

**ODESSA COLLEGE ASSOCIATE DEGREE NURSING PROGRAM  
SYLLABUS RNSG 1341  
Fall 2010**

<b>COURSE TITLE:</b>	COMMON CONCEPTS OF ADULT HEALTH
<b>CREDIT:</b>	3 HOURS (6 CONTACT; 8 WEEK COURSE)
<b>PLACEMENT:</b>	FIRST SEMESTER OF THE NURSING PROGRAM
<b>PREREQUISITES:</b>	RNSG 1160; RNSG 1309 OR CONSENT OF DEPARTMENT
<b>CO-REQUISITES:</b>	RNSG 1105; RNSG 1201; RNSG 1215; RNSG 1260

RNSG 1260 is a co-requisite course. In order to pass RNSG 1341, the student must also pass clinical RNSG 1260. RNSG 1260 must be passed in order to pass RNSG 1341.

**LICENSING/CERTIFYING AGENCY:** TEXAS BOARD OF NURSING (BON)

**FACULTY:** Mary Alice Snow, MSN, RN; Office Phone: 335-6472; Office Location: CT 211

**COURSE DESCRIPTION:** Study of general principles of caring for selected adult clients and families in structured settings with common medical-surgical health needs related to each body system and emphasis on knowledge, judgment, skills, and professional values within a legal/ethical framework. (SCANS 1,2,3,4,5,6,9,10,11)

**LEARNING OUTCOMES:** Utilize critical thinking skills and a systematic problem-solving process as a framework for providing care for adults and families with common health needs related to each body system in health and illness; and, explain the roles of the professional nurse in caring for adult clients.

**COURSE OBJECTIVES:** Course objectives utilize the framework of Differentiated Entry Level Competencies for Graduates of Texas Nursing Programs. At the completion of the course, according to the corresponding program outcome (PO), the student should be able to:

**As Provider of Care:**

1. Identify health status and health needs of clients by applying health data and preventive health practices. (PO 1)
  - a. Identify concepts of pathophysiology for common adult health conditions and appropriate treatments for the conditions, including assessment, diagnostic testing, pharmacology and medical treatments.
  - b. Identify how clients and families relate to common health conditions, using physical, psychosocial, growth and development data.
2. Recognize ethical and legal responsibilities that impact the care of the client with common adult health conditions. (PO 3)

3. Select nursing diagnoses, goals, and interventions for the care of clients with common adult health conditions. (PO 2, 3)
  - a. List data to validate nursing diagnoses.
  - b. Choose nursing diagnoses appropriate to client condition and health status.
  - c. Include family and client concerns in determining goals and outcomes.
  - d. Outline nursing interventions to meet client health care needs
4. Identify key elements of teaching plans that promote, maintain and restore health of clients with common health conditions. (PO 4)

**As Coordinator of Care:**

5. Identify resources for clients that facilitate continuity of care, including community agencies and health care providers which relate to the needs of clients and their families.  
(PO 10)

**As Member of a Profession:**

6. Understand the ways in which the nurse as advocate promotes the provision of health care for clients. (PO 13)
  - a. Describe appropriate nursing care for clients with common health conditions.
  - b. Recognize the legal and ethical rights and responsibilities of clients and their families which relate to common health conditions.
7. Describe activities that promote the development of professional nursing, including those that support professional growth. (PO 14)

**TEACHING/LEARNING METHODS:** The following methods may be incorporated into 1341: lecture/discussion, technological instructional modalities, role playing, assigned readings, peer interaction, small group discussions, written assignments, oral reports, and multimedia instructional programs.

**EVALUATION AND GRADING:** The grading policy for the Associate Degree Nursing Program will be followed. There will be **four** unit exams consisting of no more than 60 questions. The final exam will consist of approximately 100 questions. Questions may be multiple choice, matching or fill in the blank. **No assignments/exams are optional.** All work must be submitted in order to earn a grade in this course unless the student has made arrangements with the instructor to receive a grade of incomplete (I) or withdrawal (W). Students will earn grades in RNSG 1341 according to the following grade distribution:

**Weighting of Grades:**

Unit Exams (4)	70%
Daily Grade	5%
<u>Final Exam</u>	<u>25%</u>
<b>TOTAL</b>	<b>100%</b>

## Grading Scale

- A 90-100
- B 80-89
- C 75-79
- D 60-74.99
- F 59 or below

A final grade of C or higher must be attained in order to pass RNSG 1341. Grades are carried to two decimal places until the final grade that is rounded to the appropriate whole number. No grades will be rounded up to 75 to pass. (Example: 74.99 = grade of D.)

