



NURS 4650 Nursing Care of ADULTS 2 COURSE SYLLABUS: SPRING 2016

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

Prof. Bonnie Smithers

Office Location: Nursing Building

Office Hours: as posted

Office Phone: 903-886-5315

Office Fax: 903-886-5729

University Email Address: monica.tenhunen@tamuc.edu
bonnie.smithers@tamuc.edu

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 (6) – 13% each	78%
Group Paper	7%
Evolve Case Studies (15-1% each)	15%
HESI Practice/HESI Exam	Cr/NC
TOTAL	100%
Clinical	PASS/FAIL
Medication Calculation	See below

Specifics on course assignments for both class and clinical are in the assignments listed below.

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.

Medication Calculation

1. A medication calculation 5-question quiz will be given the second week of the semester except in Fundamentals where the quiz will take place in week 8.
2. Anyone not receiving 100% will need to remediate.

3. For those that did not receive 100% on the first quiz, a medication calculation 5-question quiz will be given the following week of the semester.
4. Anyone not receiving 100% will need to remediate.
5. For those that did not receive 100% on the second quiz, a medication calculation 5-question quiz will be given the following week of the semester.
6. Anyone not receiving 100% on the third quiz in the course will be placed on clinical probation and will need to remediate with your clinical instructor.
7. Additional weekly medication calculation quizzes will be given based on need.
8. A student must pass the medication calculation quiz to pass the clinical portion of the applicable course and to pass the course.
9. In addition, medication calculation questions will be on the examinations and quizzes in the applicable classes.

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.

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 and possible dismissal from the Nursing Program includes but is not limited to:
 - A pattern of lack of accountability for class, clinical and lab skills preparation
 - Unsafe practice or behavior
 - Unprofessional practice or behavior
 - HIPPA violation
 - Inability to pass required clinical assignments
 - Falsification of patient records/documentation
 - Inability to achieve 100% on the dosage calculation exams

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/>

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 OUTLINE / CALENDAR

Week/ Monday Date	Content	Reading Assignments-Lewis Textbook	Activities/Assignments
1 1/18	Orientation to Course ED/ICU Nursing	Ch. 66—1598-1602 Ch. 69—1674-1682	Class 1/19 13-1500 Case Study-Age Related Risks due 1/22
2 1/25	Pulmonary 1	Ch. 27—507-512 Ch. 28—542-547	Case Study-Respiratory Assessment due 1/29
3 2/1	Pulmonary 2	Ch. 66—1613-1627 Ch. 68—1654-1673	Class 2/2 10-1200 Case Study-Deep Vein Thrombosis due 2/5
4 2/8	GU	Ch. 17—285-315 Ch. 26—478-479, 491 Ch. 46—1069-1071, 1073-1081 Ch. 47—1117-1128 Central Catheters article	Case Study-Benign Prostatic Hypertrophy due 2/12
5 2/15	Cardiovascular 1	Ch. 34—all Ch. 37—811-814 Ch. 38—841-847	Quiz #1 2/15 (ED/ICU, Pulmonary) Class Meeting 2/16 10-1200 Case Study-Coronary Artery Disease due 2/19 Group Topic Approval 2/19
6 2/22	Cardiovascular 2	Ch. 36—all Ch. 66—1602-1613 Ch. 67—1631-1649	Case Study-Heart Failure with Atrial Fibrillation due 2/26
7 2/29	Immune	Ch 14—all Ch. 15—231-244 Ch. 67—1649-1652	Quiz #2 2/29 (GU, Cardiovascular 1) Class 3/1 10-1200 Case Study-Human Immunodeficiency Virus with Tuberculosis due 3/4

8 3/7	Cancer	Ch. 16—all Ch. 28—535-541 Ch. 43—985-990 Ch. 52—1243-1255 Ch. 55—1314-1321	Quiz #3 3/7 (Cardiovascular 2, Immune) Case Study-Lung Cancer due 3/11 Group Paper Outline Due 3/11
9 3/14	SPRING BREAK		
10 3/21	GI/Nutrition	Ch 40—all Ch. 43—973-974 Ch. 44—1007-1015, 1017-1026, 1030-1036 NG Intubation website	Class Meeting 3/22 10-1200 Case Study-Chronic Pancreatitis due 3/25
11 3/28	Endocrine Hematology Reproductive Rural/Types of Advance Directives	Ch. 10—145-147 Ch. 31—657-660, 676- 680 Ch. 50—1193-1195, 1207-1214 Ch. 54—1283-1286 Transfusion website Brown article Rust article	Quiz #4 3/28 (Cancer, GI) Case Study-Cirrhosis due 4/1 Group Paper Due 4/1
12 4/4	Neurological/Sensory 1	Ch. 57—1357-1375, 1381-1384 Ch. 59—1428-1432, 1439-1440 Ch. 61—1469-1484	Class Meeting 4/5 10-1200 Poster Outline due 4/8 Case Study-Traumatic Brain Injury due 4/8
13 4/11	Neurological/Sensory 2	Ch. 8—all Ch. 59—1413-1428	Case Study-Seizure Disorder due 4/15
14 4/18	Musculoskeletal Skin	Ch. 24—434-435 Ch 25—all Ch. 63—1511-1534 Medline plus articles-2	Quiz #5 4/18 (Endo/Heme/Repro/Rural, Neuro/Sensory 1) Class 4/19 10-1200 Poster Presentations Case Study-Musculoskeletal Assessment due 4/22

15 4/25	Continuity of Care Admits/Referrals	Continuity of care pdf Care Coordination pdf	Case Study-Peripheral Vascular Disease with Amputation due 4/29
16 5/2			Quiz #6 5/2 (Neuro/Sensory 2, Musculoskeletal/Skin) Class 5/3 10-1200 Poster Presentations Case Study-Hypertension due 5/6
17 5/9	HESI Exam		HESI Practice Due 5/10 HESI Exam on 5/12

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** **78% total, 13% each**
2/15, 2/29, 3/7, 3/28, 4/18, 5/2

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

- 2. Group Paper** **7%** **4/1**

Students will be divided into groups. 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. Your course instructor must approve the case study by the end of the fifth week (2/19) 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.

Three weeks prior to the due date of the paper as indicated on the schedule (3/11), 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 instructor will notify the student in writing. The student will then be responsible for doing the assignment on his/her own.

3. Evolve Case Studies 15% total (1% each) Varies

There are fifteen (15) Evolve case studies to be completed and submitted on Evolve by 2359 on the date indicated. You must receive at least 75% on the case studies to receive credit for the assignment.

Age Related Risks	1/22
Respiratory Assessment	1/29
Deep Vein Thrombosis	2/5
Benign Prostatic Hypertrophy	2/12
Coronary Artery Disease	2/19
Heart Failure with Atrial Fibrillation	2/26
HIV with Tuberculosis	3/4
Lung Cancer	3/11
Chronic Pancreatitis	3/25
Cirrhosis	4/1
Traumatic Brain Injury	4/8
Seizure Disorder	4/15
Musculoskeletal Assessment	4/22
PVD with amputation	4/29
Hypertension	5/6

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

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

5. HESI Med-Surg Examination Cr/NC 5/12

Complete proctored exam on May 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. You must achieve an average of 75% or better on your quizzes before the extra credit points will be added.

For entry into the simulation day, you must complete and present the Simulation Pre-Work posted on eCollege.

6. Skills check

1/21

In this course, you will learn to perform the below listed skills during skills day. 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:

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

7. Group Poster

4/19 or 5/3

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 3'x 4' in size. Bring it to class on April 19th or May 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

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.