CENTRAL TEXAS COLLEGE
RNSG 2331
ADVANCED CONCEPTS OF ADULT HEALTH

Semester Hours Credit: 3

INSTRUCTORS:__________________________

OFFICE HOURS:________________________

I. INTRODUCTION

A. **Course Description:** Application of advanced concepts and skills for the development of the professional nurse's roles in caring for adult patients and families. Emphasis on advanced knowledge, judgment, skills, and professional values within a legal/ethical framework. This course lends itself to a blocked approach.

B. **End-of-Course Outcomes:** Prioritize the roles of the professional nurse in the provision of care for adult patients and families; develop a plan of care; and evaluate care for adult patients and families with advanced health care needs. This is a required course in the Associate Degree Nursing curriculum.

C. This course is occupationally related and serves as preparation for careers in nursing (Associate Degree Nursing).

Prerequisites:
1. PSYC 2314 Life Span Growth and Development
2. RNSG 1347 Concepts of Clinical Decision-Making
3. RNSG 1412 Nursing Care of Childbearing Family and Childrearing Family
4. RNSG 2362 Clinical - Nursing III

Co-requisites:
1. RNSG 2331 – Advanced Concepts of Adult Health
2. RNSG 2221 – Professional Nursing Leadership & Management
3. ELCT – Humanities/Fine Arts Selection

D. **Secretary's Commission on Achieving Necessary Skills (SCANS) and Differentiated Essential Competencies (DECs)**

Alphanumeric coding used throughout the syllabus denotes the integration of SCANS occupational competencies (C) and foundation skills (F). The DEC competencies that are implemented in RNSG 1412 are also alphanumeric coded as: Member of a Profession (MOP); Provider of Patient Centered Care (PPCC); Patient Safety Advocate (PSA); Member of the Health Care Team (MHCT).
II. END OF COURSE LEARNING OUTCOMES

Upon successful completion of this course, RNSG 2331 Advanced Concepts of Adult Health, the student will:

A. Prioritize the roles of the professional nurse in the provision of care for the adult clients and families. (MOP A.1-4, B. 1-8)
B. Design and evaluate care for adult patients and families with advanced health care needs. (MOP A.1-4, B. 1-8)
C. Utilize critical thinking and a systematic problem-solving process as a framework for providing care for clients in complex client/nursing situations. (C 5-8, F 9-11, PPCC A.1-B)
D. Analyze the roles of the professional nurse in the provision of care for clients and families. (C 5-8, F 9-11, PPCC A.1-B)
E. Provide care that is client centered, evidence based, safe, and equitable for the cultural, ethnic, and socially diverse client within the regional, national, and global community. (C 5-8, F 9-11, PPCC A.1-A)
F. Develop and implement plan of care for adult client with complex care needs using functional health patterns, nursing informatics, and interdisciplinary collaboration. (C 5-8, F 9-11, PPCC A.2-A,B and 3)
G. Differentiate nursing care needs of clients with complex medical/surgical disorders. (C 5-8, F 9-11, PPCC A.2-A,B, MOP B. 1 and 3)
H. Relate and demonstrate awareness of legal and ethical issues in the provision of care for the patient and family. (C 15; F 5, 12, 17) (PPCC-2; MOP-A.1-4, MOP B.2-3)
I. Utilize knowledge of ethical and legal issues when caring for clients with end of life issues. (C 5-8, F 9-11, PPCC B. 4, C. 1-8)
J. Develop and implement teaching plans for clients with complex care needs. (C 5-8, F 9-11, PPCC A.3, 4, B. 6)
K. Prioritize care of clients with complex care needs. (C 5-14, F 9-11, PPCC A.1-3)
L. Utilize principles of leadership and effective communication within the health care community. (C 5-14, F 9-11, PPCC C. 2, MHCT A.1-3)
M. Acknowledge and demonstrate patient quality and safety as it relates to all practices of patient care. (C 1-12, 14-20, F 1&2, 4-17, PPCC A.1-4, PSA A.1-6, B.1-5, C. 1-2 D.1, E. 1-2, F. 1-2, MOP A.1-4, B1-8)
N. Demonstrate behaviors that are congruent with the ANA Code of Ethics, Scope and Standards of Practice, and Social Policy Statements in all class related interactions.

III. INSTRUCTIONAL MATERIALS

A. Instructional materials:
1. Information about required materials for this course can be accessed through www.ctcd.edu/books
3. Course materials can be found on Blackboard.
4. Non-scientific calculator (for written exams)
5. Mechanical Pencil (for written exams)
6. Blank Scantron® Test forms
B. **Computer Accessibility:** Accessibility to computer hardware and software that will support the completion of assignments on the internet, DVD, CD, or other electronic delivery is required. All Associate Degree and Vocational Nursing courses (RNSG, VNSG and HPRS), whether traditional, blended, or online utilize Blackboard Learning Management System tools for communication and course requirements. Other online components, such as publisher online resources, online activities, or database searches may also be required. It is expected that students enrolled in RNSG, VNSG or HPRS courses have access to a computer with minimum technical requirements, have a consistent and reliable Internet connection, possess basic computer skills, and have the ability to download and install applications or plug-ins. Online components/requirements may be completed in a CTC computer lab or on a home computer. Students are recommended to familiarize themselves with the locations and available hours of CTC computer labs in the event that home computers or Internet access are unavailable or unreliable. No extensions or alternate due dates for assignments or exams will be granted due to computer or Internet difficulties.

C. **Supplementary Readings:**

**Selected web sites:**
- http://www.aap.org
- http://bon.state.tx.us
- http://www.cdc.org
- http://www.diabetes.org
- http://www.nursingworld.org
- http://www.who.int/en
- http://bon.state.tx.us

D. **Supplementary Materials:** Various electronic media systems, computer software, web sites, experiential group exercises, and simulated situations as suggested by the faculty to enhance clinical practice in nursing are used.

E. **References:** Current professional nursing journal article readings are used to supplement dated textbook information.

F. **Library Resources:** It is expected that all students will have a working knowledge of the Oveta Culp Hobby Memorial Library and off-site access to library resources.

G. Current practice guidelines set forth by Occupational Safety & Health Administration (OSHA) and the National Institute for Occupational Safety and Health (NIOSH) related to safe patient handling and ergonomics will be implemented.

H. Seven areas of core competencies, as delineated by the Quality and Safety Education for Nurses (QSEN) project, will be taught and evaluated in relation to the course objectives and content for RNSG 2331. The QSEN project is to meet the challenge of preparing future nurses who will have the knowledge, skills and attitudes (KSAs) necessary to continuously improve the quality and safety of the healthcare systems within which they work. The seven core competencies are
Patient-Centered Care, Teamwork and Collaboration, Evidence-Based Practice, Quality Improvement, Safety, and Informatics.

