



**PLNU** *forward*

**POINT LOMA  
NAZARENE UNIVERSITY  
School of Nursing**

**NURSING OF INDIVIDUALS  
ADULT HEALTH II  
THEORY  
NSG 260 - Section 1&2  
SPRING 2017  
4 Units**

<p><b>Photo by Joshua Cypert</b> <b>Meeting days:</b> Monday/Wednesday</p>	<p><b>Instructor/Phone/E-mail:</b> Linda Hensley DNP RN CNS Associate Professor School of Nursing <b>Phone:</b> 619-849-2568 <b>Email:</b> lindahensley@pointloma.edu</p>
<p><b>Meeting times:</b> Section 1: 0725 – 0920 Section 2: 1055-1250</p>	<p><b>Instructor/Phone/E-mail:</b> Carlotta Quiban PhD RN Associate Professor School of Nursing <b>Phone:</b> 619-849-2422 <b>Email:</b> cquiban@pointloma.edu</p>
<p><b>Meeting location:</b> Section 1 0730-0920 LSCC #202 Section 2 1055-1310 LSCC #203</p>	<p><b>Instructor/Phone/E-mail:</b> Sharon Smith PhD NP RN Associate Professor School of Nursing <b>Phone:</b> 619-849-2361 <b>Email:</b> ssmith4@pointloma.edu</p>
<p><b>Placement:</b> Spring, Sophomore Year</p>	<p><b>Office location and hours:</b> Dr. Hensley – Office #118 LSCC Dr. Quiban-Office # 102 LSCC Dr. Smith-Office # 106 LSCC</p>
<p><b>Final Exam:</b> Section 1: Monday 5.2.17 0730 RM# 202 Section 2: Wednesday 5.4.17 1030 RM# 201</p>	<p><b>Additional info:</b> Please read announcements daily for information and response to frequently asked questions by email.</p>

**PLNU Mission**  
**To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**SON Vision Statement**

The School of Nursing at Point Loma Nazarene University embraces, as a covenant, the commitment to excellence within a dynamic Christian environment in which each one will engage in the sacred work of nursing. This sacred work involves symbolically removing one's shoes in service of others.

*Take off your sandals for the place you are standing is holy ground. - Exodus 3:5 NIV*

**SON Mission Statement**

The School of Nursing at Point Loma Nazarene University exists to support the university Wesleyan mission and to provide an interdisciplinary learning program of excellence. Graduates of the SON are distinctly identified by grace, truth and holiness, serving others after the example of Christ, as they are sent to fulfill their calling as professional nurses.

*So He got up from the meal, took off His outer clothing, and wrapped a towel around His waist. After that, He poured water into a basin and began to wash His disciple's feet, drying them with a towel that was wrapped around Him. - John 13: 4-5 NIV*

*Now that I, your Lord and Teacher, have washed your feet, you also should wash one another's feet. I have set you an example that you should do as I have done for you. - John 13: 14-15 NIV*

Faculty reserves the right to make necessary schedule changes to this syllabus as the semester progresses.

Every attempt will be made to minimize the inconvenience to the student in the event of a change to the syllabus. Students will be notified of changes via canvas announcement section, with accompanying email notification, in a timely manner.

## **COURSE DESCRIPTION**

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The nursing process is applied to adults with a variety of health care problems. Emphasis is placed on the teaching/ learning process with comprehensive application to patient care.

*Prerequisites: Nursing 250 and 251 and Biology 220.*

*Concurrent: Nursing 261 and 270.*

*Corequisite: Family and Consumer Sciences 225 and 150.*

Note: A minimum grade of "C" must be achieved in all co-requisite courses in order to progress in the program.

## PROGRAM VALUES & COURSE LEARNING OUTCOMES

Upon completion of NSG 260 the student will be able to do the following as aligned with the five School of Nursing values/program learning outcomes:

School of Nursing - BSN Program Program Learning Outcomes	NSG 260 - Adult Health Nursing II Course Learning Outcomes
<b>Inquiring Faithfully: Student will demonstrate knowledge, skill and behavior of the evidence-based practice of nursing which integrates growth in reasoning, analysis, decision-making and the application of theory with the goal of advocating for others and/or self. This includes holistic nursing skills and the nursing process.</b>	
1.1 Initiate dialogue regarding current practice to improve healthcare 1.2 Demonstrate use of evidence-based practices as an advocate for self and others 1.3 Promotes positive client outcomes using evidence-based data 1.4 Provide holistic care by considering all of the client needs (e.g. physical, psychosocial, spiritual, environmental) including family in a multicultural community 1.5 Engage in self-care practices that facilitates optimal care of clients	1.3 Integrate multiple dimensions of patient-centered care 1.4 Analyze diverse cultural, ethnic and social backgrounds as sources of patient, family and community needs
<b>Caring Faithfully: The student will embrace a calling to the ministry of compassionate care for all people in response to God's grace, which aims to foster optimal health and bring comfort in suffering and death.</b>	
2.1 Demonstrate compassionate care to all people while mirroring Christ's love for all 2.2 Partners with the community to establish a trusting relationship 2.3 Demonstrate ethics and values consistent with the practice of professional nursing	2.1 Prioritizes physiological, and psychological (including spiritual) assessment data that impacts disease process of adults 2.2 Examine strategies to empower patients and communities in all aspects of the healthcare process 2.3 Explore ethical/legal implications of patient-centered care
<b>3 Communicating Faithfully: The student will actively engage in the dynamic interactive process that is intrapersonal and interpersonal with the goal of advocating for others and/or self. This includes effective, culturally appropriate communication conveys information, thoughts, actions and feelings through the use of verbal and nonverbal skills.</b>	
3.1 Engage in active listening to promote therapeutic relationships 3.2 Demonstrate effective verbal and nonverbal communication skills to provide patient care	3.4 Evaluate communication strategies that optimize positive patient outcomes 3.2 Discern for reliable sources of evidence based data and clinical practice guidelines

<p>3.3 Dialogues with members of the healthcare team, including the patient, to facilitate positive patient outcomes</p> <p>3.4 Advocate for patients/families and self Implements patient care while revering the diversity of patients, families and communities</p>	
<p><b>Following Faithfully: Defined as claiming the challenge from Florence Nightingale that nursing is a “divine imposed duty of ordinary work.” The nursing student will integrate the ordinary work by complying with and adhering to regulatory and professional standards (e.g. ANA Code of Ethics, the California Board of Registered Nursing, Scope of Nursing Practice, SON Handbook). This includes taking responsibility, being accountable for all actions and treating others with respect and dignity.</b></p>	
<p>4.1 Engage in a professional practice environment that promotes nursing excellence.</p> <p>4.2 Provides patient care within the boundaries designated by regulatory agencies, professional practices and ethical standards of a Christian nurse</p> <p>4.3 Avail self of learning opportunities to initiate the life-long learning process</p>	<p>4.3 Engage in a variety of learning opportunities external to the classroom</p> <p>4.2 Differentiate the roles and responsibilities of the BSN student in the academic setting</p> <p>4.1 Outline regulatory, professional and ethical standards for holistic nursing care</p>
<p><b>Leading Faithfully: The student will incorporate a foundational relationship with Christ and others and embrace a willingness to serve others in the midst of life circumstances (e.g., illness, injustice, poverty). The student will role-model the need for “Sabbath Rest” as a means of personal renewal, and true care of the self, so that service to others is optimally achieved. The student will incorporate the characteristics of a servant leader including: humility, courage, forgiveness, discernment.</b></p>	
<p>5.1 Provides graceful service through compassionate response to others’ needs</p> <p>5.2 Demonstrate the principles of a servant leader as a reflection of Christ’s love</p> <p>5.3 Exhibits patient advocacy that reflects sensitivity to diversity in a holistic manner</p>	<p>5.2 Analyze influence of own value system related to the impact on patient care</p> <p>5.1 Discriminate community resources for adult patients as a function of service</p> <p>5.2 Outline opportunities to represent patients in various aspects of human diversity</p>

## **COURSE CREDIT HOUR INFORMATION**

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In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 4-unit class delivered over 16 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

## COURSE CONTENT OUTLINE (TOPIC OUTLINE)

Topics	Evaluation
<ul style="list-style-type: none"> <li>➤ Community Health and Intro to Festival of Health</li> <li>➤ Fluid &amp; Electrolytes/Acid-Base Imbalance</li> <li>➤ Respiratory Part I</li> <li>➤ Respiratory Part II</li> </ul>	<b>Exam 1</b> <b>Cumulative</b>
<ul style="list-style-type: none"> <li>➤ Neuro Part I</li> <li>➤ Neuro Part II</li> <li>➤ Cardiac Part I</li> <li>➤ Cardiac Part II</li> </ul>	<b>Exam 2</b> <b>Cumulative</b>
<ul style="list-style-type: none"> <li>➤ Endocrine Part I</li> <li>➤ Endocrine Part II</li> <li>➤ Hematology</li> <li>➤ Thyroid/ Parathyroid</li> </ul>	<b>Exam 3</b> <b>Cumulative</b>
<ul style="list-style-type: none"> <li>➤ GI Part I</li> <li>➤ GI Part II</li> <li>➤ GU/Renal Part I</li> <li>➤ GU/Renal Part II</li> </ul>	<b>Exam 4</b> <b>Cumulative</b>
<ul style="list-style-type: none"> <li>➤ Immunology, Stress &amp; Oncology</li> <li>➤ Musculoskeletal</li> <li>➤ Sensory/Connective Tissue</li> <li>➤ Reproductive</li> </ul>	<b>Exam 5</b> <b>Cumulative</b>

## LEARNING STRATEGIES

Lecture	ATI Resources	Case Study Analysis	Group Discussion
Audio-visual Aids	Concept/Care Maps	Written Assignments	Discussion

## METHODS OF EVALUATION

Homework, Quizzes and Written Examinations to include but are not limited to multiple choice question format, fill-in-the-blank, math dosage calculations, pharmacology, short answer and other alternative format questions.