## A.T.I. Policy

Students in Semesters one (1), two (2), and three (3) will take Practice Exams 1 and 2 relevant to each course. Students may take each practice exam twice (and only twice for a grade). The highest grade on each of the Practice Exams will be counted as a daily grade.

Proctored exams will be given near the end of each semester in semesters one (1), two (2), and three (3) and Management. Students who do not receive at least Level II Proficiency on the first Proctored Exam should remediate by studying tutorials and any other information available to assist the student in receiving a Level II Proficiency on the second Proctored Exam.

The highest grade on either the first or second proctored exam will be multiplied by five per cent (5%) and **added to the final exam grade**. Students who receive less than a Level II Proficiency on at least Proctored Exam A or B **will not receive any additional points**.

$$\begin{array}{r} \text{Example: Proctored Exam Grade} \quad 85 \\ \\ \quad \quad \quad \quad \quad \quad \quad \quad \times \\ \\ \quad \quad \quad \quad \quad \quad \quad \quad \underline{5\%} \\ \\ \quad \quad \quad \quad \quad \quad \quad \quad 4.25 \\ \\ \text{Final Exam Grade} \quad \quad \quad 73 \\ \\ \quad \quad \quad \quad \quad \quad \quad \quad + \underline{4.25} \\ \\ \quad \quad \quad \quad \quad \quad \quad \quad 77.25 \end{array}$$

## UNIT OUTLINE:

- Unit I Common Diseases of the Immunologic and Musculoskeletal Systems
- Unit II Common Diseases of the Endocrine, Cardiovascular and Hematologic Systems
- Unit III Common Diseases of the Integumentary and Respiratory Systems
- Unit IV Common Diseases of the Gastrointestinal, Esophageal and Biliary Systems
- Unit V Common Diseases of the Sensory/Neural Systems
- Unit VI Common Diseases of the Renal and Reproductive Systems

## **UNIT OBJECTIVES:**

(CO = Course Objective)

### **Unit I**

Reading Assignment: Chapters 53, 54, 66, 67 (pages 2036-2051); Chapter 68 (pages 2052-2062; 2068-2072); Chapter 69

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

#### Assessment and Management of Patients with Allergic Disorders

1. Compare and contrast the basis for and manifestations of allergy and autoimmunity (CO 2)
2. Discuss the nursing interventions for a client experiencing anaphylaxis (CO 1)
3. Describe allergy testing technique (CO 1)
4. List the defining characteristics of type I, type II, type III, type IV, and type V hypersensitivity (CO 2)
5. Discuss the lab tests used in allergic testing, including WBCs with differential (CO 2)
6. Discuss the different allergic disorders including pathophysiology, interventions and signs and symptoms (CO 1, 3)

#### Assessment and Management of Patients with Rheumatic Disorders

1. Compare and contrast the pathophysiology and clinical manifestations of degenerative joint disease (DJD) and rheumatic arthritis (RA) along with interventions and community resources available (CO 1, 2, 5)
2. Discuss the differences between anti-inflammatory and disease-modifying drugs for clients with rheumatic disorders (CO 2, 7)
3. Discuss the pathophysiology, clinical manifestations of Lupus and educational needs for clients with Lupus (CO 1, 2, 4, 7)
4. Discuss pathophysiology and clinical manifestations and nursing interventions for clients having gout, fibromyalgia, scleroderma, and spondylitis (CO 1, 2, 4)

#### Assessment of Musculoskeletal Function

1. Evaluate important assessment findings in a client with a musculoskeletal health problem (CO 1)
2. Evaluate laboratory findings of a client with a musculoskeletal health problem (CO 2)
3. Identify the use of radiography in diagnosing a client with musculoskeletal health problems (CO 2)
4. Plan pre and post procedure care for a client undergoing musculoskeletal diagnostic testing (CO 3)
5. Discuss musculoskeletal changes associated with aging (CO 2, 3)

