clients/families with complex health care needs.

• Apply therapeutic communication skills with diverse clients and families having complex health care needs.

• Coordinate, collaborate, and communicate with patients, their families, and the interdisciplinary health care team to plan, deliver, and evaluate patient-centered care.

• Serve as a health care advocate in monitoring and promoting quality and access to health care for patients and their families.

• Refer patients and their families to resources that facilitate continuity of care; health promotion, maintenance, and restoration; and ensure confidentiality.

• Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal health status of patients and their families.
• Communicate and manage information using technology to support decision making to improve patient care.
• Assign and/or delegate nursing care to other members of the health care team based upon an analysis of patient or unit need.
• Supervise nursing care provided by others for whom the nurse is responsible by using evidence-based nursing practice.

E. 21st Century Skills Set/Essential Competencies – the student will:
• Solve problems and building employability skills such as good listening, positive attitude, critical thinking, adaptability and work ethic.
• Use critical thinking skills to complete assignments correctly and on time.
• Exhibit professional principles of time management in order to perform skills on time within due dates.
• Use adaptability skills to complete assignments and perform skills in a timely manner along with other course work.
• Use listening skills to complete assignments correctly as per requirements.
• Exhibit a positive attitude in completing class work on time and correctly.
• Exhibit professional principles by coming to class on time and calling in as required when absent.
• Use critical thinking skills to identify methods, requirements, and standards to enhance and develop professional nursing practice.

_Students may vary in their competency levels on these abilities. As a student, you can expect to acquire these abilities as you honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations described._

V. Assessment Methods & Grading Policy

Teaching Methodologies:
Online Lecture methods/Group Interactions
Labs/Hands on Demonstration/Team Activities
Video
Online Learning Environments
Online Resources
Quizzes
Simulation
Examinations

All assignments are expected to be turned by due date and time line. Any work turned in after the designated date/time will be late and **will not be accepted** without prior written approval from the instructor. An assignment that is not accepted due to failure to meet the designated time/date will result in a “**Zero**” for that coursework. **NO EXCEPTIONS.** The LVN to RN Program is a fast-paced nursing program and failure to meet deadlines can result in failure of the course.
The course grade is determined by unit exams, comprehensive final exam, clinical lab activities, and weekly assignments. The weighted grading will be as follows:

- **10% Weekly Assignments**
- **30% Course Point + Assignments**
- **50% Unit exams or ATI Exams**
- **10% final PREDICTOR examination**

**NOTE:** The total percentage for exams, quizzes, and ATI tests (except those deemed as a weekly assignment) must be 80% to pass the course.

Letter grades assigned to final course averages for all nursing courses are:

- 90.00-100 = A
- 80.00-89.99 = B
- 70.00-79.99 = C
- 60.00-69.99 = D
- BELOW 60 = F

The student must pass this course with a “B” or better, and the accompanying clinical course for the appropriate level with a grade of “B” or better to progress in the LVN-RN Nursing Program.

**EXAM/TESTING PROCEDURES**

- The examinations will be on dates as designated in the schedule.
- Students will take all exams on scheduled class days with a nursing instructor/proctor present in the nursing classrooms.
- Exams will be given at designated campus where an instructor/proctor is available. Reviews will follow the exams.
- The first unit exam is 50 questions with a maximum of 75 minutes to complete the unit exams. Exams will build from first; ie: second exam will be 60 questions, third 75 questions, fourth 80 questions and fifth 90 questions.
- Final Exams are 60-100 questions with a maximum of 2.5 hours to complete the final exam—THERE WILL BE NO EXTENSIONS ON THE TEST TIMES.
- All exams are completed in Moodle, Course Point, or ATI.
- Exams and unit quizzes may include multiple choice, matching, short answer, hot spot, or prioritization. Select all that apply will be included in every course exam.
- Extra credit questions are not included.
- Each student is expected to take exams on the days and times they are scheduled. If student misses an exam, the student will be expected to make contact with the instructor prior to the exam and make arrangements within 24 hours for a make-up exam. The exam given may not be the same version the class was given and may be at least 50% short answer/alternate formats, at the instructor’s discretion.
Make up exams must occur **within one week** of initial exam date or exam score will result in a “zero”.