## NSG 260 Exam and Assignment Points

<b>EXAM POINTS</b> will be based upon the following possible total <b>900</b> points:		
ATI module- Post-Tests	Weeks 1,2,3 of on campus lab, due at 0700 on clinical day	30
Theory Quizzes	Quizzes 1-8 (10 pts each)	70
ATI Proctored Assessment	Proficiency level 3 = 50 pts Proficiency level 2 = 45 pts Proficiency level 1 = 38 pts Proficiency level <1 = 0 pts	50
Exams	Exams 1-5 (150 pts each)	750
Total Exam points possible		<b>900</b>

**Minimum of 75% (675 points) needed in Exam points to pass course**

<b>ASSIGNMENT POINTS</b> will be based upon the following possible total <b>255</b> points			
Homework		20	
*ATI Practice Assessments: Fundamentals A and B (5 pts each)		10	
*ATI Focused Review hours after each practice assessment (5 pts each upon completion of hours listed below)		10	
<ul style="list-style-type: none"> <li>Practice assessment results of Proficiency level 2 - 3 = 2 hours</li> <li>Practice assessment results of Proficiency level 1 = 4 hours</li> </ul>			
<b>Required Learning Activities</b>	Teaching Project	75	
	Adult Case Study Part I & II	120	
<b>Skills Lab Participation</b>		20	
<ul style="list-style-type: none"> <li>≥10 hours = 20 pts</li> <li>8 hours = 15 pts</li> <li>&lt;8 hours = 0 pts</li> </ul>			
<b>NSG 261</b>	Leadership Requirement		Credit/No credit
	Portfolio Requirement		Required
	Simulation Rotation	Required	
	Skills Assessment: Medication Administration	Pass/Fail	
Professional Dress Days		Required	
Total Assignment points possible		<b>255</b>	

**\*Note:** Students will need to complete all the ATI focused review hours listed based on their attained proficiency level after each practice assessment (i.e. 2 hours or 4 hours). If the student fails to meet the required minimum hours listed for their proficiency level they will not receive any credit for this assignment.

## OVERALL NSG 260 LETTER GRADE

Determined by adding total exam points (**after achieving  $\geq 75\%$  on exams**) to total assignment points.

PLNU School of Nursing Grading Scale (NOT rounded)	NSG 260 – EXAMS (Includes exams, quizzes) Points Possible = <b>900</b>			NSG 260- COURSE (Includes exams & assignments) Total Points Possible = <b>1155</b>		
93 – 100% = A	837	-	900	1074	-	1155
90 – 92% = A-	810	-	836	1040	-	1073
87 – 89% = B+	783	-	809	1005	-	1039
84 – 86% = B	756	-	782	970	-	1004
81 – 83% = B-	729	-	755	936	-	969
78 – 80% = C+	702	-	728	901	-	935
<b>75 – 77% = C</b>	<b>675</b>	<b>-</b>	<b>701</b>	<b>866</b>	<b>-</b>	<b>900</b>
73 – 74% = C-	657	-	674	843	-	865
71 – 72% = D+	639	-	656	820	-	842
68 – 70% = D	612	-	638	785	-	819
Below 68% = F		<	612		<	785

## ATTENDANCE AND PARTICIPATION

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

## INCOMPLETE AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

## PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

### **PLNU ACADEMIC HONESTY POLICY**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

### **ACADEMIC ACCOMMODATIONS**

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at [DRC@pointloma.edu](mailto:DRC@pointloma.edu). See [Disability Resource Center](#) for additional information.

### **FERPA POLICY**

In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by (Note: each faculty member should choose one strategy to use: distributing all grades and papers individually; requesting and filing written student permission; or assigning each student a unique class ID number not identifiable on the alphabetic roster.). Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the "Information Release" section of the student portal. See [Policy Statements](#) in the undergrad student catalog.

### **EXAMINATION POLICY**

Examinations may be deferred due only to illness or because of other equally valid conditions over which the student has no control". Extenuating circumstances will be determined by the faculty of record.

Successful completion of this class requires taking the **FINAL examination on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

### **USE OF TECHNOLOGY**

Point Loma Nazarene University encourages the use of technology for learning, communication, and collaboration. The use of technology during class will be determined at the discretion of the faculty.

## **PROFESSIONAL STANDARDS**

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Students are required to adhere to professional standards while students at PLNU. The nursing department had developed these standards to provide clarification of expected professional behaviors.

1. Presenting yourself professionally in interactions with all persons
2. Behaving with honesty and ethics
3. Respectful communication techniques
4. Being proactive versus reactive
5. Accepting accountability for one's own actions
6. Being prepared and punctual

### **Additional guidelines**

Social networking sites are a great way to connect with many others. These sites can be used to your disadvantage and all persons are advised to employ professional standards on these sites. A general rule would be if what you have posted does not enhance your professional image then it probably needs to be reviewed.

The use of Laptops, cell phones and other electronic devices is at the discretion of the course instructor. Generally, it is considered inappropriate to use any device for alternate uses not related to the class being taught. Cell phones should be kept on vibrate or silent during class times unless arrangements have previously been made.

Speaking negatively, relating stories or presenting a biased viewpoint about any class, instructor or other student that is not supportive of the individual involved and can be perceived as incivility. Disagreements are a part of life- but should be worked through in a private manner. Questioning the integrity of a persons' character is disrespectful. Each person is responsible and accountable for their words and actions.

Plagiarism or cheating in any class as a pre-nursing or nursing major will have consequences within the School of Nursing. Disciplinary action will be at the discretion of the instructor, the guidance of the Dean of the School of Nursing, and SON handbook and may include assignment/class failure and possible dismissal from the program.

## SCHOOL OF NURSING – GRADING POLICIES

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- **Grading Scale** to be used for all exams and final course grades:
  - 93-100% = A
  - 90 - 92% = A-
  - 87 – 89% = B+
  - 84 – 86% = B
  - 81 – 83% = B-
  - 78 – 80% = C+
  - 75 – 77% = C - Must have minimum of 75% to progress in the program
  - 73 – 74% = C-
  - 71 – 72% = D+
  - 68 – 70% = D
  - Below 68% = F
- The Professor of Record has the authority to determine the schedule and re-scheduling of examinations
- All assigned course work must be completed to receive a final course grade
- In order to receive a passing grade in the course, the student must achieve a cumulative average of 75% on tests and quizzes. Grades/points will not be rounded. For example: 80.5% does not round to 81% resulting in a grade of C+ instead of a B-. A grade of less than a “C” (Below 75%) prohibits the student from continuing in the nursing program until the course is repeated with a satisfactory grade of  $\geq$  C.
- A grade of at least a “C” in each nursing theory, prerequisite, and/or co requisite course is required in order to progress to the next course or level. The nursing theory and related clinical courses must be taken concurrently and the student must receive a passing grade of “Credit” in the clinical course in order to progress to the next course or level.
- Throughout the curriculum (whether pre-nursing or nursing) students may repeat one pre-requisite or nursing course. With the need for a second repeat of any pre-requisite or nursing course the student will be dismissed from the nursing program.

## COURSE-SPECIFIC POLICIES

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- All assignments must be submitted per instructions on the due date, PRIOR to class (0730). Ten percent (10%) will be deducted from total earned points for each 24-hour period, including weekends. Day 1 starts at 0730 on due date. In the event of unforeseen circumstances, it is the responsibility of the student to proactively communicate directly with clinical instructor or level coordinator.
- All assigned readings are highly recommended to support learning and mastery of the SLOs. Students are encouraged to use the readings and other texts to support their learning. Each section instructor may provide additional readings in the form of articles, links and video clips.
- Students are expected to know the key terms for the topics prior to class.
- All course grades (including quizzes/exams, assignments & final course grade) will be posted on Canvas via the PLNU web site.
- Grading for NSG 260 follows the general policies of the School of Nursing
- Students are expected to practice proactive communication about assignments.

### **Resilience Empowerment Intervention and Mentoring Program**

- **Description:** As part of the clinical hours, students will actively participate in an intervention program designed to build resilience. Attendance at each of these sessions is **mandatory** and considered a part of your clinical hours. Please see the Nsg 261 syllabus for further information.
- **Please set aside these dates for participation in this program**
  - **Meeting Dates for Spring 2017**
    - 1. January 19 from 1330-1500
    - 2. February 2 online module.
    - 3. February 16 from 1330-1500
    - 4. March 23 from 1330-1500
    - 5. April 27 from 1330-1500

## TESTING

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In order to assure academic honesty, the following are requirements for each quiz and examination:

### BEFORE TESTING

- A student is required to notify the instructor PRIOR to exam time if it is necessary to miss an **exam** for any reason. There will be no make-ups for missed homework and make up for quizzes will be at the instructor's discretion and may be an alternate quiz/assignment.
- It is the student's responsibility to arrange and take the make-up exam, with the professor, within 72 hours after the missed exam (excepting weekends).
- Examinations in NSG-260 will be cumulative and consist of multiple-choice and alternative format questions. Bring a #2 pencil and basic calculator to each exam for marking the computer scantron card. Scantrons will be provided.

### DURING TESTING

- The following items may be on the desktop at the time of examination: Pencils, erasers, **BASIC** function calculators, prescription/reading eye glasses. No drinks, food, eyeglass cases, etc. are permitted on the desktop.
- Please assure that your cell phone is on silent mode (no vibrate).
- Only calculators with **BASIC** mathematical functions (e.g. +, -, x, ÷) may be used during an exam (including the Math Competency Exam) or quiz. Scientific calculators, PDAs, or cellular phones may NOT be used. Calculators may NOT be shared during the exam.
- Upon completion of the exam, each student is to leave all items, including the printed exam placed face down, on the desk top. As the student leaves for break, the completed scantron is to be submitted to faculty. All backpacks/cell phones to remain in the classroom during break.

### AFTER TESTING

- Students scoring  $\leq 78\%$  on **EXAM I** are required to make an appointment with the instructor to review the exam. Failure to fulfill this requirement may result in disciplinary action.
- Exam review appointments may be available at the instructors' discretion. These reviews must be completed before the next exam and may be in small groups.
- Discussion regarding exam content is restricted to instructor-student review. Discussion outside the classroom is prohibited and will be seen as academic dishonesty.

## ATI Resources

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The PLNU School of Nursing has chosen the NCLEX preparatory resource known as ATI Nursing Education to help prepare students for the NCLEX. ATI offers study material, practice and proctored assessments, as well as individualized focused material review.

In the NSG 260 course, ATI will be used as follows:

### **ATI Practice Assessments:**

Students must take two ATI Practice (Fundamentals A and B) assessments AND complete each practice test by the deadline stated in the course calendar in order to receive credit for this assignment.

**ATI Proctored Assessment** will be taken by all students in the Ryan Library at the same time at the end of the semester. Students will receive exam points based on their achieved level of proficiency.

### **ATI Focused Review Hours:**

Students that have taken the ATI practice assessment will have a list of topics generated in the ATI system for them to review. Based on the level of proficiency achieved on the assessment, students will need to complete 2 or 4 hours of review after each assessment. **The student will be responsible for handing in their ATI transcript documenting that the assessments were taken and the time spent on ATI focused review.** Points will be awarded based on the transcript printed from ATI.

## **PROFESSIONAL DRESS DAYS (see calendar for specific dates)**

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- On these days, **ALL** Pre-nursing and Nursing students will be attired professionally.
- Basic Professional Attire is outlined below:
  - Women:
    - Hair pulled away from face and neatly groomed
    - Dresses/skirts fall below the knee line
    - No Jeans
    - Full coverage blouses/dresses
    - Minimal jewelry
    - Natural/minimal makeup
    - No sandals/flip-flops/sneakers
    - No visible tattoos
  - Men:
    - No Jeans
    - Dress shirt
    - No sneakers/flip-flops
    - No visible tattoos

## LEADERSHIP REQUIREMENT

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Attendance of a professional committee meeting is required on an **annual** basis for each student.

