



NURS 4650 Nursing Care of ADULTS 2 COURSE SYLLABUS: SUMMER 2015

Instructor: Dr. Monica L. Tenhunen (lead instructor)

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Lewis, S. L., Dirksen, S. R., Heitkemper, M. M., Bucher, L., & Camera, I. (2014). *Medical-surgical nursing: Assessment and management of clinical problems* (9th ed.). St. Louis, MO: Elsevier.

Ogden, S. (2011). *Calculation of drug dosages* (9th ed.). St. Louis, MO: Elsevier Mosby.

Previous nursing courses textbooks

Textbook(s) Recommended

Hogan, M. A. (2013). *Pearson reviews & rationales: Medical-surgical nursing*. Saddle River, NJ: Prentice Hall.

Aehlert, B. (2013). *Pocket reference for ECGs made easy* (5th ed.). St. Louis, MO: Elsevier.

Other Resources: Online resources and articles as directed

Course Description (6 credit hours)

This course presents critical thinking and problem-solving strategies for care of adults with acute or complex illness and/or injury. The effects of acute illness are examined in relation to the individual's developmental stage, culture, and gender. Building on Nursing Care of Adults I, a systems approach is used to analyze and intervene in alterations to the health of the individual and family. The course includes clinical laboratory to allow the student the opportunity to integrate theoretical concepts and clinical practice in diverse populations.

Student Learning Outcomes:

At the end of this course, the student will be able to:

1. Examine applicable nursing research and nursing theories related to providing nursing care to culturally diverse populations with acute and chronic disorders of physiological systems.
2. Critically analyze the use of the nursing process while implementing caring and safe nursing skills with individuals experiencing acute illness.
3. Formulate patient teaching plans from evidenced based practice for selected physiological disorders.
4. Demonstrate responsibility for own learning at levels consistent with student nurses' role and professional expectations.
5. Utilize collaborative skills with members of the interdisciplinary health care team in planning, coordinating, providing, and evaluating patient care.
6. Identify factors that influence the health of rural residents and their health-seeking behaviors.
7. Understand and apply theory related to computer-human interfaces, ethics, confidentiality and privacy, caring, ergonomics and nursing informatics to nursing practice.
8. Engage in ethical reasoning and actions to provide leadership in promoting advocacy, collaboration, and social justice as a socially responsible citizen.

Clinical Objectives:

At the end of this course, the student will be able to:

1. Apply nursing research and theory to the nursing care of the culturally diverse population in a clinical setting.
2. Demonstrate professional standards of moral, ethical, and legal conduct.
3. Assume accountability for personal and professional behaviors.
4. Create a safe care environment that results in high quality patient outcomes.
5. Utilize organizational skills and time management concepts in setting priorities for clinical performance.
6. 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.
7. Demonstrate the ability to critically analyze and problem-solve utilizing the nursing process in increasingly complex patient care settings.
8. Collaboratively perform nursing interventions using safe nursing practice through the integration of the nursing process reflecting caring behaviors in response to physical, emotional, and cultural patient needs.
9. Provide appropriate patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations to foster patient engagement in care.
10. Implement evidence-based nursing interventions as appropriate for managing the acute and chronic care of patients and promoting health for adults.
11. Monitor client outcomes to evaluate the effectiveness of psychobiological interventions.
12. Demonstrate the application of advanced psychomotor skills for the efficient, safe, and compassionate delivery of patient care.
13. Demonstrate skills in using patient care technologies, information systems, and communication devices that support safe nursing practice.

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:

Grading Scale:

A = 90-100

B = 80-89

C = 75-79

D = 67-74

F = 66 and Below

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

The Course grade will be earned as follows:

Quizzes (7) – 11% each	77%
Group Paper	7%
QSEN chart-EBP/Informatics	14%
NCLEX Practice Questions	2% Cr/NC
HESI Practice/HESI Exam	Cr/NC
Medication Calculation	See below
TOTAL	100%
Clinical	PASS/FAIL

Specifics on course assignments for both class and clinical are in the assignments listed below. The HESI Medical-Surgical Exam must be passed with a score of 900 or greater. If you do not achieve this score, you will have to undergo remediation and retesting as indicated in the Student Guide.