IV. COURSE REQUIREMENTS

A. Reading Assignment: In preparation for all classes, it is expected that the student first read the lecture objectives and then the assigned required reading. It is essential the student have a working knowledge base of anatomy, physiology, growth and development. Written homework and announced/unannounced quizzes from the assigned readings will be required for the class participation grade.

B. Projects, Oral Reports, Case Studies, Book Reports, Research Papers: The “Course & Testing Policy” fully explains the grading policy, exam dates and times, time limitations, review, challenge policy, and counseling. Please refer to last page of this syllabus.

Submitting Written Assignments: All written assignments are to be completed independently unless instructed otherwise. All assigned written work must be submitted at the designated time. Late papers will receive a grade of zero.

Project/Oral Presentations: Course requirements may include a class presentation and/or independent web-based projects. Assignments must be completed by the designated class day/time; no make-ups will be allowed.

HESI Testing: Health Educations Systems Inc., (HESI) testing must be completed by the assigned due date. Failure to successfully complete all assigned exam(s) will result in an “Incomplete” (IP) grade for the course. The student will complete the required proctored Evolve Reach Specialty (HESI) exam for each designated RNSG course as scheduled by the faculty. The student must successfully complete the required HESI exam(s) for each semester at or above the HESI National Average Score on the scheduled date.

An Evolve Reach Specialty Exam will be scheduled in Semesters 1, 2, and 3 during these courses: RNSG 1413, RNSG 1251, RNSG 1327, RNSG 1347, RNSG 1417, RNSG 2201, and RNSG 2213. These exams will count toward the course participation grade.

If the composite score of the Evolve Reach Specialty Exam is less than the HESI National Average Score, a required counseling session with the course faculty will be held.

Statistical data generated according to student responses will be available through the Evolve site https://evolve.elsevier.com/staticPages/s_index.html for each student for the purpose of self-directed remediation in identified areas that do not meet the HESI National Average Score.

HESI Testing in Semester 4: The RN Exit exam will be given during semester four in RNSG 2331. The exam will be administered and completed on the scheduled dates. Two attempts will be required for completion of the RN Exit exams. The RN Exit exams provide a conversion score, which is a weighted percentage score. The two HESI RN Exit Exam conversion scores will be averaged
together and will be used as the student’s final exam grade. Four hours will be allotted for the final RN Exit HESI exam, which are approximately 160 questions.

All HESI RN Exit Exams (two) are mandatory for all fourth semester students. Mandatory self-remediation is required PRIOR to taking the next scheduled HESI RN Exit. Failure to log the required remediation time will result in a zero (0) as the recorded score for the second Exit HESI. The recorded time from the remediation report will be used for eligibility to sit for the second Exit HESI (this report records ACTIVE time spent remediating). A score of 1050 or higher requires no remediation. A score between 1049 and 950 or requires 5 hours of remediation. A score less than 950 requires 10 hours of remediation. Remediation is mandatory. Failure to take both exit exams and/or complete required remediation will result in course incomplete (IP). The final grade will not be configured until meeting the above requirements.

Any student repeating a course will be required to re-take the HESI exam associated with that course even if the student passed the HESI exam the first time.

Students with documented disabilities may request accommodations for these standardized exams. The student must contact the faculty at the start of each semester to activate and adopt approved accommodations.

C. Class Performance
1. Attendance Policy: RNSG 2331 adheres to the departmental attendance policy published in the Department of Nursing and Allied Health Student Handbook. Also, refer to the college catalog “Class Attendance and Course Progress”. Classroom absence may negatively impact the student’s performance on examinations and will negatively impact the class participation grade (see VI. Semester Grade Computations).
   a. Classroom: If absences occur from the classroom, it is the student’s responsibility to obtain missed work from his/her peers.
   b. Attendance at Examinations: Written/computer examinations will be given on dates noted on the daily plan. (See V. Examinations for policy)

2. The faculty reserves the right to adjust the student’s classroom grade based upon classroom performance/behavior/civility.
3. You may not audiotape a lecture without the faculty’s/presenter’s permission. No taping of copyrighted material will be allowed.
4. Cell phones, tablets and laptops may be used in the classroom with the permission of the professor for the purpose of notetaking, reference and research.

D. Class Participation:
1. Students are expected to attend class prepared, to contribute to class discussion, and to participate in all class activities. The participation grade for theory courses will include positive contributions to class via team based learning groups, case studies, quizzes, meeting activity objectives, and demonstrating civility. Failure to participate will result in an IP.
2. Participation grade projects include successful completion of Evolve NCLEX pre-lecture exams; HESI pharmacology and comprehensive 1-3 (prior listed HESI exams are the practice exams) by the assigned time. All Evolve NCLEX pre-lecture quizzes are due one hour prior to the correlating lecture time. The HESI practice exams are due by 11pm on the day outlined in the daily plan. Participation points are earned for arriving to class on time and being prepared.

3. Any participation points earned will be added at the end of the semester after completion of all exams and only if the student has a cumulative exam average of at least 75% (270/360 points). Students who do not have a cumulative exam average of at least 75% after all exams will be unsuccessful in RNSG 2331. (See section VI, Semester Grade Computations)

4. Workforce attendance sheets need to have the student’s name and date on the form and provided to the faculty at the beginning of class, and may be picked up at the mid-lecture break or after class.

5. Other Requirements:
   a. Following an illness or other medical or mental health-related event, during the duration of the program, the student may be required to obtain “Student Nurse Medical Release Return to Class/Clinical” from their health care provider prior to returning to the classroom/clinical agency. The required release must include 1) when the student can return to school/clinical and 2) specific limitations on activity level, if any. The form must be faxed or mailed from the health care provider’s office or submitted in a sealed envelope. Please see the Department of Nursing office or Blackboard for the official form.

   b. The student scoring <75% on any exam must make an appointment with the course faculty for exam review and counseling within one week after completing the exam.

   c. A student in academic jeopardy will be required to make an appointment with the Department of Nursing Assistant Chair/Retention Counselor for further assistance, counseling, and recommendations for academic success.

   d. Students expectations: regular class attendance, being in class on time and remaining for the duration of the class period, participating constructively in the classroom activities, submitting assigned homework as designated, and being prepared for classroom discussions, unannounced quizzes, group activities, computer lab and exams.
E. **Progression:** A student must **successfully complete** all semester IV courses; RNSG 2221, RNSG 2331, and RNSG 2363 to progress to graduation from the nursing program. In addition, the student must meet the graduation requirements as identified in the college catalog. **Failure of any two RNSG courses will result in ineligibility for readmission.**

F. **Scholastic Honesty:** The following statement is published in the Central Texas College Catalog and all RNSG 2331 students are expected to abide by this policy.