**The student will need to show written proof of attendance and complete the assignment form discussing the experience.**

**Attendance includes:**

- (1) PLNU School of Nursing meeting **OR**
- (1) Professional Nursing meeting outside of PLNU **OR**
- Volunteering as class representative (2 persons) for the sophomore class.
  - *The class representatives attend sophomore team meeting general sessions. They bring group concerns and ideas to the table and take feedback back to the class. A positive attitude is important. The representative will be responsible for emailing the general session minutes to the class following each meeting.*

Examples of professional committee meetings **at** PLNU include: SON, CEC, HPC, & ASAC. These meeting dates/times are available through the School of Nursing.

Examples of professional meetings **outside** of PLNU include: CA-BRN, ANA-C, CNSA, Sigma Theta Tau, & CNA. These meeting dates/times can be found on each committee's website.

<b>Semester</b>	<b>Fall</b>	<b>Spring</b>
<b>Last Name(s)</b>	<b>A – K</b>	<b>L – Z</b>

## PORTFOLIO REQUIREMENT

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For this course, the following assignment(s) are **required** to be uploaded into the storage file in Live Text® by the end of the semester.

- Signature Assignment: *Adult Case Study -Part II*

Students are strongly encouraged to submit additional coursework into Live Text® to demonstrate personal and professional growth. (i.e. Journals, Clinical write-ups, etc.)

## **SIMULATION EXPERIENCE**

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To provide additional student interaction with real life nursing scenarios, PLNU incorporates the use of simulation technology. The goal of the Simulation is to provide a realistic clinical environment for students to enhance their nursing knowledge and skills in a safe learning environment. The PLNU simulation rooms are equipped with Human Patient Simulators (HPS) whose functions range from lung, heart, and bowel sounds to those that can respond physiologically based on treatment delivered including medication administered intravenously. The HPS's are programmed with sophisticated case-based patient scenarios reflecting commonly occurring patient health problems that students encounter during clinical experiences. Students must use clinical judgment, knowledge, communication and teamwork in order to complete each simulation.

PLNU School of Nursing strives to provide students with the same technologies that they will use in the hospital setting.

### **Simulation Rotation:**

- Students will attend (1) simulation day during their clinical rotation, these will be held at Liberty Station
- The rotation schedule for simulation will be made available by each NSG 261 clinical faculty
- The student will be dressed and prepared as if attending clinical in the hospital
- Specific information for each simulation day will be emailed to the student the day prior to their rotation by 5pm (Thursday clinical = Wednesday email, Tuesday clinical = Monday email)
- Students that are unprepared, late or absent will be held accountable according to the rules and regulations located in the NSG 261 syllabi for clinical days
- Contact the Simulation Faculty for more specific information:
  - Dr. Linda Hensley (Coordinator) 619-849-2568 lindahensley@pointloma.edu
  - Dr. Mary Adams 619-849-2362 madams1@pointloma.edu
  - Prof Michelle Odom 619-881-7507 Michelle.Odom@pointloma.edu

### **REQUIRED TEXTBOOKS:**

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All required textbooks from NSG 250/251

## REQUIRED LEARNING ACTIVITIES

There are three required learning activities in the NSG 260 course.

Group Teaching Project	See page 18
Adult Case Study Part I	See page 26
Adult Case Study Part II	See page 29

All learning activities will be graded according to the rubric. The descriptions are intended to provide a general overview and purpose of the assignment.

These papers will be submitted to your clinical instructor for grading and feedback.

Papers are due at the start of the lecture, submitted no later than 0730 on the due date. Papers submitted after this time are considered late and will have points deducted. Time stamps for electronically submitted papers are considered the time of submission.

All submitted papers must be single-sided.

**ACTIVITY:** Group Teaching Project: Plan, Implementation & Evaluation

**TOTAL POINTS POSSIBLE = 75**

**DUE DATES:** See NSG 260 calendar

**BACKGROUND:** PLNU School of Nursing has partnered with the Church of the Nazarene in Mid-City to put together an annual Festival of Health. This festival of health is aimed at providing health education and healthcare screening to the members of the Mid-City community. This community has been identified as a high health risk and low resource area. The Festival of health is held at the Church of the Nazarene and is comprised of various booths and tables that provide education and information on topics relating to the needs of the community (i.e. smoking cessation, blood pressure screening, etc.).



Students in the NSG 260 course will participate in the Festival of Health as an assigned group by planning, implementing and evaluating a teaching project that will be presented at booths/tables during the Festival of Health. This project will benefit the community members of the Mid-City area in San Diego and will introduce students to cultural competency and culturally sensitive nursing care.

**\*DESCRIPTION:** Students will be placed in groups (based on clinical groups). Each group will select a healthcare topic that has been identified as a learning need in the community. Once the topic has been selected, the group will complete an assessment of the community. This includes a wind-shield survey, online search and general information gathering on the demographics, education level, ethnicity, culture, language and overall population of the Mid-City area. This information will be used by the students to determine what learning needs, cultural consideration and barriers need to be considered when planning the implementation part of the project. Students will submit the first part of their project (The Teaching Plan) using the rubric below as a guide. This part highlights their community assessment, learning needs/barrier/cultural consideration, any visual aid use, and group task delegation.

The second part of this project is the implementation of the students teaching plan at the Festival of Health. Students will be stationed at their assigned booth/table and interact with the community members as they arrive. Students will cover their booths/tables for the entire day of the Festival of Health by splitting into groups. First shift will be responsible for arriving early and setting up, the last shift will be responsible for staying late and cleaning up.

The last part of this project is the evaluation of the teaching project by the group. The students will discuss the various aspects of the implementation of their teaching project and evaluate its perceived effectiveness. Students will also provide feedback on the individual members of their group to assess level of collaboration and responsibility.

*\*See the rubric for specific details as the rubric, not the description, will be used to grade this assignment.*

## Festival of Health Information

**Date:** Saturday April 1, 2017

**Location:** Church of the Nazarene in Mid-City 4101 University Avenue San Diego, CA 92105

**Website:** <http://www.pointloma.edu/HealthPromotionCenter.htm>

**Hours:** 0830 – 1430

**Dress Code:** Professional Attire

- ❖ Topics for this project will be given during the Community Health/Intro to Festival of Health lecture.
- ❖ Students are expected to be creative in their presentations.
- ❖ Presentations should be concise, short and PowerPoint presentations should be avoided.
- ❖ Students are expected to make the recommended changes to their presentation before the final presentation at the festival.
- ❖ Students are expected to dress appropriately (e.g. no jeans, skirts above the knee, or form-fitting clothing) for their professional presentation at the festival.

### Group Teaching Project Grading Rubric (Total Points Possible: 75)

Outcomes	Initial = 4.5 pts	Emerging = 6 pts	Developing = 7.5 pts	
Part 1: PLAN (possible = 37.5 points)	Describes teaching strategies for target community group.	Provides appropriate description of selected strategies and rationales including 4 or less of the 7 listed items in “developing” column	Provides appropriate description of selected strategies and rationales including 5-6 of the listed items in “developing” column	Provides appropriate description of selected strategies and rationales including: <ul style="list-style-type: none"> <li>• Results of needs assessment</li> <li>• Culturally sensitive considerations</li> <li>• Teaching/learning principles (e.g. adult learning theory)</li> <li>• Visual/learning aids that were easy to read/interpret (correct language)</li> <li>• Creativity</li> <li>• Individualization to specific group of learners</li> <li>• Evaluation of learning effectiveness</li> </ul>
	Creates a detailed outline of the teaching plan to be taught to the health fair participants.	Plan details 2 or less items in “developing” column	Plan details 3 of the 4 items listed in “developing” column	Attaches (as an appendix) plan details the following: <ul style="list-style-type: none"> <li>• How work has been/will be divided</li> <li>• Equitable and appropriate contribution of each member</li> <li>• Outline of 5 pertinent details related to the content to be presented and health fair participants</li> <li>• Cited and referenced appropriately</li> </ul>
	**NOTE: Plans submitted without attached outline will not earn points for this outcome			
	Creates handouts (brochures, etc) to be distributed to health fair participants.	Submits draft/actual handout/brochure and includes ≤ 4 of the components listed in “developing” column	Submits draft/actual handout/brochure and includes 5-6 of the components listed in “developing” column)	Attaches (as an appendix) draft/actual handout/brochure includes the following 7 components: <ul style="list-style-type: none"> <li>• Supports teaching topic</li> <li>• Written at level and language for patient’s understanding.</li> <li>• Cited/referenced appropriately</li> <li>• Developmentally appropriate</li> <li>• Culturally appropriate</li> <li>• Professional presentation</li> <li>• Without errors in grammar or spelling</li> </ul>
	**NOTE: Plans submitted without attached handouts will not earn points for this outcome.			
Apply APA format according to the 6th edition of the APA manual	Typed/formatted according to APA 6 <sup>th</sup> edition including 8 or less of the 13 elements listed under “developing” column.	Typed/formatted according to APA 6 <sup>th</sup> edition including 9-12 of the 13 elements listed under “developing” column	Typed/formatted according to APA 6 <sup>th</sup> edition including at least 12 of the 13 following: <ul style="list-style-type: none"> <li>• Title page</li> <li>• Font and typeface</li> <li>• Running head and page numbers</li> <li>• Margins</li> <li>• Spacing</li> <li>• Abbreviations</li> <li>• Headers</li> <li>• Professional Language</li> <li>• In-text citations</li> <li>• Adequate source citations</li> <li>• Quotes (max = 1)</li> <li>• Reference page</li> <li>• Appendices (i.e. teaching plan outline, handouts, brochures)</li> </ul>	