- Upon testing, know your login, bring a laptop, calculator, and a pencil. Do not bring books, notes, electronic devices, purses etc. You will be provided with scratch paper.
- Students can schedule times to discuss exam questions. If you have further concerns, you must contact the instructor within 1 week of the exam to arrange a time to meet and discuss your concerns.

_The instructor has up to 72 hours to release or exam results in the Moodle classroom. If there are problems and grades cannot be posted in the allotted time frame an email will be sent through Moodle informing students._

ONLY ONE (1) MAKE-UP EXAM PER COURSE IS ALLOWED. IF YOU MISS FURTHER EXAMS YOU WILL RECEIVE A ZERO (0).

FINAL GRADES ARE NOT ROUNDED AND NO EXTRA CREDIT IS GIVEN ON WEEKLY ASSIGNMENTS.

Throughout the course there will be various online synchronous and asynchronous activities for students to participate in or complete to enhance the learning of the content and application of concepts. Each student is expected to participate in a timely manner, failure to submit assignments by the due date will result in zero for the assignment.

**TIPS TO ENSURE TIMELY SUBMISSIONS**
A student should always “CC” himself/herself on an email, this will send a copy of the email back to the student who originated it, (and whomever you have sent it to) so that it verifies that it was sent. Follow up all submissions whether electronic or via facsimile that are of concern with an email request or phone call for verification. This helps ensure the student does not receive a zero if there is a technology issue.

**VI. Textbook/Reference Materials**
All resources for this class should already be purchased.

**Required resource:**

Recommended Texts from previous courses:

VII. Additional Resources & Supplies

Library Database:
All students have access and will be expected to retrieve their evidence based articles from the following TSTC Nursing Database as provided for on Moodle.

The textbooks listed above are primary sources for the student. However, in order for the learner to achieve mastery of particular nursing principles and skills, the faculty may use and/or recommend additional materials. The student has the responsibility to utilize this material for optimum development. Students are encouraged to explore all additional learning resources, including the Internet, which can be accessed in the computer lab/library.

- Laptop/Computer Access
- Internet Access (High Speed recommended)

VIII. Class Participation Policy & Student Conduct

REMEDIATION AND STUDENT ACTION PLANS
Student action plans are communication tools used within the TSTC nursing programs for various reasons. These documents serve as a communication method for remediation, absenteeism, status in course, and disciplinary issues. Therefore, these documents should not be necessarily viewed as a “negative” focus unless it is of discipline in nature. These tools help identify areas of concern and/or weakness with a plan or action to assist the student to remediation on such issues.

A student action plan that is labeled “Unprofessional Conduct” is disciplinary and is reserved for offenses as identified by the Texas Board of Nursing, Nurse Practice Acts, or within the standards of nursing that constitutes a serious concern or offense. A student written up on Unprofessional Conduct more than once (two times) will be dismissed from the program. See excerpt from student handbook below:

Per LVN-RN Student Handbook:

Any student a receiving formal counsel designated and states, “UNPROFESSIONAL CONDUCT” on a Student Action Plan for 2 occurrences of any type of unprofessional conduct for the duration of their time as student in the nursing program will be immediately dismissed by the Director and will not be allowed to reapply to the nursing program.

SCHOLASTIC HONESTY

The College expects every student to engage in all scholastic pursuits in a manner that is beyond reproach. Students are required to maintain complete honesty and integrity in the
classroom, clinical setting and/or laboratory. Any student found guilty of dishonesty in scholastic work is subject to disciplinary action.

The TSTC Nursing program sets the same minimum standards as set forth in the TSTC Student Handbook regarding scholastic honesty.

See the TSTC Student Handbook for further details.

ACADEMIC DISHONESTY

The College expects every student to engage in all scholastic pursuits in a manner that is beyond reproach. Students are required to maintain complete honesty and integrity in the classroom and/or laboratory. Any student found guilty of dishonesty in scholastic work is subject to disciplinary action.