“All students are required and expected to maintain the highest standards of scholastic honesty in the preparation of all course work and during examinations. The following are considered examples of scholastic dishonesty:

1. **Plagiarism** - the taking of passages from the writing of others without giving proper credit to the sources.

2. **Collusion** - using another’s work as one’s own, or working together with another person in the preparation of work, unless such joint preparation is specifically approved in advance by the instructor.

3. **Cheating** - giving or receiving information on examinations."

Students guilty of scholastic dishonesty will be administratively dropped from the course with a grade of “F” and subject to disciplinary action, which may include suspension and expulsion.”

G. **Office Hours:** Each faculty member keeps office hours for the purpose of conferring with students. Students are encouraged to make appointments with the faculty to discuss student needs and/or problems related to RNSG 2331. The best way to make an appointment is by emailing the professors at the ctcd.edu addresses. The professors will answer e-mail within 48 hours during working hours. Professors are not responsible to answer e-mails over breaks or on the weekend. All E-mails are to be in SBAR format. E-mail will be returned unanswered if not in SBAR format to be resubmitted in the correct format.

Please use the phone at the reception desk to call the faculty member’s office before your appointment.

V. **EXAMINATIONS**

Examination dates are identified in the Daily Plan calendar. Lecture plans are subject to change; any changes to exam dates will be announced on Blackboard.

1. **Examinations will consist of multiple choice, alternate format style questions or essay, i.e.: select all that apply true/false, matching, short answer and fill in the blank.** The exams will be scheduled on the computer in the computer lab or pencil paper format. Exam rationales will be available immediately after the exam on the computer to enhance individual feedback, knowledge and understanding. Be prepared for computer lab or pencil and paper style testing. An item analysis will be performed by the professors after each examination to evaluate question validity.

If the exam is given in pencil & paper format; an exam review of answers will be provided after the exam is completed. Any pertinent questions regarding exam content can be discussed at your appointment during your one-on-one exam review.
In either case, final exam grades will be posted in the Blackboard Learning System after item analysis is complete. The paper reports will not be issued in the fourth semester.

a. Dosage calculations questions are fill-in-the-blank or multiple-choice selections. **Students must show their work on the examination sheet or paper provided during computerized testing. Credibility of calculation answers is required to obtain points toward exam.**

b. The lecture exams can be given electronically, or pencil and paper will be allowed (as close to) 1.5 minutes per test item as is possible, given during the scheduled class time. Four hours will be allotted for the final RN Exit HESI exam, which are approximately 160 questions.

c. The students are expected to bring the following to **each lecture and/or exam day:**

  i. Paper/pens (lecture)
  ii. Pencils (only #2 pencils with erasers, not single erasers) for exam day.
  iii. **Functional calculator;** as you **may not** borrow from a classmate for exam purposes and faculty **will not** provide supplies.
  iv. **Electronic devices:** phone, glasses, watches, etc., must be left in an inaccessible bag in the front of classroom and must be turned off. Failure to comply will result in a zero “0” as the score of the exam and may result in removal from the program.
  v. Students requiring accommodations for disabilities are **responsible** for notifying the instructor.
  vi. Lewis, Medical Surgical Nursing book
  vii. All accesses codes that may be needed.

2. **Testing Policy:** Refer to DONAH Testing Policy. Once students have turned in the math calculations answer sheet; you will no longer have access to it. It will not be manipulated by the student or faculty in any form. Check your exam before you turn it in.

3. If a student cannot attend an examination, the course coordinator/professor must be notified via Blackboard E-mail **before the examination is given.** It is your responsibility and a requirement to notify the professor in advance of any absence in order to retain the privilege of sitting for a make-up exam without grade penalty. Make-up examinations may include a variety of formats to include essay and/or alternate format questions. Students requiring a make-up exam will report to the Department of Nursing at 9:00 a.m. on the Friday following the missed exam. If the rescheduled opportunity is missed there will be no other opportunities afforded. RNSG 2331 follows the testing policy published in the Department of Nursing Student Handbook.
4. Examination grades alone will not ensure successful completion of the course.

5. All electronic devices, to include cell phones and smart watches, must be turned off and put away (in a back pack or purse, etc. and placed at the front of the room) during exams. They cannot be on the desk or accessible while taking an exam.

VI. SEMESTER GRADE COMPUTATIONS

A. The course grade is determined by written examinations AND participation. The student must achieve a minimum of 270 exam points out of the total 360 exam points to earn a minimum exam grade of 75% before participation points are added. There is no rounding off of the final average.

B. Note: The instructors will post grades in the Blackboard Learning System within a week after an exam. It is the student’s responsibility to keep up with grades and average throughout the course.

Unit I Exam 60 points (15% of grade)
Unit II Exam 60 points (15% of grade)
Unit III Exam 60 points (15% of grade)
Unit IV Exam 60 points (15% of grade)
Unit V Exam 60 points (15% of grade)
RN Exit/HESI 60 points (15% of grade)*

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<thead>
<tr>
<th>Total Exam Points</th>
<th>360 points Participation Points</th>
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<tbody>
<tr>
<td>Class Pre-work and Attendance 20 points (1.0 point each)</td>
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<tr>
<td>Evolve pre-lecture Quizzes (22 Chapters) 22 points (1.0 point each)</td>
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<tr>
<td>HESI Practice Exams (4) 18 points (4.5 points each)</td>
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**In order to earn the participation points a minimum average score of 75% (270 points) for all the exams must be achieved.

Total Participation Points 60 points (14 % of grade)

TOTAL Course Points 420 POINTS

The student receiving 75% or greater on the semester exams (>270/360 points) will have the accrued participation points added to the exam points and their course grade will be reflected on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
<th>Credit Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>378-420 points</td>
<td>90-100% of credit</td>
</tr>
<tr>
<td>B</td>
<td>336-377.99 points</td>
<td>80-89.9% of credit</td>
</tr>
<tr>
<td>C</td>
<td>315-335.99 points</td>
<td>75-79.9% of credit</td>
</tr>
<tr>
<td>D</td>
<td>252-314.99 points</td>
<td>60-74.9% of credit</td>
</tr>
<tr>
<td>F</td>
<td>251.9 points or less</td>
<td>59.9-0% of credit</td>
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Final grade will not be configured until meeting the above requirements. Participation points will be added to the overall course grade only after the student has achieved a minimum of 75% of exam grades.
*RN Exit/HESI exam score will be converted to a grade point calculation. Both exams will be averaged for a final grade.

Example, 0.60 points x 80% (HESI conversion score %) = 48/60 points earned for final exam grade. *

There is no rounding off of the final average.