	<b>Outcomes</b>	<b>Initial = 4.5 pts</b>	<b>Emerging = 6 pts</b>	<b>Developing = 7.5 pts</b>
	Constructs a professional paper	Submits a paper which meets 3 or less of the listed criteria under “developing” column	Submits a paper which meets 4-5 of the listed criteria under “developing” column	Submits a paper which meets at least 6 of the following 7 criteria: <ul style="list-style-type: none"> <li>• 3-4 pages in length (exclusive of title page, reference page and appendices)</li> <li>• Organized with an introduction, body, conclusion and necessary transitions.</li> <li>• Contains less than 4 grammar, spelling, and/or punctuation errors for the <b>entire</b> paper, including attachments.</li> <li>• Sentences written without fragments or run-ons</li> <li>• Paragraphs are neither short or long</li> <li>• At least 4 current (&lt;5 years), research/professional sources from <b>PLNU</b> nursing library stacks or <b>PLNU</b> electronic databases (i.e. Proquest, CINAHL, Cochrane, EBSCO, etc.).</li> <li>• No more than 1 textbook reference</li> </ul>
<b>Part 2 : IMPLEMENTATION (possible = 22.5 pts)</b>	Utilize appropriate instructional strategies to engage learners at the health fair.	Instructional strategies included less than 2 of the 3 listed under “developing” column	Instructional strategies included 2 of the 3 listed under “developing” column	Instructional strategies included: <ul style="list-style-type: none"> <li>• Visual/learning aids that were easy to read/interpret (language specific)</li> <li>• Creativity</li> <li>• Individualization to targeted group of learners</li> </ul>
	Present effectively and appropriately with health fair participant(s) to positively affect outcomes in a timely manner.	Presentation included 3 or less of the 5 listed under “developing” column	Presentation included 4 of the 5 listed under “developing” column	Presentation included: <ul style="list-style-type: none"> <li>• Engages participants</li> <li>• Culturally appropriate greetings and/or general presentation</li> <li>• Creative opening/conclusion and distinct main points.</li> <li>• Appropriate selection of vocabulary for the health fair setting with no errors in grammar.</li> <li>• Time limited within 5 minutes (+ or – 1 minute), not including Q&amp;A</li> </ul>
	Communicate (verbally, non-verbally) appropriately and facilitates an environment of learning.	Communication included 5 or less of the elements listed under “developing” column	Communication included 6 of the 7 elements listed under “developing” column	Communication included: <ul style="list-style-type: none"> <li>• Equal portions of the teaching presentation by each student</li> <li>• Engaging eye contact</li> <li>• Effectively utilized gestures</li> <li>• Easily heard, understandable, and appropriate pitch</li> <li>• Appropriate professional dress day attire</li> <li>• Language that was professional and formal without bias, ambiguity or too much simplicity.</li> <li>• All questions answered/handled in an expert manner.</li> </ul>

<b>Part 3: EVALUATION (possible = 15 pts)</b>	<b>Outcomes</b>	<b>Initial = 4.5 pts</b>	<b>Emerging = 6 pts</b>	<b>Developing = 7.5 pts</b>
	Analyze community teaching experience in relation to original plan	Submitted an analysis which includes 4 or less of the listed criteria under “developing” column.	Submitted an analysis which includes 5 of the listed criteria under “developing” column.	Submitted an analysis which includes the following criteria: <ul style="list-style-type: none"> <li>• Typed, double spaced, 2 pages in length, group paper</li> <li>• Signatures by each member</li> <li>• Discussion of each group descriptor listed below: <u>Group Descriptors</u> <ol style="list-style-type: none"> <li>1) Group Identity: Each member works towards a common goal</li> <li>2) Cohesiveness: Positive interactions aimed at success</li> <li>3) Decision Making: Consensus over vote or leader decision maker</li> <li>4) Leadership: Leader defined, influences others, there are followers</li> <li>5) Power: Each given authority and responsibility to complete role</li> </ol> </li> <li>• Account of at least one effective aspect for each descriptor</li> <li>• Identify at least one area for improvement for each descriptor</li> <li>• Each identified area for improvement includes recommendation for improvement</li> </ul>
	**Complete an <u>Individual Evaluation</u> form using the rubric provided	Peer evaluation mean score between $\leq 18$	Peer evaluation mean score between 19 - 21	Peer evaluation mean score between 22 – 24
<b>**Note: Individuals who do not submit an evaluation form by the due date/time will not earn points for this outcome (i.e. 7.5 points).</b>				
<ul style="list-style-type: none"> <li>❖ If student is absent or late to class on assignment due date, 10% will be deducted from final earned points.</li> <li>❖ In addition, beginning the day after assignment DUE date, an additional 10% will be deducted from final earned points for each additional day submitted late (including weekends).</li> <li>❖ In the event that an entire outcome is not addressed, points will not be earned.</li> </ul>		<b>Total Points Earned:</b>	<b>Comments:</b>	

## TEACHING PROJECT: INDIVIDUAL EVALUATION RUBRIC

- 1) Use the rubric below to guide your feedback of **EACH** member of your group for the Teaching Project. Take time to reflect honestly and constructively as you consider their contribution to the group.
- 2) Use the Evaluation Form (on the next page) to compile your scores for each member of your group and submit that form to your clinical faculty.

<b>EVALUATION FORM RUBRIC</b>				
Rate your colleague on each of the following skills by placing a $\surd$ in the category that best describes your colleague's behavior and actions during this collaborative project.				
<b>COOPERATIVE LEARNING SKILLS</b>	<b>NEVER = 0</b>	<b>SOMETIMES = 1</b>	<b>OFTEN =2</b>	<b>ALWAYS = 3</b>
Arrives on time and remains engaged during activities (e.g. no cellphone use, etc.)				
Demonstrates a good balance of active listening & participation				
Actively contributes to the group work (i.e. through sharing of ideas, problem solving, etc.)				
Accepts responsibility for an assigned portion of group work				
Shows respect for the opinions and feelings of others				
<b>RESPONSIBILITY</b>	<b>NEVER = 0</b>	<b>SOMETIMES = 1</b>	<b>OFTEN =2</b>	<b>ALWAYS =3</b>
Is well-prepared to present to the group aspects of their assigned group work when asked				
Demonstrates thoughtfulness and preparation when implementing assigned group work during festival				
Able to be relied on by the group to complete tasks and contribute 100% to the activities required				

**TEACHING PROJECT:  
INDIVIDUAL EVALUATION FORM**

Submit this completed form to your clinical instructor to complete Part III of your Teaching Project.

Individual members	Total Score from Rubric	Write a brief rationale to support your rating. Minimum of a paragraph.
<i>Self-evaluation</i>		

Name of Individual completing this form: \_\_\_\_\_

**ACTIVITY:** Adult Case Study: Part I of II  
**TOTAL POINTS POSSIBLE = 40**  
**DUE DATES:** See NSG 260 calendar

**BACKGROUND:** The Adult Case Study is a culminating assignment that is used to evaluate the student's ability to apply learned theoretical knowledge to a patient the student has cared for in NSG 261. This paper is meant to demonstrate the student's ability to collect, organize, and synthesize data in order to apply, analyze and evaluate a specific patient's disease process. In this part of the case study, the student will use APA format to present their patient (demographical information) and pertinent history, current issues and treatment (i.e. medications, etc). The student will use current literature and textbooks as resources to validate and explain various medical/surgical history, current issues, treatments and medications. The student will highlight throughout the paper individualized patient components (i.e. those specific to the patient) and connections between the various types of data presented (e.g. PMHX of DM, current issue of diabetic ulcer, lab results of HbgA1c and glucose levels, and ordered medication of Insulin) There are two parts to the Adult Case Study Project.



**\*DESCRIPTION:** Student will select a patient from their clinical rotation that they are able to write a comprehensive APA case study. Students are encouraged to proactively select a patient from first 2 weeks of clinical during this semester. This case study will incorporate aspects of the patient's demographical information, individualized pathophysiology, medical/surgical diagnoses, present and potential complications, diagnostic data (e.g. CT, MRI, X-rays, lab work, etc.), medications and treatments/therapies. The student will ensure that the flow and connection between these aspects is maintained throughout the paper.

***\*See the rubric for specific details as the rubric, not the description, will be used to grade this assignment.***

### Adult Case Study: Part I of II Grading Rubric (points possible = 40)

Outcomes	Initial = 5 pts	Emerging = 6.5 pts	Developing = 8 pts
Organizes patient demographic data	Includes $\leq 7$ of the listed elements in the “developing” column	Includes 8-9 of the listed elements in the “developing” column	Includes all the following (n=10): <ul style="list-style-type: none"> <li>• Patient initials</li> <li>• Age</li> <li>• Gender</li> <li>• Marital status</li> <li>• Role in family</li> <li>• Ethnicity</li> <li>• Residence/Living arrangements</li> <li>• Occupation (previous if retired)</li> <li>• Religion</li> <li>• Education</li> </ul>
Presents integrated pathophysiology	Writes a narration that includes $\leq 3$ of the listed elements in the “developing” column	Writes a narration that includes 4-5 of the listed elements in the “developing” column	Writes a narration that includes the following (n=6): <ul style="list-style-type: none"> <li>• Individualization to specific patient</li> <li>• Detailed connections</li> <li>• Current medical/surgical diagnosis(es)</li> <li>• Past medical/surgical history</li> <li>• Present complications</li> <li>• Potential complications</li> </ul>
Additional integrated pathophysiology	Writes a narration that includes $\leq 3$ of the listed elements in the “developing” column	Writes a narration that includes 4 of the listed elements in the “developing” column	Writes a narration that includes the following (n=5): <ul style="list-style-type: none"> <li>• Individualization to specific patient</li> <li>• Detailed connections</li> <li>• Diagnostic data</li> <li>• Current scheduled medications</li> <li>• Current treatment/therapies</li> </ul>
Applies APA format according to the 6th edition of the APA manual.	Types/formats paper according to the APA Manual – 6 <sup>th</sup> edition including $\leq 8$ of the listed elements in the “developing” column	Types/formats paper according to the APA Manual – 6 <sup>th</sup> edition including 9-10 of the listed elements in the “developing” column	Types/formats paper according to the APA Manual 6 <sup>th</sup> edition including at least 11 of the following (n=12) <ul style="list-style-type: none"> <li>• Title page</li> <li>• Font and typeface</li> <li>• Running head and page numbers</li> <li>• Margins</li> <li>• Spacing</li> <li>• Headers</li> <li>• Abbreviations</li> <li>• Professional language</li> <li>• In-text citations</li> <li>• Adequate source citations</li> <li>• Quotes (max = 1)</li> <li>• References</li> </ul>

Outcomes	Initial = 5 pts	Emerging = 6.5 pts	Developing = 8 pts
Constructs a professional paper	Paper meets $\leq 5$ of the criteria listed in the “developing” column	Paper meets 6-7 of the criteria listed in the “developing” column	Paper meets the following criteria (n=8) <ul style="list-style-type: none"> <li>• Patient confidentiality is maintained</li> <li>• 6 pages in length (exclusive of title and reference pages). <b>Content starting on page 7 will not be included in grading</b></li> <li>• Organizes with an introduction, body and conclusion including necessary transitions</li> <li>• Contains less than 6 grammar, spelling and/or punctuation errors for the entire paper</li> <li>• Sentences written without fragments or run-ons</li> <li>• Paragraphs are neither short or long</li> <li>• At least 8 current (<math>\leq 5</math> years) research journals and/or professional sources from <b>PLNU</b> nursing library stacks or <b>PLNU</b> electronic databases (i.e. Proquest, CINAHL, Cochrane, EBSCO, etc.).</li> <li>• No more than 3 textbooks referenced or professional websites were used</li> </ul>
<p>If student is absent or late to class on assignment due date, 10% will be deducted from final earned points. In addition, beginning the day after assignment DUE date, an additional 10% will be deducted from final earned points for each additional day submitted late (including weekends).</p> <p>In the event that an entire outcome is not addressed, points will not be earned.</p>	<b>Total Points Earned:</b>		<b>Comments:</b>

**ACTIVITY:** Adult Case Study: Part II of II  
**TOTAL POINTS POSSIBLE = 81 (80 plus 1 bonus point)**  
**DUE DATES:** See NSG 260 calendar



**BACKGROUND:** In the second part of the case study, the student will elaborate further on the first part of their adult case study.