#### Musculoskeletal Care Modalities

1. Compare the nursing needs of a patient undergoing total hip replacement with those of a patient undergoing total knee replacement (CO 1, 3)
2. Describe nursing interventions and teaching needs of clients undergoing orthopedic surgery (CO 1, 3, 4)

### Management of Patients with Musculoskeletal Trauma

1. Compare and contrast common types of fractures (CO 2)
2. Discuss the healing process of bones (CO 2)
3. Identify common complications of fractures and nursing care (CO 1, 2)
4. Discuss common nursing diagnoses for clients with fractures (CO 1)
5. Discuss pain management of the client with a fracture (CO 1, 4)
6. Discuss nursing care of the client with an amputation, including patient teaching (CO 1, 3, 6)
7. Explain psychosocial aspects related to amputations, including community support agencies (CO 5, 7)
8. Identify common types of sports-related injuries and their management (CO 3, 4)
9. Discuss client teaching needed for the client with a sports-related injury (CO 3, 5)

### Management of Patients with Musculoskeletal Disorders

1. Explain the pathophysiology and risk factors for carpal tunnel syndrome (CO 2)
2. Discuss treatment options and preventive care for the client with carpal tunnel syndrome (CO 3, 4)
3. Explain the pathophysiology of osteomyelitis, Paget's disease and osteomalacia and nursing care required (CO 2, 3)
4. Explain ways to prevent back pain and nursing care of the client with back pain (CO 1, 3, 4)
5. Discuss care for the client having a discectomy, laminectomy, and/or spinal fusion (CO 1, 2)
6. Discuss the different pathologies of the foot, including care and causes (CO 1, 2)
7. Discuss common problems of the upper extremity, including care and causes (CO 1, 2)

## **Unit II**

Reading Assignment: Chapter 42 (pages 1253-1275); Chapter 26 (pages 684-715); Chapter 31 (pages 848-866; 873-887); Chapter 33 (pages 903-932; 946-951)

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

### Assessment and Management of Patients with Endocrine Disorders

1. Describe changes in the endocrine system associated with aging (CO 2)
2. Identify laboratory tests that aid in determining endocrine function and dysfunction (CO 2)
3. Compare and contrast the common clinical manifestations associated with hyperthyroidism and hypothyroidism (CO 2)
4. Prioritize care for the client in the first 24 hours after a total thyroidectomy (CO 1)
5. Identify teaching priorities for clients taking thyroid hormone replacement therapy (CO 3, 4)
6. Discuss pathophysiology and treatment of a client with cancer of the thyroid (CO 1, 2)
7. Compare and contrast the clinical manifestations associated with hyperparathyroidism and hypoparathyroidism (CO 2)
8. Prioritize nursing care for the client during the first 24 hours following a parathyroidectomy (CO 2)

### Assessment of Cardiovascular Function

1. Describe cardiovascular changes associated with aging (CO 2, 3)
2. Identify factors that place clients at risk for cardiovascular problems (CO 2, 3)
3. Discuss assessment findings for clients with cardiovascular problems (CO 1)
4. Interpret diagnostic test findings for clients with suspected or actual cardiovascular disease (CO 2)

### Assessment and Management of Patients with Vascular Disorders and Problems of Peripheral Circulation

1. Explain the pathophysiology of arteriosclerosis and atherosclerosis, including factors that cause arterial injury (CO 2, 3)
2. Discuss the role of diet therapy in the management of clients with arteriosclerosis (CO 2, 3, 4)
3. Describe tests used for diagnosing vascular disease and nursing care of clients before and after each test (CO 1, 2)
4. Discuss pathophysiology and nursing care of clients with arterial disorders, venous disorders, cellulitis, and lymphatic disorders (CO 1, 2, 3)