A. Scholastic dishonesty includes, but is not limited to, cheating on scholastic work, plagiarism and collusion.

B. Cheating on scholastic work includes:
   - Copying from another student’s test paper or other scholastic work.
   - Using, during a test, materials or equipment not authorized by the person administering the test.
   - Collaborating, without authority, with another student during an examination or in the preparation of scholastic work.
   - Knowingly using, buying, selling, stealing, transporting or soliciting, in whole or in part, the contents of an un-administered test.
   - Soliciting, bribing or coercing an instructor or student grader to alter the score or grade achieved on a test or other scholastic work.
   - Substituting for another student, or permitting another student to substitute for one-self, to take a test or prepare other academic work or laboratory assignments/experiments.
   - Soliciting, bribing or coercing another person to obtain an un-administered test/examination or information about an un-administered test/examination.
   - Using thoughts, words, or expressions of other’s works, including web-based information, as one's own (plagiarism).

ACADEMIC DISHONESTY WITHIN THE NURSING DEPARTMENT

All student conduct will support academic honesty. Any student who is cheating on an exam or uses the thoughts or words of others without proper citation/reference in a written assignment will receive an “F” or zero grade. Academic Dishonesty constitutes unprofessional conduct and lack of good professional character in the judgment of the Texas Board of Nursing. Any student participating in any form of academic dishonesty will be required to see the Director of the program and may be dismissed from the program. Please refer to Student conduct in the Nursing Student
Handbook. The department goal is that each student completes his or her own work in order to master the skills needed to compete in the job market.

NETIQUETTE—PROPER ONLINE ACTIVITY BEHAVIOR

All students are expected to maintain professional demeanor and behavior in all TSTC nursing online activities. Postings are to be constructive and non-judgmental. Please do not type in ALL CAPS as this represents someone shouting a response. Please be mindful of the variety of different cultural and personal communication styles within any group. Always think before posting and carefully read responses. A posting that demonstrates unprofessional conduct will result in the student being notified and given a Student Action Plan with remediation assignments. **Any student receiving two Unprofessional Conduct—Student Action Plans will be required to see the Director of the program and may be dismissed from the program—see student handbook.**

SCANS COMPETENCIES

The individual SCANS Foundation Skills and competencies have been identified and are located on file in the nursing office. Demonstration of SCANS is documented by the student’s ability to provide evidence that the skill has been mastered and are coordinated within testing modalities.

DEC COMPETENCIES

The DEC competencies are fully integrated throughout the curriculum as designated, vocational nursing or associate degree nursing, for the nursing student. The DECs relate to the entry level skills each student will acquire as they relate to the working world and the competencies required by the Texas Board of Nursing.

CLASS ATTENDANCE

It is expected that students will make every effort to attend the scheduled class days and online sessions each week. If a student cannot attend, they must contact the instructor prior to the beginning of class. Students should actively participate in all classroom discussions, complete all projects, and demonstrate mastery of designated knowledge and skills. Regular attendance is necessary for satisfactory achievement. Failure to turn in assignments may result in failure of the course.

SEE HANDBOOK FOR ATTENDANCE POLICIES

IX. Safety

- Campus building occupants are required to evacuate buildings when a fire alarm activates. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy while receiving instructions. The nearest exit door may not be the door you used when entering the building.
• Students requiring evacuation assistance should inform the instructor during the first week of class.

• In the event of evacuation, follow the faculty’s or class instructor’s instructions.

• **Do Not** re-enter a building unless given instructions by the Fire Department, Campus/Local Police, or Fire Prevention Services.

X. Special Needs

If you have a documented disability that will impact your work in the class, please contact the ADA Coordinator, so that the appropriate arrangements for your accommodations can be made. The counselor on your campus can assist you in this process. In accordance with the Federal law, a student requesting accommodation must provide documentation of his/her disability to the ADA Coordinator. For more information, call (325) 236-8292 or email amy.freeman@tstc.edu.

If you have a condition, such as a physical or mental disability, which will make it difficult for you to carry out the work as outlined, or which will require extra time on examinations, please notify the Counseling and Testing Office during the first week of the course so that appropriate arrangements can be made.

