



**BSN Program
NURS 3630 Nursing Care of Adults I
Syllabus
Fall 2014**

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COURSE INFORMATION

Textbook(s) Required:

Eliopoulos, C. (2013). *Gerontological nursing* (8th ed.). Philadelphia: Wolters Kluwer.
Gahart, B. L., & Nazareno, A. R. (2013). *Intravenous medications: A handbook for nurses and health professionals* (29th ed.). St. Louis, MO: Elsevier.
Lewis, S. L., Dirksen, S. R., Heitkemper, M. M., Bucher, L., & Camera, I. M. (2011). *Medical-surgical nursing: Assessment and management of clinical problems* (9th ed.). St. Louis, MO: Elsevier.
Evolve Online Case Studies (Access Codes will be provided to students)

The textbooks from previous courses, including: Nursing Diagnosis; Fundamentals; Calculation of Drug Dosages; Laboratory & Diagnostic Tests; Drug Guide; Therapeutic Communication; Health Assessment; NCLEX review

Prerequisites: NURS 3311, NURS 3312, NURS 3313, NURS 3414, NURS 3620

Other Resources: Simulation Scenarios

COURSE DESCRIPTION: (6 credit hours)

This course introduces the student to the use of the nursing process in the care of adults with chronic or non-complex illness. A systems approach is used to discuss the effects of illness on the individual and the family, and to examine the disruption of growth and development patterns across the lifespan from young adult to senior years. The course includes clinical experience to allow the student the opportunity to apply theoretical concepts to clinical practice in diverse adult populations.

Student Learning Outcomes:

At the completion of Nursing Care of Adults I, the student will be able to:

1. Synthesize applicable nursing and non-nursing theories and concepts from liberal education to build an understanding of the human experience.
2. Identify the impact of attitudes, values, and expectations on the care of frail older adults, and other vulnerable adult populations.
3. Promote factors that create a culture of safety and caring for clients from diverse populations in rural areas.
4. Implement patient and family-centered care around resolution of end-of-life and palliative care issues, such as symptom management, support of rituals, and respect for patient and family preferences.
5. Advocate for high quality and safe patient care as a member of the interprofessional team.
6. Give examples of relevant and recent research findings, particularly as they relate to nursing care of patients with disorders of physiological systems.
7. Describe ethical and legal principles impacting health care for adults, including informed consent, diminished autonomy, individual freedom of choice, and confidentiality.
8. Apply the nursing process to individuals experiencing acute and chronic illness.
9. Utilize critical thinking skills to identify concepts related to the disruption of growth and development, physiological disorders and psychological disorders for adults.
10. Assume and demonstrate accountability for personal and professional behaviors in classroom and clinical.

Clinical Objectives

At the completion of the clinical rotation, the student will be able to:

1. Demonstrate professional standards of moral, ethical, and legal conduct.
2. Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families as well as among caregivers.
3. Implement holistic, patient-centered care that reflects an understanding of ethical and legal issues, human growth and development, pathophysiology, pharmacology, medical management, and nursing process management across the health-illness continuum, for adults in the acute hospital setting.
4. Deliver compassionate, patient-centered, evidence-based care.
5. Create a safe care environment that results in high quality patient outcomes.
6. Provide appropriate patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations to foster patient engagement in care.
7. Demonstrate critical thinking skills in implementing evidence-based nursing interventions as appropriate for managing the acute and chronic care of adult patients.
8. Demonstrate the application of psychomotor skills for the efficient, safe and compassionate delivery of patient care.
9. Monitor client outcomes to evaluate the effectiveness of psychobiological interventions.
10. Collaborate with other healthcare professionals and patients to provide appropriate health promotion and disease/injury prevention interventions.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This is a blended course without lecture requiring students to complete online activities and independent study to be successful. Course objectives may be met through individual study using suggested resources, active involvement in classroom activities, formal, and informal exchange of ideas with classmates and colleagues regarding specific topics as well as utilizing critical thinking skills. Teaching methods include seminar, discussion, small group work, independent study of texts and library resources, computer-assisted instruction,

audio-visual aids, return demonstration, clinical assignments and supervision, post clinical conferences and check-off of appropriate skills and the assignments listed. While the professor will provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation and demonstration of course objectives.