**\*DESCRIPTION:** The student will again present an APA format adult case study. This case study will incorporate aspects of the patient's demographical information, individualized pathophysiology, medical/surgical diagnoses, present and potential complications, diagnostic data (e.g. CT, MRI, X-rays, lab work, etc.), medications and treatments/therapies. The student will ensure that the flow and connection between these aspects is maintained throughout the paper. This part of the case study finalizes the case study by adding the student's summarization, detailed synthesis, care plans and SBAR.

***\*See the rubric for specific details as the rubric, not the description, will be used to grade this assignment.***

### Adult Case Study: Part II of II Grading Rubric (Total Points Possible = 81)

Outcomes	Initial = 6 pts	Emerging = 7 pts	Developing = 9 pts
Organizes patient demographic data	Includes ≤ 7 of the listed elements in the "developing" column	Includes 8-9 of the listed elements in the "developing" column	Includes all the following (n=10): <ul style="list-style-type: none"> <li>• Patient initials</li> <li>• Age</li> <li>• Gender</li> <li>• Marital status</li> <li>• Role in family</li> <li>• Ethnicity</li> <li>• Residence/Living arrangements</li> <li>• Occupation (previous if retired)</li> <li>• Religion</li> <li>• Education</li> </ul>
Presents integrated pathophysiology	Writes a narration that Includes ≤ 3 of the listed elements in the "developing" column	Writes a narration that includes 4-5 of the listed elements in the "developing" column	Writes a narration that includes the following (n=6): <ul style="list-style-type: none"> <li>• Individualization to specific patient</li> <li>• Detailed connections</li> <li>• Current medical/surgical diagnosis(es)</li> <li>• Past medical/surgical history</li> <li>• Present complications</li> <li>• Potential complications</li> </ul>
Additional integrated pathophysiology	Writes a narration that Includes ≤ 3 of the listed elements in the "developing" column	Writes a narration that includes 4 of the listed elements in the "developing" column	Writes a narration that includes the following (n=5): <ul style="list-style-type: none"> <li>• Individualization to specific patient</li> <li>• Detailed connections</li> <li>• Diagnostic data</li> <li>• Current scheduled medications</li> </ul>

			<ul style="list-style-type: none"> <li>• Current treatment/therapies</li> </ul>
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Outcomes	Initial = 6 pts	Emerging = 7 pts	Developing = 9 pts
Summarizes focused physiologic and psychosocial assessment data.	Writes a summary that includes $\leq 2$ of the criteria in the "developing" column	Writes a summary that includes 3 of the criteria in the "developing" column	Writes a summary that includes (n = 4) <ul style="list-style-type: none"> <li>• Detailed, focused summary of 2 physiologic assessments</li> <li>• Detailed, focused summary of 1 psychosocial assessment</li> <li>• Subjective or family/significant other statements</li> <li>• Focused diagnostic data</li> </ul>
Synthesizes comprehensive findings related to identified priority nursing diagnosis	Includes $\leq 2$ of the components listed in the "developing" column	Includes 3 of the components listed in the "developing" column	Includes the following (n = 4) <ul style="list-style-type: none"> <li>• Priority physiologic nursing diagnosis identified based on assessment</li> <li>• Evidence provided to support the rationale for the priority physiologic nursing diagnosis</li> <li>• Priority psychosocial nursing diagnosis identified based on assessment</li> <li>• Evidence provided to support the rationale for the priority psychosocial nursing diagnosis</li> </ul>
Constructs individualized physiologic nursing care plan	Attached care plan includes $\leq 4$ of the elements listed under "developing" column	Attached care plan includes 5 of the elements listed under "developing" column	Attached (as appendix) care plan includes 6 of the following (n = 6): <ul style="list-style-type: none"> <li>• NANDA formatted physiologic nursing diagnosis (i.e. -- related to -- as evidenced by --)</li> <li>• Patient outcome: Realistic, time-framed and measurable</li> <li>• At least 5 individualized nursing interventions</li> <li>• Interventions are specific to selected NANDA nursing diagnosis</li> <li>• At least 5 cited rationales/evidence to support nursing interventions</li> <li>• Evaluation of patient outcome</li> </ul>
Generates impression based on patient case scenario.	Conclusion of paper includes $\leq 2$ of the SBAR components	Conclusion of paper includes 3 of the 4 SBAR components	Conclusion of paper includes SBAR (n=4) <ul style="list-style-type: none"> <li>• Situation</li> <li>• Background</li> <li>• Assessment</li> <li>• Recommendation</li> </ul>
Applies APA format according to the 6th edition of the APA manual.	Types/formats paper according to the APA Manual – 6 <sup>th</sup> edition including $\leq 8$ of the listed elements in the "developing" column	Types/formats paper according to the APA Manual – 6 <sup>th</sup> edition including 9-11 of the listed elements in the "developing" column	Types/formats paper according to the APA Manual – 6 <sup>th</sup> edition including at least 11 of the following (n=13) <ul style="list-style-type: none"> <li>• Title page</li> <li>• Font and typeface</li> <li>• Running head and page numbers</li> <li>• Margins</li> <li>• Spacing</li> <li>• Headers</li> <li>• Abbreviations</li> <li>• Professional language</li> <li>• In-text citations</li> <li>• Adequate source citations</li> <li>• Quotes (max = 1)</li> </ul>

			<ul style="list-style-type: none"> <li>References</li> <li>Appendix (i.e. care plans)</li> </ul>
<b>Outcomes</b>	<b>Initial = 6 pts</b>	<b>Emerging = 7 pts</b>	<b>Developing = 9 pts</b>
Constructs a professional paper	Paper meets $\leq 5$ of the criteria listed in the "developing" column	Paper meets 6-7 of the criteria listed in the "developing" column	<p>Paper meets the following criteria (n=8)</p> <ul style="list-style-type: none"> <li>Patient confidentiality is maintained</li> <li>9-10 pages in length (exclusive of title and reference pages). <b>Content starting on page 11 will not be included in grading</b></li> <li>Organizes with an introduction, body and conclusion including necessary transitions</li> <li>Contains less than 9 grammar, spelling and/or punctuation errors for the entire paper</li> <li>Sentences written without fragments or run-ons</li> <li>Paragraphs are neither short or long</li> <li>At least 10 current (<math>\leq 5</math> years) research journals and/or professional sources from <b>PLNU</b> nursing library stacks or <b>PLNU</b> electronic databases (i.e. Proquest, CINAHL, Cochrane, EBSCO, etc.).</li> <li>No more than 4 textbooks referenced or professional websites were used</li> </ul>
<p><b>If student is absent or late to class on assignment due date, 10% will be deducted from final earned points.</b></p> <p><b>In addition, beginning the day after assignment DUE date, an additional 10% will be deducted from final earned points for each additional day submitted late (including weekends).</b></p> <p><b>In the event that an entire outcome is not addressed, points will not be earned.</b></p>		<b>Total Points Earned:</b>	<b>Comments:</b>



**THE FOLLOWING SECTION CONTAINS THE READING ASSIGNMENTS FOR EACH CLASS. THE EXPECTATION IS THAT THE STUDENT WILL COMPLETE THE READING ASSIGNMENTS PRIOR TO CLASS AND BE PREPARED TO DISCUSS THE MATERIAL IN CLASS.**

**MANY OF THE READING ASSIGNMENTS FOR NSG 260 WILL ALSO BE COVERED IN NSG 261 DURING ON-CAMPUS LAB. PLAN AHEAD TO CORRELATE YOUR READING AND OPTIMIZE YOUR PRE-STUDYING TIME**

**THE STUDENT LEARNING OUTCOMES, LISTED FOR EACH CLASS, CAN BE USED AS A GUIDE FOR CLASS AND EXAM PREPARATION**

POINT LOMA NAZARENE UNIVERSITY  
 School of Nursing: Nsg 260 Spring 2017  
 Community Health and Festival of Health Introduction

**KEY TERMS:**

Cohesion	Conflict	Risk Appraisal	Needs Assessment	Multilevel Intervention
Health Maintenance	Short-term evaluation	Long-term Evaluation	Communication Structure	

**STUDENT LEARNING OUTCOMES:** Upon completion of this class, using assigned readings, classroom activities, case studies, concept maps and discussion the student will be able to:

1. Differentiate the seven principals of teaching in communities
2. Investigate factors that affect group functioning, including: purpose, development, cohesion, norms, structure, interaction, and management of conflict.
3. Examine nursing roles that are essential to health promotion, illness prevention, and illness care.
4. Discuss relevance of the needs assessment to the educational plan.
5. Discuss the priority educational needs based upon a community assessment.

**READING ASSIGNMENT:**

1. ATI- Section 1
2. Allender, Rector & Warner; Chapter 3, p 831-838

Student Learning Outcomes	NSG 260 - Course Learning Outcomes				
	Caring Faithfully	Inquiring Faithfully	Communicating Faithfully	Following Faithfully	Leading Faithfully
1		X	X		X
2		X	X		X
3	X	X	X		
4	X	X	X	X	
5		X	X		
6	X	X	X		

School of Nursing: Nsg 260 Spring 2017  
**Fluids and Electrolytes/Acid-Based Imbalance**

**KEY TERMS:**

Osmosis	Diffusion	Filtration	ABG's	Acidosis
Alkalosis	Ph			

**STUDENT LEARNING OUTCOMES:** Upon completion of this reading, and through the lecture and class discussion, the student will be able to:

1. Discuss the nursing assessment including diagnostic findings, and interventions as it relates to kidney function
2. Explain the role of key hormones in the regulatory processes of fluid balance
3. Determine the four basic acid/base imbalances
4. Discuss the role of kidney function as it relates to fluid and electrolytes imbalances
5. Explain the rationale for therapeutic interventions including pre and post assessment
6. Explain interpretation of ABG's as it relates to causality proposing interventions to achieve normalcy

**READING ASSIGNMENT:**

1. Lewis, et al.- p. 285-293 end at Sodium Imbalances, p. 302 start at Acid/Base Imbalances thru 309 end at Central venous access devices
2. ATI- Sections 48-50.