### Assessment and Management of Patients with Hematologic Disorders

1. Describe hematologic changes associated with aging (CO 2, 3)
2. Interpret blood cell counts and clotting tests to assess the client's hematologic status (CO 2)
3. Interpret basic chemistry and other basic lab values to assess the client's status (CO 2)
4. Compare and contrast the actions and uses of anticoagulants and thrombolytics (CO 2)
5. Discuss assessment findings that are influenced by hematologic system (CO 1, 3)
6. List drugs that affect the hematologic system (CO 2)
7. Identify clinical manifestations common to clients who have any type of anemia (CO 2, 3)
8. Compare and contrast the pathologic mechanisms of the different anemias (CO 2)
9. Discuss the pathophysiology, signs and symptoms, and nursing care of the client with polycythemia and thrombocytopenia (CO 1)

## **Unit III**

Reading Assignment: Chapters 55, 56 (pages 1676-1702); Chapters 21, 22 (pages 517-537)

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

### Assessment of Integumentary Function

1. Describe the integumentary changes associated with aging (CO 2)
2. Describe techniques to assess skin changes in clients with dark skin (CO 1)
3. Distinguish between normal variations and abnormal skin manifestations with regard to skin color, texture, warmth and moisture (CO 1)
4. Describe a method of assessing skin lesions for cancer (CO 1)
5. Prioritize educational needs for the client undergoing an excisional biopsy for a skin lesion (CO 1)

### Management of Patients with Dermatologic Problems

1. Prioritize nursing care for a client with dry skin (CO 1)
2. Compare and contrast wound healing by first, second and third intention (CO 2)
3. Identify clients at risk for pressure ulcer development (CO 1, 3)
4. Differentiate the clinical manifestations for stage I through stage IV pressure ulcer (CO 2)
5. Evaluate the effectiveness of interventions for pressure ulcer management (CO 1)
6. Compare the clinical manifestations and modes of transmission for bacterial, viral, and fungal skin infections (CO 2, 3)
7. Describe the various types of skin lesions (CO 2, 3)

### Assessment of Respiratory Function

1. Describe the respiratory changes associated with aging (CO 3)
2. Evaluate assessment findings of the respiratory tract (CO 1)
3. Prioritize educational needs and nursing care of the client undergoing pulmonary function tests (CO 1, 3)

### Management of Patients with Upper Respiratory Tract Disorders

1. Compare the clinical manifestations and care needs of a client with an anterior nosebleed to those of a client with a posterior nosebleed (CO 1, 2)
2. Explain the difference between nasal polyps and a deviated septum (CO 2, 3)
3. List causes of upper airway obstruction and assessment findings for each (CO 2)
4. Describe the pathophysiology, assessment findings, and nursing care of rhinitis, sinusitis, pharyngitis, tonsillitis, influenza, and laryngitis (CO 1, 2)
5. Define nursing care of the client with a nasal fracture (CO 1)
6. List pre and post op nursing care of clients undergoing rhinoplasty and nasal packing (CO 1, 2)

## **Unit IV**

Reading Assignment: Chapters 34, 35 (pages 997-1003; 1011-1015); Chapter 37 (pages 1043-1056); Chapter 40 (pages 1169-1181)

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

### Assessment of Digestive and Gastrointestinal Function

1. Evaluate important assessment findings in a client with a gastrointestinal (GI) health problem (CO 1, 3)
2. Explain the use of laboratory testing for a client with a GI health problem (CO 1, 3)
3. Identify the use of radiography in diagnosing GI health problems (CO 1, 3)
4. Describe the pre and post procedure teaching and nursing care for clients undergoing GI testing (CO 1, 3, 4)
5. List changes in the GI tract associated with aging (CO 2, 3)

### Management of Patients with Oral and Esophageal Disorders

1. Describe the different types of stomatitis and nursing care required (CO 1, 2, 4)
2. Explain the pathophysiology of gastroesophageal reflux disease (GERD) (CO 2)
3. Describe assessment findings for the client with GERD (CO 1, 3)
4. Plan the nursing care for the client with GERD (CO 1)
5. Describe the pathophysiology of a hiatal hernia (CO 2)
6. Develop a postoperative teaching plan for the client having a hiatal hernia repair (CO 1)
7. Describe achalasia and its treatment (CO 1, 2)
8. Describe disorders of the teeth, jaw, and salivary glands, and nursing care required (CO 2, 3)