Grading

Grades will be determined as follows:

Exams (5)-14% each	70%
Online Courses/Case Studies (9)-3% each	27%
NCLEX Review Questions (6)	3%
HESI Practice Exam	Cr/NC
HESI Fundamentals Exam	Cr/NC
Total	100%
Clinical	Pass/Fail

The HESI Fundamentals Exam must be passed with a score of 850 or greater. If you do not achieve this score, you will have to undergo remediation and retesting as indicated in the Student Guide.

Medication Calculation

1. A medication calculation 10-question quiz will be given the first week of the semester.
2. Anyone not receiving 100% will be placed on mandatory remediation.
3. Remediation will be every week or every other week as a group for 30 minutes to 1 hour with the course instructor.
4. Each examination will include 3-5 medication calculation questions.
5. Anyone not receiving 100% on these questions will be placed on mandatory remediation.
6. If someone is on remediation and receives 100% on the medication calculation questions, they will no longer have to attend remediation.
7. If a student does not receive 100% on the medication calculation questions on the final exam of the semester in the course, they will be on remediation in the following semester. Students will have to complete a medication calculation quiz in the final semester at 100% to complete remediation.

The clinical component is PASS/FAIL and must be passed in order to pass the course. To receive a passing grade in clinical you must achieve at least 75% on the clinical assignments and receive a satisfactory clinical evaluation.

Grading Scale:

A = 90-100

B = 80-89

C = 75-79

D = 60-74

F = Below 60

A minimum grade of 75 is required to pass the course.

TECHNOLOGY REQUIREMENTS

This course will be enhanced using eCollege, the Learning Management System used by Texas A&M University-Commerce. To login to the course, go to: <http://leo.tamuc.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu

The following hardware and software are necessary to use eCollege.

- Internet access/connection-high speed recommended (not dial up)
- Word Processor (MS Word, or Word Perfect)

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP, Vista, 7 or 8) and a recent version of Microsoft Internet Explorer (6.0, 7.0, 8.0, or 9.0).

Your courses will also work with Macintosh OS X or better along with a recent version of Safari (5.1 is now available). Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows, and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login to eCollege, click on the “myCourses” tab, and then select the “Browser Test” link under Support Services.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

It is expected that you will check your eCollege course and email at least **DAILY** for communication from the instructor.

Communication between faculty and students is significant and taken seriously. Preferred communication methods are individualized office hours, email, or via office phone. If a phone call is not answered, please leave a message and send an e-mail using the direct e-mail link on the course home page. You will be treated with collegial respect and you are expected to communicate likewise in a professional manner.

<http://www.albion.com/netiquette/corerules.html>

COURSE AND UNIVERSITY PROCEDURES/POLICIES

CLASS

1. Class Cancellation: In the event that a class is canceled, the student is expected to do the readings and complete the objectives for that day. The content will still be included on examinations. The material in this syllabus and dates identified in the Course Calendar are subject to change.
2. Class attendance is expected. The students should notify course faculty in advance of any absence.
3. Exam dates are listed in each course syllabus, and the student is expected to be present for exams. In the event that the student will be absent, the course instructor must be notified in advance. Failure to do so will result in the student receiving a zero for the missed exam or quiz. Review the university catalog for excused absence criteria.
4. As an adult learner and responsible professional, the student is responsible for reading and completing assignments prior to class and for being prepared to participate in discussions over the assigned material. It should not be expected that all material will be covered in class. Students are expected to come to class prepared.
5. It is expected that you will submit assignments on time. If you need an extension, it should be requested

before the due date. Unexcused late assignments will be penalized 10% for each of the first three days overdue; on the 4th day, the grade will be assigned as 0%. Communication on these matters is the student's responsibility.