XI. Course Schedule

_Online class attendance means you will participate in all scheduled discussion and reply to all assigned discussion and assignments._

_Failure to participate in online activities timely may result in dismissal._

**Instructor reserves the right to change the schedule as needed in order to meet the objectives of the course.**

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**WEEKLY OBJECTIVES AND COURSE SCHEDULES**

**WEEK 1 – WHOLE PERSON**

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<thead>
<tr>
<th>Reading</th>
<th>Assignments</th>
<th>Objectives</th>
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<tbody>
<tr>
<td>Bruner Unit # 1</td>
<td>Course Point Plus; see Moodle for assignment</td>
<td>1. Understand Basic Concepts in Nursing</td>
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<td>Syllabus signature page due</td>
<td>2. Display Knowledge of thorough Health History and Health Assessment</td>
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<td>NCSBN Orientation Log-IN assignment</td>
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**WEEK 2 & 3 - CARDIAC**
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<th>Objectives</th>
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| Bruner Unit # 6 | NCSBN; see Moodle for assignment | 1. Assessment of Cardiovascular Function  
2. Management of patient with Dysrhythmias and Conduction Problems  
3. Management of patients with Coronary Vascular Disorders  
4. Management of patient with Structural, Infectious, and Inflammatory Cardiac disorders  
5. Management of patients with Complications from Heart Disease  
6. Assessment and Management of patients with Vascular Disorders and problems of Peripheral Circulation  
7. Assessments and Management of patients with Hypertension  
8. Assessment and Management of patients with Hematologic Disorders |

**WEEK 4 & 5 – GASTROINTESTINAL**

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<th>Assignments</th>
<th>Objectives</th>
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| Bruner Unit # 7 |             | 1. Assessment of Digestive and Gastrointestinal Function  
2. Management of patients with Oral and Esophageal Disorders  
3. Gastrointestinal Intubation and Special Nutritional Modalities  
4. Management of patients with Gastric and Duodenal Disorders  
5. Management of patients with Intestinal and Rectal Disorders |
**WEEK 6 – FLUID AND ELECTROLYTE, PAIN & CANCER**

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<tr>
<th>Reading</th>
<th>Assignment</th>
<th>Objectives</th>
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<tbody>
<tr>
<td>Bruner Unit # 3; Chapters 12, 13 &amp; 15</td>
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<td>1. Concepts and challenges for Pain Management</td>
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<td>2. Concepts related to Fluid and Electrolyte Imbalances and control</td>
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<td>3. Oncology Nursing Management</td>
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### WEEK 7 & 8 – RESPIRATORY

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<tr>
<td>Bruner Unit # 5</td>
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<td>1. Assessment of Respiratory function</td>
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<td>2. Management of patients with Upper Respiratory Tract Disorders</td>
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<td>3. Management of Patients with Chest and Lower Respiratory Tract Disorders</td>
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<td>4. Respiratory Care Modalities</td>
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<td>NCSBN; see Moodle for assignment</td>
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### WEEK 9 – ACUTE CARE SETTINGS

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<th>Reading</th>
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<th>Objectives</th>
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<tbody>
<tr>
<td>Bruner Unit # 4 &amp; 16 (chapter 64 only)</td>
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<td>1. Preoperative Nursing Management</td>
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<td>2. Intraoperative Nursing Management</td>
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<td>3. Postoperative Nursing Management</td>
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<td>4. Management of Patients with Infectious Diseases</td>
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### WEEK 10 – ENDOCRINE

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<tr>
<th>Respiratory</th>
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<th>Objectives</th>
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<tr>
<td>Bruner Unit # 8</td>
<td></td>
<td>1. Assessment and Management of patients with Hepatic and Biliary Disorders</td>
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<td>2. Assessment and Management of patients with Diabetes Mellitus</td>
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<td>3. Assessment and</td>
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<tr>
<td>Bruner Unit # 11</td>
<td></td>
<td>1. Assessment of Immune Function</td>
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<td>2. Management of patients with Immunodeficiency</td>
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<td>3. Management of patients with HIV Infection and AIDS</td>
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<td>4. Assessment and Management of patients with Allergic Disorders</td>
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<td>5. Assessment and Management of patients with Rheumatic Disorders</td>
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**WEEK 11 – IMMUNOLOGIC**