VII. TEACHING LEARNING ACTIVITIES

A. Auto-Tutorial: For some units of study, audio visual materials, electronic media methods, and computer software may be assigned. These interactive media programs may be viewed in the learning laboratory. Videos and/or DVDs will be viewed in the classroom. The student may be tested over material from these supplemental assignments. (C 8, 18)

B. Self-Directed Study: Each student enters the program with varied backgrounds, educational preparations and rate of learning; therefore, to enhance the teaching-learning process, the student is expected to develop an attitude of self-direction in acquiring knowledge. This course is fast paced, with new material covered daily. Class time is designed to supplement and clarify assigned learning activities. Please set up an appointment time with the appropriate faculty, if further assistance is needed. (F 11, 13, 16)

C. Class Presentation: A variety of teaching methods (lecture, discussion, demonstration, guest lectures, small group activities, interactive electronic media and software instruction, audio visuals, and simulated patient care situations using the Simulation lab and other equipment will be utilized to present material on assigned units of study. Class presentations are intended to supplement assigned learning aids. It is the student’s responsibility to be familiar with assigned material before attending class. (F 13)

D. Drug Information: Students are expected to have knowledge about drugs pertaining to the units of study. The student will be required to identify the classification, generic name, trade name, physiological action, uses, therapeutic range (if applicable), route of administration, principle side effects, adverse reactions, contraindications, incompatibilities, patient teaching, nursing responsibilities, and evaluation of effectiveness of these drugs. Also, the student must demonstrate basic mathematical skills necessary for practical problem solving for safe drug administration. (F 3, 4)

VIII. NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR

A. Course Withdrawal: (Consistent with CTC policy)

B. Administrative Withdrawals: (Consistent with CTC policy)

C. Incomplete Grade: (Consistent with CTC policy)

D. Cellular Phones: Cellular phones will be turned off while the student is in the classroom or laboratory or clinical area. (Refer to DONAH Testing Policy)
E. **American’s With Disabilities Act (ADA):** The Disability Support Services Program provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the main campus. This service is available to all students, regardless of location. Explore the website at [http://www.ctcd.edu/locations/central-campus/student-support/student-success-persistence/disability-support-services/](http://www.ctcd.edu/locations/central-campus/student-support/student-success-persistence/disability-support-services/) for further information. Reasonable accommodations, in accordance with federal and state laws, will be given through the DSS office.

F. **Instructor Discretion:** The instructor reserves the right of final decision in course requirements.

G. **Civility:** Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

H. **Support Services:** The College offers a variety of support services to students. Refer to the CTC website: [http://www.ctcd.edu/students/current-ctc-students/academic-support/](http://www.ctcd.edu/students/current-ctc-students/academic-support/) and [http://www.ctcd.edu/academics/catalogs/catalog-texas/student-services/](http://www.ctcd.edu/academics/catalogs/catalog-texas/student-services/)

I. **Statement on Harassment and Discrimination:** (Consistent with CTC policy)

J. **Inclement Weather:** Information about class cancellation or delay because of inclement weather can be obtained by listening to KNCT-FM (91.3 on the FM dial) or by calling (254) 501-3100 (Central Texas College Inclement Weather Information Line).

IX. **Learning Guide**

EvolvE Practice Exams:

Criteria: Evolve Practice Exam Completion

- Each exam must be completed on the date designated in the course daily plan unless otherwise specified by the instructor.
- Each exam will be worth 1.0 points each (total 22) toward the participation grade.
- **The student must score >80% on each exam before credit will be awarded.**

X. **COURSE OUTLINE**

**Unit One: Care of Clients with Cardiovascular Dysfunction**

1. **Learning Outcomes:** Upon successful completion of this lesson, the Student will:

   A. Differentiate the anatomic location and function of the following cardiac structures: pericardial layers, atria, ventricles, semilunar valves, and atrioventricular valves.

   B. Relate the coronary circulation to the areas of heart muscle supplied by the major coronary arteries.
C. Differentiate the structure and function of arteries, veins, capillaries, and endothelium.

D. Describe the mechanisms involved in the regulation of blood pressure.

E. Relate the various waveforms on a normal electrocardiogram to the associated cardiac events.

F. Select essential assessment data related to the cardiovascular system that should be obtained from a patient and/or caregiver.

G. Select appropriate techniques to use in the physical assessment of the cardiovascular system.

H. Differentiate normal from abnormal findings of a physical assessment of the cardiovascular system.

I. Link the age-related changes of the cardiovascular system to the differences in assessment findings.

J. Describe the purpose, significance of results, and nursing responsibilities related to diagnostic studies of the cardiovascular system.

K. Differentiate the precipitating factors, clinical manifestations, collaborative care, and nursing management of the patient with CAD and chronic stable angina.

L. Explain the clinical manifestations, complications, diagnostic study results, and collaborative care of the patient with ACS.

M. Evaluate commonly used drug therapy in treating patients with CAD and ACS.

N. Prioritize key components to include in the rehabilitation of patients recovering from ACS and coronary revascularization procedures.

O. Differentiate the precipitating factors, clinical presentation, and collaborative care of patients who are at risk for or have experienced sudden cardiac death.

P. Compare the pathophysiology of systolic and diastolic ventricular failure.

Q. Relate the compensatory mechanisms involved in heart failure (HF) to the development of acute decompensated heart failure (ADHF) and chronic HF.

R. Select appropriate nursing and collaborative interventions to manage the patient with ADHF and pulmonary edema.

S. Select appropriate nursing and collaborative interventions to manage the patient with chronic HF.

T. Describe the indications for cardiac transplantation and the nursing management of cardiac transplant recipients.

U. Analyze the nursing management of patients requiring continuous electrocardiographic (ECG) monitoring.

V. Differentiate the clinical characteristics and ECG patterns of normal sinus rhythm and common dysrhythmias, and acute coronary syndrome (ACS).

W. Evaluate the nursing and collaborative management of patients with common dysrhythmias and ECG changes associated with ACS.

X. Differentiate between defibrillation and cardio-version, including indications for use and physiologic effects.

Y. Describe the management of patients with pacemakers and implantable cardioverter-defibrillators.
Z. Select appropriate interventions for patients undergoing electro-physiologic testing and radiofrequency catheter ablation therapy.
AA. Describe the etiology, pathophysiology, and clinical manifestations of infective endocarditis and pericarditis.
BB. Describe the collaborative care and nursing management of the patient with infective endocarditis and pericarditis.
CC. Describe the etiology. Pathophysiology, and clinical manifestations of myocarditis.
DD. Describe the collaborative care and nursing management of the patient with myocarditis.
EE. Differentiate the etiology, pathophysiology, and clinical manifestations of rheumatic fever and rheumatic heart disease.
FF. Describe the collaborative care and nursing management of the patient with rheumatic fever and rheumatic heart disease.
GG. Relate the pathophysiology to the clinical manifestations and diagnostic studies for the various types of valvular heart disease.
HH. Describe the collaborative care and nursing management of the patient with valvular heart disease.
II. Relate the pathophysiology to the clinical manifestations and diagnostic studies for the different types of cardiomyopathy.
JJ. Compare the nursing and collaborative management of patients with different types of cardiomyopathy.