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.

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 each of the clinical assignments and receive a satisfactory clinical evaluation.

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
- To fully participate in online courses, you will need to use a current, Flash enabled browser. For PC users, the suggested browser is Internet Explorer 9.0 or 10. For Mac users, the most current update of Firefox is suggested.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred

- Broadband connection required courses are heavily video intensive
- Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - sound card, which is usually integrated into your desktop or laptop computer
 - speakers or headphones.
- Depending on your course, you might also need a:
 - webcam
 - microphone

For courses where interactive tools are used, like VoiceThread or Class Live Pro, headphones are suggested for use with recording and playback. We recommend a webcam with an integrated microphone, such as the Microsoft LifeCam Cinema. All devices should be installed and configured before class begins.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. Java can be downloaded at: <http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.
- You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
 - Adobe Reader
 - Adobe Flash Player
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

- For additional information about system requirements, please see:
<https://secure.ecollege.com/tamuc/index.learn?action=technical>

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 primary 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

Course Specific Procedures

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 may 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. Assignments must be handed in on time. Assignments submitted late without prior arrangement with the classroom instructor will receive a zero.

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 are expected to meet clinical expectations outlined in the clinical evaluation tool.
4. 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.
5. Students are expected to prepare for clinical practice in order to provide safe, competent care.
6. Clinical assignments must be handed in on time to the clinical instructor as directed. No exceptions.
7. 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 may 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

University Specific Procedures

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

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

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.

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

COURSE OUTLINE / CALENDAR

Week	Content	Reading Assignments- Lewis Textbook	Activities/Assignments
1	Orientation to Course Pulmonary	Ch. 27—507-512 Ch. 28—542-547 Ch. 66—1613-1627 Ch. 68—1654-1673	Class Meeting 6/8
2	GU ED/ICU Nursing	Ch. 17—285-315 Ch. 26—478-479, 491 Ch. 46—1069-1071, 1073-1081 Ch. 47—1117-1128 Ch. 66—1598-1602 Ch. 69—1674-1682 Central Catheters article	Class Meeting 6/15 NCLEX-50 6/15 Quiz #1 6/15
3	Cardiovascular	Ch 34—all Ch 36—all Ch. 37—811-814 Ch. 38—841-847 Ch. 66—1602-1613 Ch. 67—1631-1649	Class Meeting 6/22 NCLEX-100 6/22 Quiz #2 6/22 Group Topic Approval Due 6/22
4	GI/Nutrition	Ch 40—all Ch. 43—973-974 Ch. 44—1007-1015, 1017-1026, 1030-1036 NG Intubation website	Class Meeting 6/29 NCLEX-50 6/29 Quiz #3 6/29 Group Paper Outline Due 6/29
5	Immune/Cancer	Ch 14—all Ch. 15—231-244 Ch 16—all Ch. 28—535-541 Ch. 43—985-990 Ch. 52—1243-1255 Ch. 55—1314-1321 Ch. 67—1649-1652	Class Meeting 7/6 NCLEX-100 7/6 Quiz #4 7/6

6	Endocrine Hematology Reproductive Rural/Types of Advance Directives	Ch. 10—145-147 Ch. 31—676-680 Ch. 50—1193-1195, 1207-1214 Ch. 54—1283-1286 Transfusion website Brown article Rust article	Group Paper Due 7/13
7	Neurological/Sensory	Ch. 8—all Ch. 57—1357-1375, 1381-1384 Ch. 59—1413-1432, 1439-1440 Ch. 61—1469-1484	Class Meeting 7/20 NCLEX 100-7/20 Poster Outline Due 7/20 Quiz #5 7/20
8	Musculoskeletal Skin	Ch. 24—434-435 Ch 25—all Ch. 63—1511-1434 Medline plus articles-2	Class Meeting 7/27 NCLEX-50 7/27 Quiz #6 7/27
9	Continuity of Care Admits/Referrals	Continuity of care pdf Care Coordination pdf	Class Meeting 8/3 NCLEX-50 8/3 Poster Due 8/3 QSEN-EBP Due 8/3 Quiz #7 8/3
10	HESI Exam		HESI Practice 8/10 HESI Exam 8/12