Student Learning Outcomes	NSG 260 - Course Learning Outcomes				
	Caring Faithfully	Inquiring Faithfully	Communicating Faithfully	Following Faithfully	Leading Faithfully
1	X	X	X		
2		X	X		
3		X	X		
4	X	X	X		
5	X	X	X	X	
6	X	X	X		

School of Nursing: Nsg 260 Spring 2017  
**Respiratory Part 1 of 2**

**KEY TERMS:**

Pneumonia	CAP	VAT	HAP	Consolidation
Infiltrate	Dyspnea	PFT's	ABG's	Hypoxemia

**STUDENT LEARNING OUTCOMES:** Upon completion of this class, using assigned readings, classroom activities, case studies, concept maps and discussion the student will be able to:

1. Integrate new knowledge into a framework for care of the patient with infectious processes, and specifically patients that are experiencing hypoxia.
2. Collate information into the SBAR format.
3. Compare and contrast how Acute and Chronic illnesses affect the upper and lower respiratory system.
4. Utilize the following format to the most common respiratory illnesses: Bronchitis, Pneumonia's, Influenza, Asthma and COPD.
  - Etiology & Pathophysiology
  - Clinical manifestations
  - Complications
  - Diagnostic studies
  - Mechanism of injury
  - Nursing and collaborative care
  - Medical and surgical management

**READING ASSIGNMENT:** These reading assignments support part 1 & 2 of Respiratory lecture

1. Lewis, et al. (9<sup>th</sup> ed.)
  - a. Chapter 26; 475-480, 489-495 (skip Table 26-12, 26-13), review p. 481-488 (assessment if you need this)
  - b. Chapter 27; 503 (Influenza)-507
  - c. Chapter 28; 521-533 (Atypical Mycobacteria), 541 (Chest trauma/thoracic injuries)-553 (Pulmonary hypertension)
  - d. Chapter 29; Entire chapter
2. Jarvis, Chapter 11.
3. ATI- Sections 21-25.

Student Learning Outcomes	NSG 260 - Course Learning Outcomes				
	Caring Faithfully	Inquiring Faithfully	Communicating Faithfully	Following Faithfully	Leading Faithfully
<b>1</b>	X	X	X		
<b>2</b>	X	X	X		X
<b>3</b>	X	X	X		
<b>4</b>	X	X	X	X	X

POINT LOMA NAZARENE UNIVERSITY  
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**Respiratory Part 2 of 2**

**KEY TERMS:**

Emphysema	Bronchitis	Hemothorax	Pneumothorax	Pleural Effusion
Chest Physiotherapy	Thoracentesis	Hypercapnia	Acidosis	Peak flow meter
Alkalosis	Pleural tubes	Mediastinal tubes		

**STUDENT LEARNING OUTCOMES:** Upon completion of this class, using assigned readings, classroom activities, case studies, concept maps and discussion the student will be able to:

1. Integrate new knowledge into a framework for care of the patient with restrictive lung conditions/diseases affecting the pleural space.
2. Collate information into the SBAR format.
3. Compare and contrast how Asthma and Chronic obstructive pulmonary diseases illnesses affect the overall health state of the patient.
4. Utilize the following format to the most common respiratory complications of illness Pneumothorax, Pleural effusion, and Hemothorax.
  - a. Etiology & Pathophysiology
  - b. Clinical manifestations
  - c. Complications
  - d. Diagnostic studies
  - e. Mechanism of injury
  - f. Nursing and collaborative care
  - g. Medical and surgical management
5. Discuss the nursing management of the patient with a chest tube.

**READING ASSIGNMENT:**

1. Lewis, et al. (9<sup>th</sup> ed.)- Complete readings from lecture 1 and add p. 560-611 (Cystic Fibrosis)
2. Jarvis- Chapter 11.
3. ATI- Sections 19, 20, 29.

Student Learning Outcomes	NSG 260 - Course Learning Outcomes				
	Caring Faithfully	Inquiring Faithfully	Communicating Faithfully	Following Faithfully	Leading Faithfully
1	X	X	X		
2		X	X		
3	X	X	X	X	
4	X	X	X	X	X
5	X	X	X		

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**Neuro Part 1 of 2**

**KEY TERMS:**

TIA	CVA	Stroke	Dementia	Acute Brain Attack
Delirium	Ischemia	Mini-Stroke	Parkinson's disease	Alzheimer's disease

**STUDENT LEARNING OUTCOMES:** Upon completion of this reading, and through the lecture and class discussion, the student will be able to:

1. Integrate new knowledge into a framework for care of the patient with medical neurological diseases.
2. Discuss the common risk factors for neurological diseases.
3. Discuss the implications of hypoxia in neurological diseases, specifically CVA's and patient outcomes.
4. Utilize the following format to understand the most common Neurological diseases: CVA (Ischemic and Hemorrhagic), TIA, Alzheimer's disease, Parkinson's disease, Dementia and Delirium
  - a. Etiology & Pathophysiology
  - b. Clinical manifestations
  - c. Complications
  - d. Diagnostic studies
  - e. Mechanism of injury
  - f. Nursing and collaborative care
  - g. Medical/Surgical management
5. Discuss the physical and educational needs of the patient with neurological diseases considering cognitive and physical deficits.

**READING ASSIGNMENT:** These reading assignments support part 1 & 2 of Neuro lecture

1. Lewis, et al. (9<sup>th</sup> ed.)
  - a. Chapter 58; Entire chapter
  - b. Chapter 59; 1419 (Chronic Neurologic disorders)-1427 (Restless leg syndrome), 1432 (Parkinson's disease)-1437 (Myasthenia gravis)
  - c. Chapter 60; Entire chapter
2. ATI- Sections 8, 9, 16.

Student Learning Outcomes	NSG 260 - Course Learning Outcomes				
	Caring Faithfully	Inquiring Faithfully	Communicating Faithfully	Following Faithfully	Leading Faithfully
1	X	X	X	X	
2		X	X		
3		X	X		
4	X	X	X	X	X
5	X	X	X		

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**Neuro Part 2 of 2**

**KEY TERMS:**

Increased ICP	Head Trauma	Cerebral edema	Seizure disorder	Cerebral hematoma
Brain tumors	Head Injury	Epilepsy	Inflammatory response	Diabetes Insipidus

**STUDENT LEARNING OUTCOMES:** Upon completion of this reading, and through the lecture and class discussion, the student will be able to:

1. Integrate new knowledge into a framework for care of the patient with neurological injury.
2. Utilize the following format to understand common Neurological events: Head injury (Open and closed), Brain tumors, Seizure disorders, Cerebral edema, and Intracranial hemorrhage.
  - a. Etiology & Pathophysiology
  - b. Clinical manifestations
  - c. Complications
  - d. Diagnostic studies
  - e. Mechanism of injury
  - f. Nursing and collaborative care
  - g. Medical/Surgical management
3. Discuss the physical and educational needs of the patient with neurological diseases considering cognitive and physical deficits.
4. Apply the nursing process for a patient with a brain abscess, meningitis and encephalitis
5. Compare and contrast the clinical manifestations and nursing interventions between concussion and contusion.
6. Explain the nursing care of the patient undergoing cranial surgery

**READING ASSIGNMENT:**

1. Lewis, et al. (9<sup>th</sup> ed.)- Complete the readings from Neuro part 1 and add:
  - a. Chapter 57; 1356-1359 (Vasogenic cerebral edema), 1360 (Clinical manifestations)-1361 (Monitoring intracranial pressure), 1363 (Collaborative care)-1384 (rabies)
2. ATI- Sections 6, 15, 17.

Student Learning Outcomes	NSG 260 - Course Learning Outcomes				
	Caring Faithfully	Inquiring Faithfully	Communicating Faithfully	Following Faithfully	Leading Faithfully
1	X	X	X		
2	X	X	X	X	X
3	X	X	X		
4	X	X	X	X	
5		X	X		

POINT LOMA NAZARENE UNIVERSITY  
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**Cardiac Part 1 of 2**

**KEY TERMS:**

Hypertension	DVT	AAA	PAD	Femoral bypass surgery
Aneurysms	Anticoagulants	Heparin	Coumadin	Aspirin

**STUDENT LEARNING OUTCOMES:** Upon completion of this class, using assigned readings, classroom activities, case studies, concept maps and discussion the student will be able to:

1. Integrate new knowledge into a framework for care of the patient with medical cardiovascular abnormalities.
2. Collate information into the SBAR format.
3. Compare and contrast how Acute and Chronic vascular diseases illnesses affect the overall health state of the patient.
4. Utilize the following format to the most common cardiovascular diseases:  
 Hypertension, Coronary artery disease (CAD), Abdominal aneurysm, Chronic venous insufficiency and Peripheral arterial disease.
  - a. Etiology & Pathophysiology
  - b. Clinical manifestations
  - c. Complications
  - d. Diagnostic studies
  - e. Mechanism of injury
  - f. Nursing and collaborative care
  - g. Medical/Surgical management
5. Discuss the physical and educational needs of the patient with cardiovascular diseases.

**READING ASSIGNMENT:**

1. Lewis, et al. (9<sup>th</sup> ed.)
  - a. Chapter 33; Read chapter and skip Table 33-7/33-8
  - b. Chapter 38; Read entire chapter
2. ATI- Sections 34, 40, 42.

Student Learning Outcomes	NSG 260 - Course Learning Outcomes				
	Caring Faithfully	Inquiring Faithfully	Communicating Faithfully	Following Faithfully	Leading Faithfully
1	X	X			X
2	X	X	X		
3	X	X	X		
4		X	X		X
5		X			

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**Cardiac Part 2 of 2**

**KEY TERMS:**

Heart failure	Cardiomyopathy	PTCA	Cardiac Stent	Catheterization
CAD	Angina			Unstable angina
EKG				

**STUDENT LEARNING OUTCOMES:** Upon completion of this class, using assigned readings, classroom activities, case studies, concept maps and discussion the student will be able to:

1. Integrate new knowledge into a framework for care of the patient with medical/structural cardiovascular abnormalities.
2. Collate information into the SBAR format.
3. Compare and contrast how Acute and Chronic vascular diseases illnesses affect the overall health state of the patient including compensatory mechanisms associated with heart failure and cardiomyopathy
4. Discuss the benefits to surgical intervention of cardiac abnormalities e.g. CABG, MVR, AVR, LVAD and heart transplantation.
5. Utilize the following format to understand the most common cardiovascular diseases: Stable and unstable angina, Heart failure, cardiac structural disorders, myocardial infarction, cardiomyopathy,
  - Etiology & Pathophysiology
  - Clinical manifestations
  - Complications
  - Diagnostic studies
  - Mechanism of injury
  - Nursing and collaborative care
  - Medical/Surgical management
6. Discuss the physical and educational needs of the patient with cardiovascular diseases.

**READING ASSIGNMENT:**

1. Lewis, et al.- Complete all readings from part 1 and add:
  - a. Chapter 32; 691(Gerontological considerations)-707
  - b. Chapter 34; 730-737 (Lipid lowering drugs), 740 (Chronic stable angina)-end of chapter. Skip Table 34-5, 34-11
  - c. Chapter 35; Read entire chapter
  - d. Chapter 37; 820 (Valvular disease)-831
2. ATI- Sections 34-36.