NURSING SKILLS LABORATORY

1. Students are responsible for assigned readings in textbooks and completing DVD and other assignments prior to lab. Participation in discussions over the assigned material is expected. Failure to prepare will result in an unsatisfactory for the lab session. All lab sessions must be completed satisfactorily to progress to the clinical setting.
2. Students must adhere to the clinical dress code for skills laboratory sessions. Refer to the Nursing Student Guide for policy information.

CLINICAL EXPERIENCE

1. Clinical attendance is mandatory. Refer to the Nursing Student Guide for absence policy information.
2. Immunizations, CPR, and TB status must be current for students to be able to attend clinical experience at the assigned clinical location.
3. Students will be allowed to perform designated nursing skills in the clinical setting only after receiving instruction and successfully demonstrating the skill in the Nursing Skills Laboratory.
4. Students are expected to meet clinical expectations outlined in the clinical evaluation tool.
5. Based on student learning needs, the faculty will determine the appropriate amount of time and clinical assignments needed to assess student growth. Faculty may require additional assignments and clinical work to ensure students have met clinical objectives. Students are expected to comply with any additional assignments or clinical hours assigned.
6. Students are expected to prepare for clinical practice in order to provide safe, competent care.
7. Clinical assignments must be handed in on time to the clinical instructor. No exceptions.
8. Clinical is graded Pass/Fail. If the student fails the clinical component, the entire course must be repeated.

UNSATISFACTORY CLINICAL PERFORMANCE

1. There are several infractions that might lead to a student being given a clinical warning for the day, including but not limited to:
 - Absences
 - Tardiness
 - Violation of dress code
 - Incomplete health immunization records
 - Expired CPR certification
 - Failure to turn in written assignments on time
 - Incomplete hospital orientation
 - Lack of preparation
2. Accumulation of two (2) warnings in this clinical course will lead to failure of the clinical rotation and therefore, failure of the entire course.
3. Other offenses which may lead to immediate failure of the course include but are not limited to:
 - A pattern of lack of accountability for class, clinical and lab skills preparation
 - Unsafe or unprofessional practices or behaviors
 - HIPPA violations
 - Inability to pass required clinical assignments
 - Falsification of records

ADA Statement

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library

Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Student Conduct Code – Refer to the BSN Student Guide

Students must adhere to standards of professional and academic conduct. Academic misconduct involves any activity that tends to compromise the academic integrity of the University, or subvert the educational process, including, but not limited to, cheating, plagiarism, falsifying academic records, misrepresenting facts and any act designed to give unfair academic advantage to the student or the attempt to commit such an act. Students are responsible for their own academic honesty and for reporting violations of academic honesty by others.