Lecture Assignments

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

- 1. Quizzes** **77% total, 11% each**
6/15, 6/22, 6/29, 7/6, 7/20, 7/27, 8/3

There are a total of seven quizzes in this class on the dates identified. They will cover the topics as indicated in eCollege. The examinations may include terminology from the applicable chapters in the textbook. The questions will be in multiple formats: multiple choice, multiple answer, matching, etc.

- 2. Group Paper** **7%** **7/13**

Students will be divided into groups of four. Group assignment will be chosen related to clinical assignment. Each group will choose a client that one of you had in the ICU for a case study that you want to investigate. The case study must be approved by your course instructor by the end of the third week of the course. The group will research their issue and find current evidence, at least three (3) peer-reviewed research articles from a nursing journal related to their condition/issue.

Two weeks prior to the due date of the paper as indicated on the schedule, the group will submit an outline of their abstract to the course instructor that includes the group members, what each group member is contributing to the paper, case study overview, nursing practice issue, and references in APA format.

The paper must include the following items:

1. Title Page with all group members
2. Abstract with the following:
Case Study Overview
Nursing Practice Issue
Summary of Current Evidence
3. Reference Page

The paper is to be three pages in length, including the title page and reference page, written in APA format. A title page and reference page are required. See rubric on eCollege. The paper, along with the three articles is to be uploaded on eCollege by 2359 on the due date.

This paper is a group or team project. All members of the group will receive the same grade on the 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.

3. QSEN Evaluation 14% 8/3

For both the EBP and Informatics area on the QSEN document, review the Knowledge (K), Skills (S), and Attitudes (A) for that section. Review the course and clinical assignments and experiences you have had throughout your nursing program (including those for courses in this semester). Choose a course and/or clinical assignment or experience that helped you meet or partially meet each K, S, or A, and write it in the identified area. If you did not meet that criterion in any of the three categories, indicate not met and why you feel it was not met. Make sure you respond to each criteria in each of the areas (example below has 2 for K, 3 for S and 3 for A). You **MUST** complete each area to receive credit for the entire assignment and show evidence of thoughtful reflection (examples from multiple courses). This assignment is credited all or nothing.

For example, (this example may or may not apply to you), make sure you individualize your response:

<p>Demonstrate knowledge of basic scientific methods and processes</p> <p>Describe EBP to include the components of research evidence, clinical expertise, and patient/family values.</p>	<p>Participate effectively in appropriate data collection and other research activities</p> <p>Adhere to Institutional Review Board (IRB) guidelines</p> <p>Base individualized care plan on patient values,</p>	<p>Appreciate strengths and weaknesses of scientific bases for practice</p> <p>Value the need for ethical conduct of research and quality improvement</p> <p>Value the concept of EBP as integral to determining best clinical practice</p>	<p>K-Met: research course quantitative research critique; Adult 1: course content</p> <p>S-Partially Met: research course retrieved evidence assignment; did not participate in IRB; Adult 2 Group Paper/Poster</p> <p>A-Partially Met:</p>
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	clinical expertise and evidence		research class: Not sure why scientific basis is important; understand need for ethical conduct and EBP
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4. NCLEX Questions 2% Varies

To assist in preparing students for the HESI examinations and the NCLEX examination, you are required to complete a minimum of 500 NCLEX questions related to medical-surgical nursing during the semester. These questions must be completed on a computer and come from the Evolve case studies, the Lewis textbook or the Silvestri NCLEX review text. You must provide proof of completion of the questions each week in class to the course instructor per the following schedule.