2. Learning Activities:
A. Analyze, identify and interpret electro-cardiogram strips to provide in the provision of care for clients with complex cardiovascular disorders.
B. Differentiate and identify nursing care needs of clients with complex cardiovascular disorders.
C. Utilize critical thinking and a systematic problem-solving process as a framework for providing care for clients with complex cardiovascular disorders.
D. Prioritize care of clients with complex cardiovascular care needs. Discuss and communicate awareness of legal and ethical issues in the provision of care for the patient and family in cardiovascular situations. Utilize principles of leadership and effective communication within the health care community.
E. Utilize knowledge of ethical and legal issues when caring for clients with end of life issues.

3. Equipment and Materials:
A. Desk top Computer
B. PowerPoint program
C. Computer Lab
D. Instructor prepared handouts, quizzes and case studies
E. Access to Evolve webpage: http://evolve.elsevier.com
F. Access to Blackboard: https://ctc.blackboard.com
Audiovisual Aids: Mecom videos located on Oveta Culp Hobby Library Website

A. EKG Interpretation and Response: Anatomy of the Heart, Reading an EKG
B. EKG Interpretation and Response: Atrial Dysrhythmias, Junctional Dysrhythmias, Heart Block
C. EKG Interpretation and Response: Sinus Dysrhythmias
D. EKG Interpretation and Response: Ventricular Dysrhythmias and Patient Care

4. Lesson Outline: Chapters 31, 33, 34, 35, and 36
A. Cardiovascular System
B. Coronary Artery Disease and Acute Coronary Syndrome
C. Heart Failure
D. Dysrhythmias
E. Inflammatory and Structural Heart Disorders

Unit Two: Care of the Cancer, End of Life Client and Substance Use Disorders

1. Learning Outcomes: Upon successful completion of this lesson, the Student will:
A. Discuss the purpose of palliative care.
B. Describe the purpose and services provided by hospice.
C. Describe the physical and psychological manifestations at the end of life.
D. Explain the process of grief and bereavement at the end of life.
E. Describe the nursing management for the dying patient.
F. Examine the cultural and spiritual issues related to end-of-life care.
G. Discuss ethical and legal issues in end-of-life care.
H. Explore the special needs of family caregivers in end-of-life care.
I. Discuss the special needs of the nurse who cares for dying patients and their families.
J. Relate the effects of substance use to its resulting major health complications.
K. Differentiate among the effects of the use of stimulants, depressants, and cannabis.
L. Explain your role in promoting the cessation of smoking and tobacco use.
M. Summarize the nursing management and inter-professional care of patients who experience toxicity or withdrawal from stimulants and depressants.
N. Apply the Screening, Brief Intervention, and Referral to Treatment approach in clinical situations.
O. Describes the incidence and effects of substance use in the older adult.
P. Describe the prevalence, incidence, survival, and mortality rates of cancer in the United States.
Q. Describe the processes involved in the biology of cancer.
R. Differentiate the three phases of cancer development.
S. Describe the role of the immune system related to cancer.
T. Differentiate among the uses of the classification systems for cancer.
U. Discuss the role of the nurse in the prevention and detection of cancer.
V. Explain the use of surgery, chemotherapy, radiation therapy, and biologic and targeted therapy in the treatment of cancer.

W. Identify the classifications of chemotherapeutic agents and methods of administration.

X. Differentiate between teletherapy (external beam radiation) and brachytherapy.

Y. Describe the effects of radiation therapy and chemotherapy on normal tissues.

Z. Identify the types and effects of biologic and targeted therapy agents.

AA. Describe the nursing management of patients receiving chemotherapy, radiation therapy, and biologic and targeted therapy.

BB. Describe the nutritional therapy for patients with cancer.

CC. Differentiate among the various complications associated with advanced cancer.

DD. Describe the psychological support interventions for cancer patients, cancer survivors, and their caregivers.

2. **Learning Activities:**

A. Analyze, identify and interpret laboratory values associated with various types of cancer; white blood cells, red blood cells, platelets, hematocrit, hemoglobin, to deliver safe and competent care for clients with various types of cancers.

B. Differentiate and identify nursing care needs of clients with various types of cancer, palliative care, hospice services and culturally competent spiritual needs Utilize critical thinking and a systematic problem-solving process as a framework for providing care for clients with various types of cancer, palliative care, hospice services and cultural competent spiritual needs

C. Prioritize care of clients with various cancer needs situations. Discuss and communicate awareness of legal and ethical issues in the provision of care for the patient and family regarding palliative, hospice and treatment of cancer situations c and shock situations.

D. Utilize principles of leadership and effective communication within the health care community.

E. Utilize knowledge of ethical and legal issues when caring for clients with end of life issues.

3. **Equipment and Materials:**

A. Desk top Computer

B. PowerPoint program

C. Computer Lab,

D. Instructor prepared handouts, quizzes and case studies

E. Access to Evolve webpage: [http://evolve.elsevier.com](http://evolve.elsevier.com)

F. Access to Blackboard: [https://ctc.blackboard.com](https://ctc.blackboard.com)

4. **Lesson Outline: Chapters 9, 10 & 15**

A. Palliative Care at The End Of Life

B. Substance use Disorders

C. Cancer
Unit Three: Care of Clients with Hematologic Dysfunctions, Critical Care & Shock, Systemic Inflammatory Response Syndrome in Multiple Organ Dysfunctions