### Management of Patients with Gastric and Duodenal Disorders

1. Compare etiologies and assessment findings of acute and chronic gastritis (CO 1, 2)
2. Describe a nutritional assessment (CO 1, 3)
3. Describe risk factors for malnutrition, especially in the elderly (CO 3)
4. Discuss the role of laboratory testing in the diagnosis of malnutrition (CO 2)
5. Explain the potential consequences and complications associated with obesity (CO 2, 3)
6. Discuss the role of culture and gender as factors in the prevalence of obesity (CO 3)
7. Identify the role of drug therapy in the management of obesity (CO 2)
8. Develop a postoperative teaching plan for clients having a gastroplasty or intestinal bypass (CO 1, 3, 4)

### Assessment and Management of Patients with Biliary Disorders

1. Identify the common causes of cholecystitis and cholelithiasis (gallbladder disease) (CO 2, 3)
2. Explain the role of testing in diagnosis of gallbladder disease (CO 2, 3)
3. Compare postoperative care of clients undergoing a traditional cholecystectomy with that of clients undergoing a laparoscopic cholecystectomy (CO 1, 3)
4. Develop a community-based teaching plan for clients with gallbladder disease, including care of a T-tube (CO 3, 4, 5)

## **Unit V**

Reading Assignment: Chapters 58 and 59

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

### Assessment and Management of Patients with Eye and Vision Disorders

1. Describe age-related changes in the eye, eyelids, and vision (CO 2)
2. Discuss which elements of a client's history might predict visual impairment later in life (CO 3)
3. Discuss the pathophysiology, signs and symptoms and nursing care of the client with cataracts (CO 1, 2)
4. Describe the pathology, symptoms, and nursing care priorities for primary open-angle glaucoma and acute angle-closure glaucoma (CO 1, 2)
5. Identify nursing interventions to promote home safety for the client with impaired vision (CO 1, 4)



6. Discuss pathophysiology and nursing care of clients with conjunctivitis, corneal disorders, macular degeneration, and retinal detachments (CO 1, 2)
7. Discuss care of the client having surgery of the eye (CO 1, 2)

#### Assessment and Management of Patients with Hearing and Balance Disorders

1. Describe age related changes in the structure of the ear and hearing (CO 2)
2. Identify 10 drugs that have an impact on hearing (CO 2)
3. Discuss pathophysiology and nursing care of the client with Meniere's disease, Tinnitus, Labryinthitis, Acoustic Neuroma, and Presbycusis (CO 1, 2)
4. Prioritize educational needs for the client with Meniere's disease (CO 3, 4)
5. Prioritize educational needs for the client having ear surgery (CO 1, 2)
6. Identify an appropriate method for communicating with a client who has recently become hearing impaired (CO 2, 6)
7. Develop a teaching plan for a client with a hearing aid (CO 2, 4)

### **Unit VI**

Reading Assignment: Chapter 43; Chapter 45 (pages 1358-1375); Chapter 49 (pages 1504-1508; 1531-1539).

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

#### Assessment of Renal and Urinary Tract Function

1. Describe age related changes in the renal/urinary system (CO 2, 3)
2. Use laboratory data to distinguish between dehydration and renal impairment (CO 2)
3. Describe the correct techniques to use in physically assessing the renal system (CO 2)
4. Prioritize nursing care for the client having diagnostic tests of the renal/urinary system (CO 1)

#### Management of Patients with Urinary Disorders

1. Describe the clinical pathophysiology and manifestations of cystitis (CO 2)
2. Prioritize educational needs for the client with cystitis (CO 2, 3)
3. Describe pharmacological and preventative teaching needed for clients with urinary tract infections (CO 1, 3)
4. List and state nursing care of the different types of incontinence (CO 2, 3)

#### Assessment and Management of Problems Related to Male Reproductive Processes

1. Describe age related changes in the male reproductive system (CO 1)
2. Discuss common assessment findings of the male reproductive system (CO 1)
3. Describe nursing care and client education needs of common male reproductive diagnostic tests (CO 1, 3, 4)
4. Compare and contrast the pathophysiology and manifestations of hydrocele and varicocele (CO 2)
5. Compare and contrast the pathophysiology and nursing care of the client with epididymitis, prostatitis, and orchitis (CO 1, 2)
6. Compare and contrast the pathophysiology and nursing care of the client with conditions of the penis (CO 1, 2)