<u>Class Day</u>	<u>Required # of questions</u>
6/15	50
6/22	100
6/29	50
7/6	100
7/20	100
7/27	50
8/3	50

5. HESI Med-Surg Practice Cr/NC 8/10

Complete online non-proctored exam by August 10th with a score of 90% or better to receive credit.

6. HESI Med-Surg Examination Cr/NC 8/12

Complete proctored exam on August 12th with a score of 900 or better to receive credit. If you receive below 900, you will have to complete remediation and re-take the examination to receive credit. For initial scores on the HESI of 950-999, you will receive 2 extra points and for scores of 1000 and greater, you will receive 3 extra points.

Clinical Assignments

1. Intensive Care/Step-Down Unit Nursing Plan of Care Varies

The purpose of this assignment is to conduct assessments of adults in the acute hospital setting. At least one (1) of your clients during this experience has to be 65 years of age or older. For each client you will complete a database, care plan, pathophysiology concept map on one diagnosis and include all additional assessment included with the database. 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. The clinical hours at the hospital will vary by location. The grading rubric is on eCollege.

During your clinical experiences, you are required to have a client with a medical diagnosis from three 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. Only one (1) diagnosis can be completed for each client.

Three of the following:

- Respiratory failure/ARDS/Ventilator
- Diagnosis requiring Hemodynamic monitoring
- Infection (other than UTI/PNA)
- Any neuromuscular diagnosis
- Any cancer, other than skin

If you are assigned to a total of more than three days in the intensive care unit/step-down unit, you are only required to submit the assignment the first three times you have this assignment. However, you MUST bring the appropriate paperwork with you to clinical to use in planning your clinical day.

2. Emergency Department/Quick Care Assessment Varies

During the clinical rotation, you will spend time in both the emergency department and in Quick Care for ten (10) hours each day. You are to complete the emergency department assignment on one (1) adult client during the first two of these experiences. 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 the clinical day.

If you are assigned to a total of more than two days in the emergency department and/or Quick Care, you are only required to submit the assignment the first two times you have this assignment. However, you MUST bring the appropriate paperwork with you to clinical to use in planning your clinical day.

3. Cardiac Cath/Coronary Care Unit/Respiratory Therapy Varies

You will spend a day in these areas as assigned on your clinical schedule. There is NO paperwork required for the assigned days. However, bring the appropriate paperwork from your ICU and ED database to help guide your day.

4. Outpatient Clinics Varies

You will spend an eight-hour clinical day in each of the following settings: Dialysis Center, Wound Care, and Infusion/Chemo Clinic. These are observational experiences. You need to complete a reflective journal on each experience; the grading rubric is on eCollege. The journal is due by 2359 the day after the experience submitted on eCollege.

5. Simulation Day Reflection Journal Varies

The purpose of this assignment is to provide the students an opportunity to reflect on their experiences during the simulation day. Complete the simulation effectiveness tool (posted on eCollege along with the grading rubric) 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.

For entry into the simulation day, you must complete the Worksheet posted on eCollege.

6. Skills check 6/22

In this course, you will learn to perform the below listed skills during skills day (Monday, June 22nd). You will be required to perform at least one of these skills on simulation day. If you do not perform the skill correctly, you will be given one opportunity to retest on the skill during the following week:

- a. tracheostomy care
- b. suctioning a tracheostomy
- c. changing a central line dressing

7. Group Poster 8/3

Each group will develop a poster based on their case study information for the course paper. An example is provided on eCollege. The poster

should include the areas listed below and should be 2'x 3' in size. It is to be brought to class on August 3rd for presentation.

The poster must include the following items:

1. Names of group members
2. Client HPI/PMH
3. Client FMH/ROS
4. Client Medications/Allergies
5. Client PE
6. Client Laboratory/Diagnostic Test results
7. Nursing Practice Issue related to client situation
8. Short summary of research articles related to condition

Two weeks prior to the due date of the poster as indicated on the schedule, the group will submit an outline of their poster in PowerPoint format to their clinical instructor.

This poster is a group or team project. All members of the group will receive the same grade on the poster. 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.

8. Clinical Evaluation

End of semester

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.