1. **Learning Outcomes:** Upon successful completion of this lesson, the Student will:
   A. Describe the structures and functions of the hematologic system.
   B. Differentiate among the different types of blood cells and their functions.
   C. Explain the process of hemostasis.
   D. Relate the age-related changes in the hematologic system to differences in findings of hematologic studies.
   E. Select the significant subjective and objective assessment data related to the hematologic system that should be obtained from a patient.
   F. Describe the components of a physical assessment of the hematologic system.
   G. Differentiate normal from common abnormal findings of a physical assessment of the hematologic system.
   H. Describe the purpose, significance of results, and nursing responsibilities related to diagnostic studies of the hematologic system.
   I. Describe the general clinical manifestations and complications of anemia.
   J. Differentiate the etiologies, clinical manifestations, diagnostic findings, and nursing and collaborative management of iron deficiency, megaloblastic, and aplastic anemia and anemia of chronic disease.
   K. Explain the nursing management of anemia secondary to blood loss.
   L. Describe the pathophysiology, clinical manifestations, and nursing and collaborative management of anemia caused by increased erythrocyte destruction, including sickle cell disease and acquired hemolytic anemia.
   M. Describe the pathophysiology and nursing and collaborative management of polycythemia.
   N. Explain the pathophysiology, clinical manifestations, and nursing and collaborative management of various types of thrombocytopenia.
   O. Describe the types, clinical manifestations, diagnostic findings, and nursing and collaborative management of pancytopenia.
   P. Explain the pathophysiology, diagnostic findings, and nursing and collaborative management of disseminated intravascular coagulation.
   Q. Describe the etiology, clinical manifestations, and nursing and collaborative management of neutropenia.
   R. Describe the pathophysiology, clinical manifestations, and nursing and collaborative management of myelodysplastic syndrome.
   S. Compare and contrast the major types of leukemia regarding distinguishing clinical and laboratory findings.
   T. Explain the nursing and collaborative management of acute and chronic leukemia.
   U. Compare Hodgkin’s lymphoma and non-Hodgkin’s lymphomas in terms of clinical manifestations, staging, and nursing and collaborative management.
   V. Describe the pathophysiology, clinical manifestations, and nursing and collaborative management of multiple myeloma.
   W. Describe the spleen disorders and related collaborative care.
X. Describe the nursing management of the patient receiving transfusions of blood and blood components.

Y. Describe the purpose of cultural competence in caring for hematologic clients.

Z. Select appropriate nursing interventions to manage common problems and needs of critically ill patients.

AA. Develop strategies to manage issues related to caregivers of critically ill patients.

BB. Apply the principles of hemodynamic monitoring to the collaborative care and nursing management of patients receiving this intervention.

CC. Differentiate the purpose of, indications for, and function assist devices and related collaborative care and nursing management.

DD. Differentiate the indications for and modes of mechanical ventilation.

EE. Select appropriate nursing interventions related to the care of the intubated patient.

FF. Relate the principles of mechanical ventilation to the collaborative care and nursing management of patients receiving this intervention.

GG. Relate the pathophysiology to the clinical manifestations of the different types of shock: cardiogenic, hypovolemic, distributive, and obstructive.

HH. Compare and contrast the effects of shock, systemic inflammatory response syndrome, and multiple organ dysfunction syndromes on the major body systems.

II. Compare the collaborative care, drug therapy, and nursing management of patients experiencing different types of shock.

JJ. Describe the nursing management of a patient experiencing multiple organ dysfunction syndromes.

2. **Learning Activities: Discussion, team based group case studies and pre-quizzes:**

A. Analyze, identify and interpret laboratory values associated with hematologic dysfunctions and cardiogenic, septic, neurogenic, and hypovolemic shock disorders to deliver safe and competent care for clients with complex hematologic disorders cardiovascular disorders.

B. Differentiate and identify nursing care needs of clients with complex hematologic and shock disorders.

C. Utilize critical thinking and a systematic problem-solving process as a framework for providing care for clients with complex hematologic dysfunctions and shock disorders.

D. Prioritize care of clients with complex hematologic dysfunctions and shock disorders.

E. Discuss and communicate awareness of legal and ethical issues in the provision of care for the patient and family in hematologic and shock situations.

F. Utilize principles of leadership and effective communication within the health care community.

G. Utilize knowledge of ethical and legal issues when caring for clients with end of life issues.
3. **Equipment and Materials:**
   A. Desk top Computer
   B. PowerPoint program
   C. Computer Lab,
   D. Instructor prepared handouts, quizzes and case studies
   E. Access to Evolve webpage: http://evolve.elsevier.com
   F. Access to Blackboard: https://ctc.blackboard.com

4. **Audio-Visual Aids:**

5. **Lesson Outline: Chapters 29, 30, 65, & 66**
   A. Hematologic System
   B. Hematologic Problems
   C. Critical Care
   D. Shock, SIRS & MODS

Unit Four: Care of Renal, Liver, Biliary & Pancreatic Clients

1. **Learning Outcomes:** Upon successful completion of this lesson, the Student will:
   A. Differentiate among the anatomic location and functions of the kidneys, ureters, bladder, and urethra.
   B. Explain the physiologic events involved in the formation and passage of urine from glomerular filtration to voiding.
   C. Select significant subjective and objective data related to the urinary system that should be obtained from a patient.
   D. Relate the age-related changes of the urinary system to the differences in assessment findings.
   E. Select appropriate techniques to use in the physical assessment of the urinary system.
   F. Differentiate normal from abnormal findings of a physical assessment of the urinary system.
   G. Describe the purpose, significance of results, and nursing responsibilities related to diagnostic studies of the urinary system.
   H. Differentiate the normal from abnormal findings of a urinalysis.
   I. Differentiate the pathophysiology, clinical manifestations, collaborative care, and drug therapy of cystitis, urethritis, pyelonephritis and polycystic kidney disease.
   J. Explain the nursing management of urinary tract infections.
   K. Describe the immunologic mechanisms involved in glomerulonephritis.
   L. Differentiate the clinical manifestations and nursing and collaborative management of acute post streptococcal glomerulonephritis, and chronic glomerulonephritis.
   M. Describe the common causes, clinical manifestations, collaborative care, and nursing management of nephrotic syndrome.
   N. Compare and contrast the etiology, clinical manifestations, collaborative care, and nursing management of various types of urinary calculi.
O. Differentiate the common causes and management of renal trauma, renal vascular problems, and hereditary renal problems.

P. Describe the mechanisms of renal involvement in metabolic and connective tissue disorders.

Q. Describe the clinical manifestations and collaborative care of kidney cancer and bladder cancer.

R. Describe the common causes and management of bladder dysfunctions, particularly urinary incontinence and urinary retention.

S. Differentiate among ureteral, suprapubic, nephrostomy, urethral, and external catheters with regard to indications for use and nursing responsibilities.

T. Explain the nursing management of the patient undergoing nephrectomy or urinary diversion surgery.

U. Differentiate between acute kidney injury and chronic kidney disease.

V. Identify criteria used in the classification of acute kidney injury using the acronym RIFLE (risk, injury, failure, loss, end-stage kidney disease).

W. Describe the clinical course of acute kidney injury.

X. Explain the collaborative care and nursing management of a patient with acute kidney injury.

Y. Define chronic kidney disease and delineate the five stages of chronic kidney disease based on the glomerular filtration rate (GFR).

Z. Select risk factors that contribute to the development of chronic kidney disease.

AA. Summarize the significance of cardiovascular disease in individuals with chronic kidney disease.