## REQUIRED TEXTBOOKS:

- Deglin, J. & Vallerand, A. (2011). *Davis' drug guide for nurses* (12th ed.). Philadelphia: F.A. Davis.
- Doenges, M. & Moorhouse, M. (2010). *Nurse's pocket guide: Diagnoses, prioritized interventions, and rationales* (12th ed.). Philadelphia: F.A. Davis.
- Doenges, M. & Moorhouse, M. (2009). *Nursing diagnosis manual: Planning, individualizing and documenting client care* (3rd ed.). Philadelphia: F.A. Davis.
- Mosby's Medical, Nursing, & Allied Health Dictionary* (8th ed.). (2009). St. Louis: C.V. Mosby. (Another current, comparable nursing and medical dictionary may be substituted.)
- Pagana, K.D. & Pagana, T.J. (2010). *Mosby's manual of diagnostic & laboratory tests* (4th ed.). St. Louis: C.V. Mosby.
- Smeltzer, S.C. & Bare, B.G. (2010). *Brunner & Suddarth's textbook of medical-surgical nursing* (12th ed.). Philadelphia: Lippincott, Williams & Wilkins.
- Taylor, C., Lillis, C., & LeMone, P. (2011). *Fundamentals of nursing: The art and science of nursing care*. (7th ed.). Philadelphia: Lippincott, Williams & Wilkins.
- Williams, S.R. (2009). *Basic nutrition & diet therapy* (13th ed.). St. Louis: C.V. Mosby.

## COURSE POLICIES

### ALL STUDENTS ARE EXPECTED TO:

1. Adhere to requirements delineated in the Nursing Student Handbook.
2. Achieve a grade of 75 in RNSG 1105, RNSG 1309, RNSG 1201, RNSG 1215, and RNSG 1341 and pass the clinical course (RNSG 1260) to advance to second semester.
3. Apply skills and theory taught in the classroom to practice in the clinical lab.
4. Refer to the course calendar for class schedule and units to be studied. Utilize unit objectives for study. These objectives are *statements of the minimum competencies* to be achieved. Read and study references and learn unfamiliar terms *prior* to class.
5. The student is responsible for any material covered through audio-visual media, class presentation, independent study, required readings, and guest speakers. In the case of contradictory information, and *unless otherwise directed*, the course textbooks are the authority to be used.
6. Reviews to prepare for examinations are offered according to preferences of the course instructor responsible for the block of content. Attendance at exam reviews is highly encouraged, but not required.
7. It is expected that students are present on exam day. Prior arrangements must be made with the instructor to make up any missed exam. Make up exams will be scheduled at the instructor's convenience and must be within one week of the scheduled exam. They may utilize a different format, such as essay exams and cover the same material as the corresponding unit exam. Exam format is at the discretion of the instructor.
8. Reviews of a previously taken exam will be allowed for one week after the exam is administered. After one week, the instructor will destroy all student copies of the exams. Test questions may be challenged on the day of the exam and must be submitted to the instructor following review of the answers. No challenges will be accepted after this time.

9. Cell phones and beepers are distracting to students and the instructors when they ring during class. These should be avoided while in class. If a student's cell phone becomes disruptive to the class, that student will be asked to leave the class and return only after completion of the calls. This includes text messaging and beepers.

**Attendance Policy:**

Students are expected to regularly attend classes. Each session is one class. The student is responsible for the course material presented during any absence from class. Instructors will keep records of absences. Excessive absences will contribute to a failing grade. Students are encouraged to be on time for each class. Entering a class late is disruptive to the instructor and fellow students. If the classroom door is closed when the student arrives, he/she should wait until a break in class to enter. Instructors will not make a habit of closing the door unless students arriving late become a habitual problem.

\*\*Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please contact Becky Rivera-Weiss in the Office of Disability Services at 432-335-6861 to request assistance and accommodations.