Course Schedule

Week/ Monday Date	Topic	Class Meetings/Assignments
1/August 25	Orientation to course Medication Administration Evidence-based practice Complementary & Alternative Medicine	Medication Calculation Quiz 8/25 0800-0830 Class Meeting 8/25 0900-1200 Skills-Wound Care 8/25 1300-1600 Simulation #1 8/27 assigned time
2/September 1	Perioperative Care	Skills-IVF, IVPB, IV flush—9/2 & 9/3 assigned time
3/September 8	Advocacy-Abuse-Ageism	Class Meeting 9/8 0915-1115 NCLEX Questions due 9/8 Elder Abuse Review & Reflection Exercise due 9/12
4/September 15	Musculoskeletal/Genetics	Examination #1 9/15 0800-0900 RCN Genetics Reflective Record due 9/19
5/September 22	Fluid/Electrolyte/ABG Genitourinary/Reproductive	Class meeting 9/25 0800-1000 NCLEX Questions due 9/25
6/September 29	Rehabilitation	Examination #2 9/29 0800-0900
7/October 6	Cardiovascular	Class Meeting 10/9 0800-1000 NCLEX Questions due 10/9 HTN Paper due 10/10
8/October 13	Endocrine/Integumentary	Evolve Thyroid Case Study due 10/17 Pressure Ulcer Module 1 due 10/17
9/October 20	Neurological/Sensory	Examination #3 0800-0900 Class Meeting 10/23 0800-1000 NCLEX Questions due 10/23
10/October 27	Hematology/Nutrition	Evolve Altered Nutrition Case Study due 10/31
11/November 3	Respiratory	Class Meeting 11/6 0800-1000 (Group Presentations) NCLEX Questions due 11/6 Evolve COPD with PNA Case Study due 11/7 Fundamentals Practice Exam due 11/7
12/November 10	Ethics/EOL	Fundamentals HESI 11/10 0800-0930
13/November 17	Gastrointestinal	Examination #4 0800-0900 Class Meeting 11/20 0800-1000 (Senior Change Presentations) NCLEX Questions due 11/20 Evolve Peptic Ulcer Disease Case Study due 11/21
14/November 24	Immune/Cancer	STI Certificate of Completion due 11/26
15/December 1	Rural/Discharge/Interdisciplinary Teams	
16/December 8	Finals Week	Examination #5 0800-0900

Nursing Care of Adult I Assignments

Types of Lecture Assignments and Purpose of Each: There is a variety of assignments for this class to accommodate different learning styles.

1. Examinations 70% total, 14% each 9/15, 9/29, 10/20, 11/17, 12/8

There are a total of five examinations in this class on the dates identified. They will cover the topics as identified on eCollege. The questions will be in multiple formats: multiple choice, multiple answer, matching, etc.

2. Online Courses/Case Studies 27% of grade, 3% each

There are four Evolve case studies, four online courses, and one table completion to be completed and submitted on Evolve or eCollege by the date indicated.

Elder Abuse Reflective Journal	9/12
RCN Genetics Reflective Record	9/19
Hypertension Medications	10/10
Pressure Ulcer Certificate of Completion	10/17
Evolve Case Study-Thyroid	10/17
Evolve Case Study-Altered Nutrition	10/31
Evolve Case Study-COPD with Pneumonia	11/7
Evolve Case Study-Peptic Ulcer Disease	11/21
STI Certificate of Completion	11/26

3. HESI Fundamentals Practice Exam Cr/NC 11/7

Complete online non-proctored exam by November 7th with a score of 90% or better to receive credit.

4. HESI Fundamentals Examination Cr/NC 11/10

Complete proctored exam on November 10th with a score of 850 or better to receive credit. If you receive below 850, you will have to complete remediation and re-take the examination to receive credit. For scores on the HESI of 900-949, you will receive 1 extra point for your grade; for scores of 950-999, you will receive 2 extra points and for scores of 1000 and greater, you will receive 3 extra points.

5. NCLEX Review Questions 3% Every 2 Weeks (6 total)

To assist in preparing students for the HESI examinations and the NCLEX examination, each class meeting you are required to complete at least fifty (50) NCLEX review questions on a computer from your NCLEX review material. Bring proof of completion to class each meeting day.

Types of Clinical Assignments and Purpose of Each: There is a variety of assignments for this clinical to accommodate different learning styles. All clinical assignments must be completed with a grade of 75% or higher or they will have to be repeated.

1. Nursing Plan of Care 49%, 7% each (7 total) Varies

The purpose of this assignment is to conduct assessments of adults in the acute hospital setting. For each client you will complete a database, care plan, pathophysiology concept map on one diagnosis and include the following instruments: Braden Scale, and Fall Risk Scale. These assessments will determine the psychosocial, cognitive, and physiological status of your adult clients. This assignment will also enhance the student's communication with adult clients and provide the opportunity to apply principles in clinical situations. The completed plan of care will be submitted in Dropbox on eCollege by 2359, the day following your clinical day. You are required to go to the hospital to pre-plan the day before your scheduled days on the floor at the hospital. The clinical day at the hospital will be for nine (9) hours.