BB. Explain the conservative collaborative care for and the related nursing management of the patient with chronic kidney disease.

CC. Differentiate among renal replacement options for individuals with end-stage kidney disease.

DD. Compare and contrast nursing interventions for individuals on peritoneal dialysis and hemodialysis.

EE. Discuss the role of nurses in the management of individuals that receive a kidney transplant.

FF. Describe the nursing management of the patient with acute liver failure.

GG. Describe the clinical manifestations and management of liver cancer.

HH. Differentiate between acute and chronic pancreatitis related to pathophysiology, clinical manifestations, complications, and collaborative care.

II. Select the appropriate nursing management for the patient with pancreatitis.

JJ. Explain the clinical manifestations and collaborative care of the patient with pancreatic cancer.

KK. Describe the pathophysiology, clinical manifestations, complications, and collaborative care, including surgical therapy, of gallbladder disorders.

LL. Describe the nursing management of the patient undergoing conservative or surgical treatment of cholecystitis and cholelithiasis.
2. **Learning Activities:**
   A. **Discussion, team based group case studies and pre-quizzes:**
      1) Analyze, identify and interpret laboratory values associated with renal, pancreatic, liver and biliary dysfunctions to deliver safe and competent care for clients with complex.
      2) Differentiate and identify nursing care needs of clients with complex renal, pancreatic, liver and biliary dysfunctions.
      3) Utilize critical thinking and a systematic problem-solving process as a framework for providing care for clients with complex renal, pancreatic, liver and biliary dysfunctions.
      4) Prioritize care of clients with complex renal, pancreatic, liver and biliary dysfunctions.
      5) Discuss and communicate awareness of legal and ethical issues in the provision of care for the patient and family with hip renal, pancreatic, liver and biliary disorders.
      6) Utilize principles of leadership and effective communication within the health care community.
      7) Utilize knowledge of ethical and legal issues when caring for clients with end of life issues.

3. **Equipment and Materials:**
   A. Desk top Computer
   B. PowerPoint program
   C. Computer Lab,
   D. Instructor prepared handouts, quizzes and case studies
   E. Access to Evolve webpage: http://evolve.elsevier.com
   F. Access to Blackboard: https://ctc.blackboard.com

4. **Lesson Outline: Chapters 43, 44, 45, & 46**
   A. Liver, Biliary and Pancreatic Dysfunction
   B. Urinary System
   C. Renal and Urologic Problems
   D. Acute Kidney Injury and Chronic Kidney Disease

**Unit Five: Care of Clients with Sensory/Neurological dysfunction Spinal Cord Injuries and Emergency, Terrorism and Disaster**

1. **Learning Outcomes:** Upon successful completion of this lesson, the Student will:
   A. Differentiate between the functions of neurons and glial cells.
   B. Explain the anatomic location and functions of the cerebrum, brainstem, cerebellum, spinal cord, peripheral nerves, and cerebrospinal fluid.
   C. Identify the major arteries supplying the brain.
   D. Describe the functions of the 12 cranial nerves.
   E. Compare the functions of the two divisions of the autonomic nervous system.
   F. Relate the age-related changes in the neurologic system to the differences in assessment findings.
   G. Select significant subjective and objective data related to the nervous system that should be obtained from a patient.
H. Select appropriate techniques to use in the physical assessment of the nervous system.
I. Differentiate normal from abnormal findings of a physical assessment of the nervous system.
J. Describe the purpose, significance of results, and nursing responsibilities related to diagnostic studies of the nervous system.
K. Explain the physiologic mechanisms that maintain normal intracranial pressure.
L. Describe the common etiologies, clinical manifestations, and collaborative care of the patient with increased intracranial pressure.
M. Describe the collaborative and nursing management of the patient with increased intracranial pressure.
N. Differentiate types of head injury by mechanism of injury and clinical manifestations.
O. Describe the collaborative care and nursing management of the patient with a head injury.
P. Compare the types, clinical manifestations, and collaborative care of patients with brain tumors.
Q. Discuss the nursing management of the patient with a brain tumor.
R. Describe the nursing management of the patient undergoing cranial surgery.
S. Differentiate among the primary causes, collaborative care, and nursing management of brain abscess, meningitis, and encephalitis.
T. Describe the incidence of and risk factors for stroke.
U. Explain mechanisms that affect cerebral blood flow.
V. Compare and contrast the etiology and pathophysiology of ischemic and hemorrhagic strokes.
W. Correlate the clinical manifestations of stroke with the underlying pathophysiology.
X. Identify diagnostic studies performed for patients with strokes.
Y. Differentiate among the collaborative care, drug therapy, and surgical therapy for patients with ischemic strokes and hemorrhagic strokes.
Z. Describe the acute nursing management of a patient with a stroke.
AA. Describe the rehabilitative nursing management of a patient with a stroke.
BB. Explain the psychosocial impact of a stroke on the patient, caregiver, and family.
CC. Compare and contrast the etiology, clinical manifestations, collaborative care, and nursing management of tension-type, migraine, and cluster headaches.
DD. Differentiate the etiology, clinical manifestations, diagnostic studies, collaborative care, and nursing management of seizure disorders, multiple sclerosis, Parkinson’s disease, and myasthenia gravis.
EE. Describe the clinical manifestations and nursing and collaborative management of restless legs syndrome, amyotrophic lateral sclerosis, and Huntington’s disease.
FF. Explain the potential impact of chronic neurologic disease on physical and psychological well-being.
GG. Outline the major goals of treatment for the patient with a chronic, progressive neurologic disease.

HH. Define dementia and describe its impact on society.

II. Compare and contrast different etiologies of dementia.

JJ. Describe the clinical manifestations, diagnostic studies, and collaborative management of dementia.

KK. Describe the clinical manifestations of mild cognitive impairment.

LL. Describe the clinical manifestations, diagnostic studies, and collaborative management of Alzheimer’s disease.

MM. Describe the nursing management of the patient with Alzheimer’s disease.

NN. Differentiate among other neurodegenerative disorders associated with dementia, including dementia, frontotemporal dementia, Creutzfeldt-Jakob disease, and normal pressure hydrocephalus.

OO. Describe the etiology, pathophysiology, clinical manifestations, diagnostic studies, and collaborative management of delirium.

PP. Explain the etiology, clinical manifestations, collaborative care, and nursing management of trigeminal neuralgia and Bell’s palsy.

QQ. Explain the etiology, clinical manifestations, collaborative care, and nursing management of Guillain-Barré syndrome, botulism, tetanus, and neurosyphilis.

RR. Describe the classification of spinal cord injuries and associated clinical manifestations.

SS. Describe the clinical manifestations, collaborative care, and nursing management of neurogenic and spinal shock.