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<tr>
<td>Bruner Unit # 9</td>
<td></td>
<td>1. Assessment of Urinary and Renal Function</td>
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<td>2. Management of patients with Urinary and Renal Dysfunction</td>
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<td>3. Management of patients with Urinary and Renal Disorders</td>
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<td>NCSBN; see Moodle for assignment</td>
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**WEEK 12 – URINARY & RENAL**

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<tr>
<td>Bruner Unit # 13 &amp; 14</td>
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<td>1. Assessment and Management of patients</td>
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**WEEK 13 – NEUROLOGIC**

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<tr>
<td>Bruner Unit # 13 &amp; 14</td>
<td></td>
<td>1. Assessment and Management of patients</td>
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</table>
with Eye and Vision Disorders
2. Assessment and Management of patients with Hearing and Balance Disorders
3. Assessment of Neurologic Function
4. Management of patients with Neurologic Dysfunction
5. Management of patients with Neurologic Trauma
6. Management of patients with Neurologic Disorders

NCSBN; see Moodle for Assignment

### WEEK 14 – MUSCULOSKELETAL

<table>
<thead>
<tr>
<th>Reading</th>
<th>Assignment</th>
<th>Objectives</th>
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</table>
| Bruner Unit # 15 (chapters 60-62) Exam # | | 1. Assessment of Musculoskeletal Function  
2. Musculoskeletal Care Modalities  
3. Management of patients with Musculoskeletal Disorders |

NCSBN; See Moodle for Assignment

### WEEK 15 – FINAL

*ATI FINAL* |
*COMPREHENSIVE* |
*December 10, 2015*

### XII. Instructor CV- Melody Carson, BS, BSN, MSN, RN

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Degree Earned</th>
<th>Date Earned</th>
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<tbody>
<tr>
<td>University of Louisiana at Lafayette</td>
<td>Post graduate work toward NP</td>
<td></td>
</tr>
<tr>
<td>University of Southeastern Louisiana</td>
<td>MSN</td>
<td>In Progress</td>
</tr>
<tr>
<td>University of Southern Mississippi</td>
<td>BSN</td>
<td>August 1996</td>
</tr>
<tr>
<td>Louisiana State University</td>
<td>BS</td>
<td>May 1988</td>
</tr>
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</table>

Industry, Teaching or Training, and Other
<table>
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<tr>
<th>Experience Relevant To Course</th>
</tr>
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<tbody>
<tr>
<td><strong>Texas State Technical College (TSTC) West Texas</strong></td>
</tr>
<tr>
<td><strong>Online Faculty</strong></td>
</tr>
<tr>
<td>Instruct students in progress of obtaining ADN in content and safe practices related to the practice of the Registered Nurse.</td>
</tr>
<tr>
<td><strong>Lamar State College, Orange, TX</strong></td>
</tr>
<tr>
<td><strong>Instructor: LVN to ADN Nursing Programs</strong></td>
</tr>
<tr>
<td>Instruct students in process of obtaining AND (team teach). Supervise clinical sites and clinical student’s rotations for vocational and ADN nursing students.</td>
</tr>
<tr>
<td><strong>Wayland Baptist University</strong></td>
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<tr>
<td><strong>Online Faculty</strong></td>
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<tr>
<td><strong>MidAmerica Learning, Abilene, TX</strong></td>
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<tr>
<td><strong>Instructor</strong></td>
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<tr>
<td>Online faculty</td>
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Student Acknowledgement:

This is to acknowledge that I have received a copy of the syllabus for the course RNSG 1343 Complex Concepts of Adult Health. I understand that it is my responsibility to read and understand the syllabus and to abide by the guidelines presented therein.

__________________________________  ________________________________
Student Printed Name     Signature  

__________________________
Date