During your clinical experiences, you are required to have a client with a medical diagnosis from each of the following categories. It does NOT have to be their primary diagnosis. This diagnosis will be the one that you complete your pathophysiology concept map on for the week.

One from each of the following categories:

- UTI/ARF/CRF/BPH
- HTN/HF
- COPD/PNA
- Cholecystitis/GERD/C Diff Colitis
- CVA/Parkinson's/Dementia
- DM

2. Perioperative Assessments 14%, 7% each Varies

During the clinical rotation, you will spend two (2) days in the perioperative setting. You are to complete the perioperative assessment on one (1) client each day. One (1) of these assessments has to be on a client 65 years of age or older. The completed assessment is to be submitted in Dropbox on eCollege by 2359, the day following your clinical day.

3. Confusion Assessment Method (CAM)/Mini-Cog 5% Varies

During your clinical rotation, you are required to complete the CAM and Mini-Cog on one (1) of your older adult clients you can communicate with you verbally. Completion requires assessment of your client, documentation on the assessment forms and evaluation of the results. These assessments to be submitted on Dropbox on eCollege.

4. Activities of Daily Living (ADL)/Instrumental Activities of Daily Living (IADL) 5% Varies

You are to assess one (1) older adult (65 or older) living in the community using the ADL and IADL assessment tools. Completion requires assessment, documentation of total score and evaluation of what the score indicates. These assessments to be uploaded on eCollege and are due by 2359, the day after the GROCERY assigned day on the clinical schedule.

5. Grocery Shopping Experience

5%

Varies

The purpose of this assignment is to provide students an opportunity to experience older adulthood in performing a common activity.

You are a seventy two (72) year-old women who lives in Sunny Days, an assisted living facility. You have your own one bedroom apartment with a kitchenette that includes a dorm-size refrigerator, microwave, and sink. Sunny Days allowed you to keep your dog, Milo, a six-pound Maltese. Your rent includes lunch and dinner at the facility but you must provide your own breakfast. You are healthy but have hypertension (HTN) and osteoarthritis (OA). The arthritis limits your walking to ten (10) feet without an assistive device. You use a front wheel walker (FWW) to get around your apartment and the facility. Sunny Days provides a shuttle that will take you from the front door of the facility to the front door of the grocery store. The driver and facility staff are not able to help you carry any bags or grocery items. You need to buy the following fifteen (15) items and you have a \$35 budget to buy groceries this visit.

Item
1/2 gallon low fat milk
64 oz. orange juice
16 ounce box shredded wheat cereal
Box (10 packet) instant oatmeal
11.5 ounce classic roast coffee
2 pounds apples
2 pounds bananas
4 pound bag dry dog food
5-3.5 oz. cans dog food
Dog training pads (14 pads)
6 ounce toothpaste
12 ounce body wash
32 ounce household cleaner
4 rolls toilet paper
1 roll paper towels

For the experience, go to a grocery store near your home as the client described above and price the items on the list. Determine what items you would buy or not. Consider your ability to get around the store, carry your purchases, etc. in your decision. For your journal, indicate the grocery store and city where you shopped. Make a table of what items you bought and their cost. Explain what items you did not buy or changed and why. Describe how you would reach items; carry the items, etc. based on your medical conditions. Discuss how being an older adult with a disability affected your ability to perform this common activity. **DO NOT BUY THE GROCERIES!**

The journal is a maximum of two (2) pages in APA format, not including the reference page and table and is due at 2359, the day after the assignment on the clinical schedule. A title page is not required.