TT. Relate the clinical manifestations of spinal cord injury to the level of disruption and rehabilitation potential.

UU. Describe the nursing management of the major physical and psychological problems of the patient with a spinal cord injury.

VV. Describe the effects of spinal cord injury on the older adult population.

WW. Explain the types, clinical manifestations, collaborative care, and nursing management of spinal cord tumors.

XX. Apply the sequential steps in triage, the primary survey, and the secondary survey to a patient in an emergency.

YY. Relate the pathophysiology to the assessment and collaborative care of select environmental emergencies (e.g., hyperthermia, hypothermia, submersion injury, bites).

ZZ. Relate the pathophysiology to the assessment and collaborative care of select toxicological emergencies.

AAA. Select appropriate nursing interventions for victims of violence.

BBB. Differentiate among the responsibilities of health care providers, the community, and select federal agencies in emergency and mass casualty incident preparedness.
2. **Learning Activities:**
   a. Student/Peer led oral presentations; graded by rubric and peer evaluations. Presentations content cover Neurology Assessment discussion with demonstration, and lectures over all central nervous and peripheral nervous systems.

3. **Equipment and Materials:**
   A. Desk top Computer
   B. PowerPoint program
   C. Computer Lab,
   D. Instructor prepared handouts, quizzes and case studies
   E. Access to Evolve webpage: [http://evolve.elsevier.com](http://evolve.elsevier.com)
   F. Access to Blackboard: [https://ctc.blackboard.com](https://ctc.blackboard.com)

4. **Audio-Visual Aids:**

5. **Lesson Outline: Chapters:** **55, 56, 57, 58, 59, 60 & 68**
   A. Nervous System
   B. Acute Intracranial Problems
   C. Stroke
   D. Chronic Neurologic Problems
   E. Alzheimer’s Disease, Dementia and Delirium
   F. Peripheral Nerve and Spinal Cord Problems
   G. Emergency, Terrorism and Disaster Nursing
Central Texas College
Associate Degree Nursing Program
Dosage Calculation for Administration (DCFA) Rounding Rules

These rules are standard rules of rounding that apply across the curriculum unless otherwise specified on an exam. All answers must be correctly labeled or they are wrong.

1. **Never round off until the final answer.**

2. When rounding, the general rule is: 5 and above round up; 4 and below round down. However, never round up when figuring problems for pediatrics/infants. Refer to the required dosage calculation text for specific examples.

3. Milligrams/dose- round to the tenths place. (Exception: see rule #9)

4. Milliliters/dose- round to the tenths place unless the amount is less than 1 ml, then round to the hundredths place.

5. Milliliters or ounces/feed- round to the tenths place.

6. Milliliters/hour- round to the tenths place.

7. Drops (gtt)/minute- round to the whole number.

8. Insulin should be given as ordered. DO NOT round off.

9. Digoxin and heparin should be rounded to the thousandths place (mg/dose only).

10. Amounts less than 1 should be preceded by a 0 and a decimal point. Refer to the required dosage calculation text for specific examples.

11. No “trailing” zeros. Ex: 5 mL, not 5.0 mL; 0.4 mL, not 0.40 mL.

12. Microdrip tubing has a drop factor of 60gtt/mL. Macro drip tubing has a drop factor of 10, 15, or 20 gtt/mL.

13. To convert pounds and ounces to pounds, divide the ounces by 16. For example: weight = 7 lb., 10 oz.; 10/16 = 0.625; so weight is 7.625 lb.

14. Conversions you must know:

   1 pound (lb.) = 16 ounces (oz.)
   1 kilogram (kg) = 1000 grams (g)
   1 gram (g) = 1000 milligrams (mg)
   1 unit (U) = 1000 milliunits (mU)
   1 ounce (oz.) = 30 milliliters (mL)
   1 tablespoon (Tbsp.) = 15 milliliters (mL)
   1 oz. of breast milk = 20 kilocalories (kcal)

   1 kilogram (kg) = 2.2 pounds (lb.)
   1 gram (g) = 1,000,000 micrograms (mcg)
   1 milligram (mg) = 1000 micrograms (mcg)
   1 milliliter (mL) = 1000 milliliters (mL)
   1 teaspoon (tsp.) = 5 milliliters (mL)
   1 oz. of baby formula = 20 kcal unless otherwise specified in problem
Course Grade Computation

<table>
<thead>
<tr>
<th>Unit I Exam</th>
<th>60 points (15% of grade)</th>
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<tbody>
<tr>
<td>Unit II Exam</td>
<td>60 points (15% of grade)</td>
</tr>
<tr>
<td>Unit III Exam</td>
<td>60 points (15% of grade)</td>
</tr>
<tr>
<td>Unit IV Exam</td>
<td>60 points (15% of grade)</td>
</tr>
<tr>
<td>Unit V Exam</td>
<td>60 points (15% of grade)</td>
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<tr>
<td>RN Exit/HESI</td>
<td>60 points (15% of grade)</td>
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<tr>
<td><strong>Total Exam Points</strong></td>
<td>360 points</td>
</tr>
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Participation Points

| Class Pre-work and Attendance              | 20 points (1.0 point each) |
| Evolve pre-lecture Quizzes (22 Chapters)   | 22 points (1.0 point each) |
| HESI Practice Exams (4)                   | 18 points (4.5 points each) |

**In order to earn the participation points a minimum average score of 75% (270 points) for all the exams must be achieved.**

| Total Participation Points                | 60 points (14% of grade) |

**TOTAL Course Points** 420 POINTS

The student receiving 75% or greater on the semester exams (≥270/360 points) will have the accrued participation points added to the exam points and their course grade will be reflected on the following scale:

<table>
<thead>
<tr>
<th>A</th>
<th>378-420 points</th>
<th>90-100% of credit</th>
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<td>B</td>
<td>336-377.99 points</td>
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<tr>
<td>F</td>
<td>251.9 points or less</td>
<td>59.9-0% of credit</td>
</tr>
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</table>

Final grade will not be configured until meeting the above requirements. Participation points will be added to the overall course grade only after the student has achieved a minimum of 75% of exam grades. Make-up examinations may be in essay format and/or alternate format questions.

*RN Exit/HESI exam score will be converted to a grade point calculation. Both exams will be averaged for a final grade.
Example, 0.60 points x 80% (HESI conversion score %) = 48/60 points earned for final exam grade.
* There is no rounding off of the final average.

______________________________
Student Name Print

______________________________
Student Signature

______________________________
Date

Signature denotes: The student has electronically received and read the Syllabus for RNSG 2331: Advanced Concepts of Adult Health and understands the document in its entirety, including the testing policy and HESI policy, and agrees to abide by the policies, procedures, and dates set forth in them. Updated 04.16.2019/ALD