



NURS 3630 Nursing Care of Adults I

Course Syllabus: Fall 2015

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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. 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:

Quizzes (7)-10% each	70%
Evolve Online Case Studies (10)-2% each	20%
Group Research Project	10%
HESI Practice Exam	Cr/NC

HESI Fundamentals Exam	Cr/NC
Total	100%
Clinical	Pass/Fail

Students must achieve a minimum average of 75% on all exams in order to pass the course. Other graded assignments will not be added to the final grade unless exam grade average is 75% or higher.

The HESI Fundamentals 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.

Late Submissions

It is expected that you will submit all assignments on time. If you need an extension, it should be requested before the due date and may or may not be approved at the discretion of the course coordinator. Unexcused late assignments will be penalized 10% per day for each of the first two days overdue; on the 3rd day, the grade will be assigned as 0%. Communication on these matters is the student's responsibility.

Paper submissions

All documents submitted online are to be in .docx, .rtf or .pdf format. No other formats will be accepted (JPEG, GIF, etc.). Assignments need to be submitted in a maximum of one document per assignment. Failure to follow these guidelines will result in a grade of "0" on the assignment.

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
- 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 Voice Thread 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.

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

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

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 current Student Guidebook).

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](http://www.albion.com/netiquette/corerules.html)
<http://www.albion.com/netiquette/corerules.html>

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

Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-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 Schedule

Week/ Monday Date	Topic	Class Meetings/Assignments
1/August 31	Orientation to course Evidence-based practice Medication Administration	Medication Calculation Quiz 9/2 0800-0830 Class Meeting 9/2 0800-1000 MT Skills-Wound Care 9/2 1300-1600 Simulation #1 9/3 or 9/4 assigned time
2/September 7	Perioperative Care	Evolve Case Study-Perioperative due 9/11
3/September 14	Advocacy Complementary & Alternative Medicine Genetics	Class Meeting 9/15 0800-1000 MT
4/September 21	Musculoskeletal Reproductive	Quiz #1 9/21 0800-0900
5/September 28	Fluid/Electrolyte/ABG Genitourinary	Class meeting 9/29 0800-1000 BS Evolve Case Study-Chronic Kidney Disease due 10/2
6/October 5	Rehabilitation	Quiz #2 10/5 0800-0900 Group Research Project due 10/9
7/October 12	Cardiovascular	Class Meeting 10/13 0800-1000 MT HTN Table due 10/16
8/October 19	Endocrine/Integumentary	Quiz #3 10/19 0930-1030 Pressure Ulcer Certificate due 10/23 Evolve Case Study-Thyroid due 10/23
9/October 26	Neurological/Sensory	Class Meeting 10/27 0800-1000 BS Evolve Case Study-Parkinson's Disease due 10/30
10/November 2	Hematology/Nutrition	Quiz #4 11/2 0800-0900 Evolve Case Study-Altered Nutrition 11/6 Fundamentals Practice Exam due 11/6
11/November 9	Respiratory	Fundamentals HESI 11/9 0800-0930 Class Meeting 11/10 0800-1000 KP Evolve Case Study-COPD with PNA due 11/13

12/November 16	Ethics/EOL	Quiz #5 11/16 0930-1030
13/November 23	Gastrointestinal	Class Meeting 11/24 0800-1000 KP Evolve Case Study-PUD due 11/27
14/November 30	Immune/Cancer	Quiz #6 11/30 0800-0900 Class 12/1 1300-1600 Community Health Presentations to Class STI Certificate of Completion due 12/4
15/December 7	Rural/Discharge/ Interdisciplinary Teams	NO class
16/December 14	Finals Week	Quiz #7 12/14 0800-0900

Nursing Care of Adults 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. Quizzes **70% total, 10% each**
9/21, 10/5, 10/19, 11/2, 11/16, 11/30, 12/14

There are seven quizzes 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. Evolve Online Case Studies/Certificates/Table
20% of grade, 2% each

There are seven Evolve case studies, two online certificate courses, and one table to be completed and submitted on Evolve or eCollege by 2359 on the date indicated. You must receive at least 75% on the case studies to receive credit for the assignment.

Evolve Case Study-Perioperative Care	9/11
Evolve Case Study-Chronic Kidney Disease	10/2
Hypertension Medications Table	10/16
Pressure Ulcer Certificate of Completion	10/23
Evolve Case Study-Thyroid	10/23
Evolve Case Study-Parkinson's Disease	10/30
Evolve Case Study-Altered Nutrition	11/6
Evolve Case Study-COPD with Pneumonia	11/13
Evolve Case Study-Peptic Ulcer Disease	11/27
STI Certificate of Completion	12/4

3. Group Research Project **10% of grade** **10/9**

Students will be divided into groups of four students. Group assignment will be chosen by the course instructor. Each group will be assigned a medical condition from the list below. The group will choose an evidence-based nursing intervention related to the care of the disease. The intervention needs to be approved by your course instructor. The group will research current evidence and find three (3) research articles from 2009-2015 that relate to the chosen intervention. The articles have to be peer-reviewed and come from a nursing journal or have a registered nurse as the one of the first three authors.

- #1 29-year-old male with hypertension
- #2 35-year-old male with C diff colitis
- #3 44 year-old male with Type 2 DM foot ulcer

- #4 49-year-old female with urinary tract infection
- #5 53 year-old female with acute renal failure due to hemorrhage
- #6 57-year-old female with anemia of chronic disease
- #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
- #10 93-year-old male with tertiary syphilis

The group will obtain a pdf of their chosen articles and complete a reference page in APA format for the articles. The three articles and the reference page are to be uploaded on eCollege by 2359, October 9th. Non-submission of all three articles is an automatic 0 on the assignment. For any article not meeting all the criteria above, 5 points will be deducted for each criteria that is not met for each article. If all three articles are submitted and meet the above criteria correctly, one point will be taken off for each unique error on the reference page. This will provide the final grade for the group research project.

This presentation and paper are a group or team project. All members of the group will receive the same grade. 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. HESI Fundamentals Practice Exam Cr/NC 11/6

Complete online non-proctored exam by 2359, November 6th with a score of 90% or better to receive credit.

4. HESI Fundamentals Examination Cr/NC 11/9

Complete proctored exam on November 9th 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 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 added to your final course grade. You must achieve an average of 75% or better on your quizzes before the extra credit points will be added.

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

Varies

The purpose of this assignment is to conduct assessments of adults in the acute hospital setting. For each day you are on the floor in the hospital, you will complete a database, care plan, pathophysiology concept map on one diagnosis on your client 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 the amount of time indicated on the clinical schedule.

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

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

no later than 11/7

During your clinical rotation, you are required to complete the CAM and Mini-Cog on one (1) of your older adult (65 years of age or older) clients who 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. Grocery Shopping Experience

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

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.

End of Life Simulation 11/2 or 11/5

6. Skills Day	Cr/NC	9/2
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a. basic wound care

7. Clinical Evaluation	Cr/NC	End of semester
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8. Disaster Drill Reflective Journal 10/12

You will complete a reflective journal regarding your observations during the disaster drill on October 12th. It is to be submitted in Dropbox on eCollege by 2359, October 12th.

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