<b>Student</b>	<b>NSG 260 - Course Learning Outcomes</b>
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<b>Learning Outcomes</b>	<b>Caring Faithfully</b>	<b>Inquiring Faithfully</b>	<b>Communicating Faithfully</b>	<b>Following Faithfully</b>	<b>Leading Faithfully</b>
<b>1</b>	X	X	X	X	
<b>2</b>	X	X	X		
<b>3</b>	X	X	X	X	
<b>4</b>	X	X	X		
<b>5</b>	X	X			X
<b>6</b>	X		X		

## Endocrine Part 1 of 2

### **KEY TERMS:**

Hb A1C	Polyuria	Polydipsia	Polyphagia	Fasting glucose
POC testing				Acu-check

**STUDENT LEARNING OUTCOMES:** Upon completion of this class, using assigned readings, classroom activities, case studies, concept maps and discussion the student will be able to:

1. Compare and contrast the major differences between Diabetes type 1 and 2
2. Describe the risk factors associated with gestational diabetes
3. Describe the life style changes that would support glycemic control.
4. Utilize the following format to understand and design the plan of care for patients with Diabetes type 1, Diabetes type 2 and gestational diabetes.
  - Etiology & Pathophysiology
  - Clinical manifestations
  - Complications
  - Diagnostic studies
  - Mechanism of injury
  - Nursing and collaborative care
  - Medical/Surgical management
5. Discuss the physical and educational needs of the patient with endocrine disorders.

### **READING ASSIGNMENT:**

1. Lewis, et al.- Chapter 49.
2. ATI- Sections 96-97.

Student Learning Outcomes	NSG 260 - Course Learning Outcomes				
	Caring Faithfully	Inquiring Faithfully	Communicating Faithfully	Following Faithfully	Leading Faithfully
1	X	X	X		
2		X	X		
3	X	X	X		X
4	X	X	X	X	X
5	X	X	X		

## Endocrine Part 2 of 2

### **KEY TERMS:**

SIADH	Diabetes Mellitus	Diabetes Insipidus	Glycosuria	Retinopathy
Nephropathy	Neuropathy	Ketones		

**STUDENT LEARNING OUTCOMES:** Upon completion of this class, using assigned readings, classroom activities, case studies, concept maps and discussion the student will be able to:

1. Compare and contrast the major differences between Diabetes mellitus, Diabetes insipidus, and SIADH
2. Describe the life style changes that would support endocrine management control.
3. Utilize the following format to understand and design the plan of care for patients with Diabetes mellitus, Diabetes insipidus and SIADH
  - Etiology & Pathophysiology
  - Clinical manifestations
  - Complications
  - Diagnostic studies
  - Mechanism of injury
  - Nursing and collaborative care
  - Medical/Surgical management
4. Discuss the physical and educational needs of the patient with endocrine disorders.

### **READING ASSIGNMENT:**

1. Lewis, et al.- Chapters 49, 50.
2. ATI- Sections 96-97.

Student Learning Outcomes	NSG 260 - Course Learning Outcomes				
	Caring Faithfully	Inquiring Faithfully	Communicating Faithfully	Following Faithfully	Leading Faithfully
1	X	X	X		
2	X	X	X		X
3	X	X	X	X	X
4	X	X	X		

## Thyroid/Parathyroid

### KEY TERMS:

Hyper-thyroidism	Goiter		Iodine	Parathyroid
Hypo-thyroidism	Calcium			

**STUDENT LEARNING OUTCOMES:** Upon completion of this class, using assigned readings, classroom activities, case studies, concept maps and discussion the student will be able to:

1. Discuss the association between iodine and the development of goiters.
2. Identify the major structural and functional components of the thyroid and parathyroid glands.
3. Discuss the occurrence of thyroid disorders in the ageing population.
4. Utilize the following format to understand and design the plan of care for patients with thyroid and para-thyroid disorders
  - Etiology & Pathophysiology
  - Clinical manifestations
  - Complications
  - Diagnostic studies
  - Mechanism of injury
  - Nursing and collaborative care
  - Medical/Surgical management
5. Discuss the physical and educational needs of the patient with thyroid and parathyroid disorders

### READING ASSIGNMENT:

1. Lewis, et al. (9<sup>th</sup> ed.)- Review Chapter's 48 & 50 previously completed for Endocrine Lecture
2. ATI- Sections 89-92.

Student Learning Outcomes	NSG 260 - Course Learning Outcomes				
	Caring Faithfully	Inquiring Faithfully	Communicating Faithfully	Following Faithfully	Leading Faithfully
1		X	X		
2		X			
3		X	X		X
4	X	X	X	X	X
5	X	X	X		

## Hematology

### **KEY TERMS:**

Sickle cell disease	Anemia	Hemophilia	Neutropenia	Thrombocytopenia
Multiple Myeloma	Lymphoma	Leukemias	Hodgkins	Hemolytic anemia

**STUDENT LEARNING OUTCOMES:** Upon completion of this class, using assigned readings, classroom activities, case studies, concept maps and discussion the student will be able to:

1. Integrate new knowledge into a framework for care of the patient with hematologic disorders.
2. Discuss the relationship of hypoxia and the clinical manifestations of hematologic disorders.
3. Discuss possible life style accommodations required to manage hematologic disorders.
4. Utilize the following format to understand and design the plan of care for: Sickle cell disease, Hodgkin's lymphoma and Non-Hodgkin's lymphoma, leukemia, hemolytic anemia.
  - Etiology & Pathophysiology
  - Clinical manifestations
  - Complications
  - Diagnostic studies
  - Mechanism of injury
  - Nursing and collaborative care
  - Medical/Surgical management
5. Discuss the physical and educational needs of the patient with hematologic

### **READING ASSIGNMENT:**

1. Lewis, et al. (9<sup>th</sup> ed.)- Chapters 30, 31.
2. ATI- Sections 43-46.

Student Learning Outcomes	NSG 260 - Course Learning Outcomes				
	Caring Faithfully	Inquiring Faithfully	Communicating Faithfully	Following Faithfully	Leading Faithfully
1	X	X	X	X	
2		X	X		
3	X	X	X		X
4	X	X	X	X	X
5	X	X	X		

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**GI Part 1 of 2**

**KEY TERMS:**

Malnourishment	Obesity	GERD	Hiatal Hernia	Gastritis
Peptic Ulcer disease	IBS	Crohns	Gastric Cancer	Inflammatory disorders
Ulcerative colitis				Infectious disorders

**STUDENT LEARNING OUTCOMES:** Upon completion of this class, using assigned readings, classroom activities, case studies, concept maps and discussion the student will be able to:

1. Integrate new knowledge into a framework for care of the patient with upper GI and lower GI disorders.
2. Discuss the psychological implications to the patient with GI disorders
3. Compare and contrast the differences between Crohns disease and Ulcerative colitis including causative factors.
4. Utilize the following format to the most common gastrointestinal diseases: GERD, Hiatal hernia, Crohns disease, Peptic ulcer disease, Ulcerative colitis and malnourishment
  - Etiology & Pathophysiology
  - Clinical manifestations
  - Complications
  - Diagnostic studies
  - Mechanism of injury
  - Nursing and collaborative care
  - Medical/Surgical management
5. Discuss the physical and educational needs of the patient with gastrointestinal disorders.

**READING ASSIGNMENT:**

1. Lewis, et al. (9<sup>th</sup> ed.)
  - a. Chapter 39; 871 Gerontological Considerations only, including table 39-5, 877 (Diagnostic studies of the gastrointestinal system)-end of chapter
  - b. Chapter 40; 890 (Malnutrition)-898 (end of page), 900 (Gerontological considerations)-902
  - c. Chapter 41; 910 (Health risks associated with obesity)-915 (Drug therapy)
  - d. Chapter 42; 924-928 (Oral inflammation and infection), 931 (Esophageal disorders)-937 (Esophageal cancer), 940 (Disorders of the stomach...)-951 (Stomach cancer), 954 (Upper GI bleed)-end of chapter
  - e. Chapter 43; 961-964 (Fecal incontinence), 966 (Constipation)-972 (Abdominal trauma), 975 (Gastroenteritis)-985 (Colorectal cancer)
2. ATI- Sections 53-55, 58, 59.

Student Learning Outcomes	NSG 260 - Course Learning Outcomes				
	Caring Faithfully	Inquiring Faithfully	Communicating Faithfully	Following Faithfully	Leading Faithfully

<b>1</b>	X	X	X		
<b>2</b>	X	X	X		
<b>3</b>	X	X	X		
<b>4</b>	X	X	X	X	X
<b>5</b>	X	X	X		

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**GI Part 2 of 2**

**KEY TERMS:**

Acute Pancreatitis	Cholelithiasis	Cirrhosis	Hepatitis (A,B,C)	
Chronic Pancreatitis	Cholecystitis			

**STUDENT LEARNING OUTCOMES:** Upon completion of this class, using assigned readings, classroom activities, case studies, concept maps and discussion the student will be able to:

1. Integrate new knowledge into a framework for care of the patient with Pancreatic, Liver and Biliary disorders
2. Discuss the psychological implications to the patient with chronic GI disorders
3. Discuss health promotion life style behaviors to limit liver and pancreatic diseases.
4. Utilize the following format to understand and design the plan of care for Pancreatic, Liver and Biliary diseases.
  - Etiology & Pathophysiology
  - Clinical manifestations
  - Complications
  - Diagnostic studies
  - Mechanism of injury
  - Nursing and collaborative care
  - Medical/Surgical management
5. Discuss the physical and educational needs of the patient with chronic GI disorders

**READING ASSIGNMENT:**

1. Lewis, et al.- Chapter 44, complete all readings from part 1 of GI
2. ATI- Sections 60-62.

Student Learning Outcomes	NSG 260 - Course Learning Outcomes				
	Caring Faithfully	Inquiring Faithfully	Communicating Faithfully	Following Faithfully	Leading Faithfully
1	X	X	X	X	
2	X	X	X	X	
3	X	X	X		
4	X	X	X	X	X
5	X	X	X		

## Genito-Urinary/Renal part 1 of 2

### **KEY TERMS:**

Incontinence	UTI	Nephrotic Syndrome	Urinary Diversion	Glomerulonephritis
Retention	Pyelonephritis		Nephrostomy tubes	Suprapubic catheters

**STUDENT LEARNING OUTCOMES:** Upon completion of this reading, and through the lecture and class discussion, the student will be able to:

1. Integrate new knowledge into a framework for care of the patient with renal diseases or factors affecting renal function
2. Analyze gerontologic considerations in older adults with renal infections and structural abnormalities
3. Discuss rationale for implementing a urinary intervention.
4. Differentiate physiological and psychological manifestations experienced by the patient during acute and chronic renal disease states.
5. Utilize the following format to manage the care of the patient with Renal diseases including: UTI, Pyelonephritis, Glomerulonephritis, Nephrotic syndrome and structural abnormalities,
  - a. Etiology & Pathophysiology
  - b. Clinical manifestations
  - c. Complications
  - d. Diagnostic studies
  - e. Mechanism of injury
  - f. Nursing and collaborative care
  - g. Medical/Surgical management
6. Discuss the physical and educational needs of the patient with renal diseases considering physiological, sociocultural and spiritual needs

### **READING ASSIGNMENT:**

1. Lewis, et al. (9<sup>th</sup> ed.)
  - a. Chapter 45; Review 1046-1055, 1055 (Diagnostic studies...)-1062
  - b. Chapter 46; 1064-1083, 1086 (Bladder dysfunction)-1098
2. ATI- Sections 67-69.