6. Simulation Day/Simulation Day Reflection Journal

9%, 3% each

Post-operative Simulation 8/27; End of Life Simulation 11/11 or 11/14; MRSA Simulation 11/25

The student will be exposed to a client in the simulation to improve their familiarity and comfort with varying client situations. The experience in the simulation will be graded pass/fail for each individual student. In addition, the student will reflect on their experience during the simulation day by completing the simulation effectiveness tool. The simulation effectiveness tool is posted on eCollege. Circle your responses to the questions and in the comment area reflect on your experience. It is due by 2359 the day of your simulation experience and is to be submitted on eCollege.

7. Skills Day Cr/NC 9/2 or 9/3

On your assigned day, you will be required to attend skills day and perform the following skills correctly to receive credit. You will be checked off on the skills at your clinical site:

- a. start IVF per order
- b. start IVPB per order (includes calculation of dose/rate)

8. Group Presentation and Paper 10%, 5% paper/5% presentation 11/6

Students will be divided into groups of four or five students. Group assignment will be chosen related to clinical assignment. Each group will be assigned a medical condition from the list below. The group will develop a PICOT question that includes an evidence-based nursing intervention related to the care of the disease. The PICOT question and intervention needs to be approved by your clinical instructor. The group will research current evidence and find three (3) research articles that support and/or do not support the intervention.

- #1 23-year-old female with iron deficiency anemia
- #2 29-year-old male with hypertension
- #3 35-year-old male with C diff colitis
- #4 44 year-old male with Type 2 DM foot ulcer
- #5 49-year-old female with urinary tract infection
- #6 53 year-old female with acute renal failure due to hemorrhage
- #7 68-year-old male with bilateral Stage 4 hip ulcers
- #8 74-year-old female with COPD and Pneumonia
- #9 85-year-old female with vascular dementia

The group will develop appropriate learning objectives (3-5) for the audience for the presentation. Objectives must be written in measurable terms. The group will prepare and present a PowerPoint presentation, approximately ten (10) minutes in length, regarding their assignment on the due date as indicated in the schedule.

Two weeks prior to the due date of the presentation as indicated on the schedule, the group will submit an outline of their presentation to their clinical instructor that includes the group members, what each group member is contributing to the presentation/paper, the medical condition, the intervention chosen, learning objectives, and references in APA format.

The presentation must include the following items:

1. Group members
2. Learning objectives
3. Medical condition
4. Nursing intervention
5. Summary of each article
6. References

A copy of the revised outline will be submitted on the day of the presentation.

The group will write a paper summarizing each of their three articles due on the date of the presentation. The paper is to be 3-5 pages in length, not including the title page and reference page, written in APA format. A title page and reference page are required. The paper is to be uploaded on eCollege by 2359, November 6th.

This presentation and paper are a group or team project. All members of the group will receive the same grade on both the presentation and paper. However, a student can be removed from his/her team if the other students in the group come to the instructor and report that a student is not doing his/her fair share of the work. If that happens, the student will be notified in writing by the instructor. The student will then be responsible for doing the assignment on his/her own.

9.	Clinical Evaluation	Cr/NC	End of semester
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You will be evaluated by your clinical instructor at the end of the semester. The overall evaluation of your clinical performance must be satisfactory. You must pass the clinical evaluation to pass the course regardless of the rest of your clinical grade.

10.	OB Clinical Make-Up Assignment	7%	varies
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For those students scheduled for their OB clinical day on Fridays (as indicated on the Adult 1 clinical schedule), you will need to complete the Client Interview Paper assignment for your Adult 1 clinical hours. When choosing your client for the assignment, make sure to pick a client who has a diagnosis that fits one of the seven categories listed above under #1, Nursing Plan of Care. The information for the assignment is posted on eCollege. It is due by 2359 one week after your OB Clinical Day on the Adult 1 schedule and it is to be uploaded in Dropbox on eCollege.

11.	Disaster Drill Reflective Journal	3%	10/22
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You will complete a reflective journal regarding your experiences during the disaster drill on October 21st. It is to be submitted in Dropbox on eCollege by 2359, October 22nd.

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