Student Learning Outcomes	NSG 260 - Course Learning Outcomes				
	Caring Faithfully	Inquiring Faithfully	Communicating Faithfully	Following Faithfully	Leading Faithfully

<b>1</b>	X	X	X		
<b>2</b>	X	X	X		
<b>3</b>		X	X	X	
<b>4</b>	X	X	X	X	

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**Genito-Urinary/Renal part 2 of 2**

**KEY TERMS:**

Peritoneal dialysis	Vitamin D	Renal transplantation	Acute renal injury
Hemo dialysis	Cr	BUN	Chronic kidney disease
		PO4	ESRD-End stage renal disease

**STUDENT LEARNING OUTCOMES:** Upon completion of this reading, and through the lecture and class discussion, the student will be able to:

1. Integrate new knowledge into a framework for care of the patient with renal diseases or factors affecting renal function
2. Analyze gerontologic considerations in older adults as it relates to renal functioning
3. Describe the physiologic mechanisms of pre-renal, intra-renal and post-renal injury and loss of renal function
4. Differentiate physiological and psychological manifestations experienced by the patient as a result of impaired renal function.
5. Utilize the following format to manage the care of the patient with Renal diseases including: Pre-renal, Intra-renal and Post-renal injury including renal failure
  - a. Etiology & Pathophysiology
  - b. Clinical manifestations
  - c. Complications
  - d. Diagnostic studies
  - e. Mechanism of injury
  - f. Nursing and collaborative care
  - g. Medical/Surgical management
6. Outline the key educational topics for the patient with renal impairment

**READING ASSIGNMENT:**

1. Lewis, et al. (9<sup>th</sup> ed.)
  - a. Chapter 47; 1101-1123 (Continuous renal replacement therapy), 1128 (Gerontological considerations)-1129
2. ATI- Sections 65, 66.

Student Learning Outcomes	NSG 260 - Course Learning Outcomes				
	Caring Faithfully	Inquiring Faithfully	Communicating Faithfully	Following Faithfully	Leading Faithfully
1	X	X	X		
2	X	X	X		X
3	X	X	X		
4	X	X	X		
5	X	X	X	X	X
6	X	X	X		

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**Immunology/Stress**

**KEY TERMS:**

Acute Stress	Chronic Stress	HIV+	AIDS	Kaposi's Sarcoma
PCC	Crohns disease	Lymphoma	Neoplasm	Rheumatoid arthritis
Dysplasia	Chemotherapy		Brachytherapy	Radiation therapy

**STUDENT LEARNING OUTCOMES:** Upon completion of this reading, and through the lecture and class discussion, the student will be able to:

1. Integrate new knowledge into a framework for care of the patient with Stress and oncologic diseases
2. Integrate new knowledge into a framework for care of the patient with diseases affecting the immune response including infections.
3. Discuss immune response related to the wellness-illness continuum
4. Differentiate physiological and psychological manifestations experienced by the patient during acute and chronic disease states and stress.
5. Utilize the following format to understand immune mediated diseases, malignant and benign growths, including infections
  - a. Etiology & Pathophysiology
  - b. Clinical manifestations
  - c. Complications
  - d. Diagnostic studies
  - e. Mechanism of injury
  - f. Nursing and collaborative care
  - g. Medical/Surgical management
6. Discuss the physical and educational needs of the patient with oncology diseases considering physiological, sociocultural and spiritual needs

**READING ASSIGNMENT:**

1. Lewis, et al. (9<sup>th</sup> ed.)
  - Chapter 7; Entire chapter
  - Chapter 14; 203-211 (Type II Cytotoxic and Cytolytic reactions), 212 (Allergic disorders)-219 (Human Leukocyte Antigen System)
  - Chapter 15 & 16; Entire Chapters
2. ATI- Sections 98, 100, 102-105.

Student Learning Outcomes	NSG 260 - Course Learning Outcomes				
	Caring Faithfully	Inquiring Faithfully	Communicating Faithfully	Following Faithfully	Leading Faithfully
1	X	X	X		X
2	X	X	X		X
3		X	X		
4	X	X	X		X
5	X	X	X	X	X
6	X	X	X		

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## Musculoskeletal

### **KEY TERMS:**

ORIF	CPM	Contracture	Arthroplasty	Compartment Syndrome
Fat Embolism	Sensation	THR	TKR	Buck's traction
Phantom limb sensation	Osteoporosis	RA	Arthritis	

**STUDENT LEARNING OUTCOMES:** Upon completion of this class, using assigned readings, classroom activities, case studies, concept maps and discussion the student will be able to:

1. Discuss the impact of orthopedic conditions, including but not limited to amputation to the independence of the individual.
2. Describe the life style changes and adaptations that the orthopedic may have to implement.
3. Differentiate nursing assessment and interventions related to treatment of metabolic bone disease (e.g. osteoporosis) and arthritis (e.g. osteoarthritis and rheumatoid arthritis)
4. Identify assessment findings and treatment options related to compartment syndrome.
5. Utilize the following format to understand and design the plan of care for patients with bone fracture/s, and joint replacement: Hip fracture, Knee replacement, arthroplasties.
  - Etiology & Pathophysiology
  - Clinical manifestations
  - Complications
  - Diagnostic studies
  - Mechanism of injury
  - Nursing and collaborative care
  - Medical/Surgical management
6. Discuss the physical and educational needs of the patient with orthopedic disorders and surgeries.

### **READING ASSIGNMENT:**

1. Lewis, et al. (9<sup>th</sup> ed.)
  - a. Chapter 62; 1493 (Gerontological Considerations) -1194 (Assessment of the Musculoskeletal system), 1499 (Diagnostic studies)-1503
  - b. Chapter 63; 1505-1521, 1522 (Complications of Fractures)-1523 (Colles Fracture), 1527 (Gerontological considerations)-1536
  - c. Chapter 64; 1544 (Low back pain)-1547 (Intervertebral disc disease), 1553 (Metabolic one disease)-1558
  - d. Chapter 65; 1561-1576 (Gout)
2. ATI- Sections 81-83.

Student Learning	NSG 260 - Course Learning Outcomes				
	Caring	Inquiring	Communicating	Following	Leading

<b>Outcomes</b>	<b>Faithfully</b>	<b>Faithfully</b>	<b>Faithfully</b>	<b>Faithfully</b>	<b>Faithfully</b>
<b>1</b>	X	X	X		
<b>2</b>	X	X	X		X
<b>3</b>	X	X	X		X
<b>4</b>	X	X	X	X	X
<b>5</b>	X	X	X		

POINT LOMA NAZARENE UNIVERSITY  
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**Sensory/Connective**

**KEY TERMS:**

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Glaucoma	Cataracts	Corneal disorders	Meniere's disease	Conductive vs sensorineural hearing loss
Myopia	Presbyopia	Astigmatism	Hyperopia	Otitis Media
				Systemic Lupus Erythematosus

**STUDENT LEARNING OUTCOMES:** Upon completion of this class, using assigned readings, classroom activities, case studies, concept maps and discussion the student will be able to:

1. Discuss the influence of the immune response in sensory/connective tissue disorders.
2. Describe the life style changes that support sensory and connective tissue disorders.
3. Identify the unique impact of Meniere's disease.
4. Utilize the following format to understand and design the plan of care for patients with Systemic Lupus Erythematosus, visual abnormalities, sensory disorders,
  - Etiology & Pathophysiology
  - Clinical manifestations
  - Complications
  - Diagnostic studies
  - Mechanism of injury
  - Nursing and collaborative care
  - Medical/Surgical management
5. Discuss the physical and educational needs of the patient with sensory and connective tissue disorders.

**READING ASSIGNMENT:**

1. Lewis, et al. (9<sup>th</sup> ed.)
  - a. Chapters 21 & 22; Entire Chapters
  - b. Chapter 62; Review if needed
  - c. Chapter 65; 1582 (Systemic Lupus Erythematosus)-1589 (Polymyositis...)
2. ATI- Sections 13, 14, 101.

Student Learning Outcomes	NSG 260 - Course Learning Outcomes				
	Caring Faithfully	Inquiring Faithfully	Communicating Faithfully	Following Faithfully	Leading Faithfully
1		X	X		
2	X	X	X	X	
3		X	X		
4	X	X	X	X	X
5	X	X	X		

POINT LOMA NAZARENE UNIVERSITY  
 School of Nursing: Nsg 260 Spring 2017  
**Reproductive**

**KEY TERMS:**

BPH	Prostatitis	TURP	Prostate Cancer	Bladder irrigation
Lymphedema	PSA	BSO	Mastectomy	Menopause
D & C	Hysterectomy	Lymphedema	CBI	

**STUDENT LEARNING OUTCOMES:** Upon completion of this class, using assigned readings, classroom activities, case studies, concept maps and discussion the student will be able to:

1. Compare and contrast the risk factors and clinical manifestations of reproductive cancers.
2. Describe the changes to the self-image as a result of a reproductive surgery, with and without reconstruction.
3. Identify the psychological impact and the needed accommodations required for the patient with reproductive diseases/disorders.
  - Utilize the following format to understand and design the plan of care for patients with BPH, TURP, Prostatitis, Lymphedema, BSO, Mastectomy, Hysterectomy, Menopause and D & C
  - Etiology & Pathophysiology
  - Clinical manifestations
  - Complications
  - Diagnostic studies
  - Mechanism of injury
  - Nursing and collaborative care
  - Medical/Surgical management
4. Discuss the physical and educational needs of the patient with sensory and connective tissue disorders.

**READING ASSIGNMENT:**

1. Lewis, et al. (9<sup>th</sup> ed.)
  - a. Chapter 51 review if needed
  - b. Chapters 52, 53 & 54 Entire chapters
2. ATI- Sections 72-77.

Student Learning Outcomes	NSG 260 - Course Learning Outcomes				
	Caring Faithfully	Inquiring Faithfully	Communicating Faithfully	Following Faithfully	Leading Faithfully
1		X	X		
2	X	X	X		
3	X	X	X	X	X
4	X	X	X		

